


In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

4 credits	30.0 h	Q1
-----------	--------	----

Teacher(s)	Sholokhova Svetlana ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<p>After talking this course the students should be able to</p> <ul style="list-style-type: none"> • historically situate the various currents of psychology and education and the context that created them • identify the role of philosophical postulates and naive preconceptions in arguments on the scientificity of disciplines and to identify the conditions under which the arguments they imply apply to the variety of concrete practice situations • recognize the difficulties and fruits of multi-disciplinarity in psychology and education • understand the situation of psychology among today social practices and compare psychology as it is to social expectations <p>Regarding learning outcome this course aims to help the students A1, A2</p> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Multiple choice questionnaire.</p>
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Readings and lectures.</p>
Content	The course will start with a rapid history of the philosophical and cultural origins of psychological ideas. Next the course will describe the legacy of these traditions and the emergence and positions of various currents in psychology to this day. The course will also involve a discussion of what is meant by science et non-science, as well as natural/exact vs social sciences and humanities. This implies a critical examination of the currents and disciplines.
Inline resources	Check the Moodle site for more information.
Bibliography	Parot et Richelle (2013) Introduction à la psychologie: Histoire et méthodes, PUF, 2ème édition.
Faculty or entity in charge	EPSY

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Psychology and Education : Speech and Language Therapy	LOGO1BA	4		
Bachelor in Psychology and Education: General	PSP1BA	4		