

4.00 credits

15.0 h

Q2

Teacher(s)	Raemdonck Isabel ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	Participation in MANDATORY. Evaluation happens during the course. For developing the course, the groupe members receive a note on /6 For developing the case and feedback giving: the groupe members receive a note on /6 Analysis of the different cases send by each group member: 1 point per case Note is on /20
Teaching methods	Distance education via teams Reading the texts is essential to actively participate in the course. Each group develops a 15-minute online course that explains the theory of one of the authors and develops a case that allows to apply the theory. The other students listen to the online session before the course. During the teams session, students work on the analysis of the case. In case of problems they can call for help to a group member who has developed the case. After the analysis, some groups present their analysis and the group that developed the case gives feedback. At the end of each course each student sends in their analysis of the case.
Content	Session 1: introduction Session 2 : theories developed by Ericsson, Mezirow, Kolb & Bould Session 3 : theories developed by Billett, Argyris; Schön Session 4 : theories developed by Senge, Lave & Wenger, Engestöm
Inline resources	Use of teams for each course session The cases and links to the preregistered courses can be find on moodle and is structured per session
Bibliography	Dochy, F., Gijbels, D., Segers, M., & Van den Bossche, P. (2021). <i>Theories of Workplace Learning in Changing Times</i> . London: Routledge. Une
Faculty or entity in charge	EDEF

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Education (shift schedule)	FOPA2M	4		