

To understand the adolescent in school situation, to manage the interpersonal relationship and to animate the class group

4.00 credits

22.5 h + 22.5 h

Q2

Teacher(s)	Barbot Baptiste ;Roland Nathalie ;Senden Morgane ;Senden Morgane (compensates Barbot Baptiste) ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	" To understand the adolescent in school situation, to manage the interpersonal relationship and to animate the class group" Main themes o School : an institution, a place to live, analysis of a complex situation. o The adolescence : cultural phenomenon and psychic process. o The adolescent faced with school : expectations, attitudes and representation. o The stakes in the relationship teacher-student: how to place oneself in the relation teacher-student? How to reconcile both roles of educating and teaching? o The connection of the adolescent with school authority: how to set up a true authority? o Demotivation and violence in secondary schools : fantasy or reality? o School and mental health : depression, drug addiction, deviant practises, Methods o A particular care will be given to the coherence between the teaching methods used in the lecture and the concepts and tools which are developed. o Active procedures : learning by resolving problems, analysis of material, tools and practical cases (some may be presented by witnesses or videograms), discussion or debates. o In subgroup working time the active methodology (practical exercises, situation scenario) will try to introduce the conceptual contributions starting from the students experience in the school field and through interpersonal and group relationships experienced during the seminar. Models meant to understand interpersonal and group situations will be introduced by the use of analysis grids developed through psycho-sociological approaches of communication (systemic, transactional, behavioural analysis)
Learning outcomes	At the end of this learning unit, the student is able to : The lecture will be organised in complementary parts. In a first part the future teachers will be brought to get used with concepts and intervention tools in order to analyse and to build a relevant teacher-student relationship in the specific cultural context of today which is the obligation to provide an education for adolescents. In the second part the future teachers will be brought to work in subgroups 1.To question and to understand the components of interpersonal relation and the group functioning in the context of teaching and training 2.To prepare and to carry out some devices liable to favour the relations inside the class and to manage eventual dysfunctioning. 3.To teach how to deal with critical situations (conflicts, passivity, violence) to which a teacher could be confronted.
Bibliography	Un portefeuille de documents comprendra des textes de base relatifs aux thèmes centraux du cours, il sera complété par des documents sur des outils de communication et de connaissance de soi fournis par les formateurs. trices qui animent les sous-groupes de séminaires.
Faculty or entity in charge	EDUC