


Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

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| 4 credits | 30.0 h | Q1 |
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|-----------------------------|--|
| Teacher(s)                  | Baudoin Noémie (compensates Coertjens Liesje) ;Coertjens Liesje ;März Virginie ;Raemdonck Isabel ;   |
| Language :                  | French   |
| Place of the course         | Louvain-la-Neuve   |
| Prerequisites               | <i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>   |
| Aims                        | <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>   |
| Evaluation methods          | <b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b><br>The assessment of student learning will be done in two ways. Students will be asked to participate in a data collection that addresses adolescents' lack of interest in technical and scientific occupations. The data collected will be the subject of an analysis presented during the course by the teacher. At the end of this presentation, students will have to meet in groups of two or three for one hour of class and, at the end of their joint reflection, they will have to produce a document containing a minimum of four recommendations that could help to increase the attractiveness of the technical and scientific professions. Participation in the data collection and the submission of a document containing the four recommendations will be credited with 4 out of 20 points. For the remaining 16 points, students will be required to take an examination consisting of a multiple choice and multiple answer questionnaire covering all the material seen in the course. |
| Teaching methods            | <b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b><br>The course will take the form of interactive presentations with illustrations and presentations by experts and/or field actors.  |
| Content                     | The course consists of presenting interventions that are representative of what psychologists do in the fields of education and development and encouraging students to take a critical look at these types of interventions. This year, the interventions presented will focus on the following themes: vocational guidance, support for success, early school leaving, emotional skills training, professional integration, in-company training, job search assistance, career support and active aging.   |
| Inline resources            | The slideshows used during the lessons and a reading portfolio are available on moodle.  |
| Other infos                 | This course assumes that the student has mastered the content of LPSP1206 Psychology of Education, LPSP1213 Development, Environment, Culture and LPSP1203 Psychology of Disability Situations, or its equivalent.   |
| Faculty or entity in charge | EPSY   |

| <b>Programmes containing this learning unit (UE)</b> |         |         |                                       |   |
|--|---------|---------|---------------------------------------|---|
| Program title  | Acronym | Credits | Prerequisite                          | Aims  |
| Bachelor in Psychology and Education: General        | PSP1BA  | 4       | LPSP1203 AND<br>LPSP1206 AND LPSP1213 |  |