

Faculty of Psychology and Education Sciences



FOPA2266 Questions of psycho-paedagogs and didactics : learning difficulties

[30h] 6 credits

This two-yearly course is taught in 2006-2007, 2008-2009,...

Teacher(s): Silvia Lucchini, Marie-Anne Schelstraete
Language: French
Level: Second cycle

Aims

At the end of the course the students should be able, as psycho-educational teacher, to take part actively to the didactic formation of future teachers in elementary schools and high-schools in the field of the learning difficulties as well at the level of the school classes as at the level of the global development of the children and adolescents. In this sense, the students should be able to refer to a relevant theoretical model, to choose a relevant method to obtain data, to analyse the results obtained and, on this basis, to determine a relevant strategy of intervention.

Main themes

The aim of the course is to understand the specificity of the learning processes in school environment and the underlying neuropsychological and cognitive constraints. The main models of reading and math acquisition will be analysed in connection with the models related to school motivation and to the underlying emotional processes. These models and case studies will help to understand the presence of inter-individual differences inside a class and the context of emergence of specific learning disorders in some pupils.

Content and teaching methods

The understanding of the learning difficulties in school situation will be made through :

- an analysis of the learning processes in class situation (didactical relation, didactical transposition, ...);
- a study of the neuropsychological and cognitive constraints underlying the learning processes (memory, attention-concentration, ...);
- an analysis of the main models of reading, math and transverse competences acquisition such as problem solving related with the models linked to the affective and social development of the child and the adolescent.

These various models and the analysis of pupils approaches will allow to understand the origin of the difficulties, to draw some profiles of children showing learning difficulties and to consider the psycho-educational actions to be taken according to the peculiar difficulties observed. Some illustrations : disorders of the general learning processes (reasoning, transfer...), dyslexia, acalculia, intellectual disorders, etc.

Other information (prerequisite, evaluation (assessment methods), course materials recommended readings, ...)

It follows educational methods fitted for adults including the link between theory and practice, group work, formative assessment and steps of individual and group appropriation of the contents. In this course, the devices presented must be consistent with the learned principles.

Other credits in programs

FOPA20	Licence à durée réduite en sciences de l'éducation	(4 credits)
FOPA22	Deuxième licence en sciences de l'éducation	(6 credits)
FOPA22MS	Deuxième année du Master en sciences de l'éducation, à finalité spécialisée	(4 credits)
FOPA22MS/PP	Deuxième année du Master en sciences de l'éducation, à finalité spécialisée (psychopédagogie et formation des enseignants)	(6 credits)
FOPA23	Troisième licence en sciences de l'éducation	(6 credits)