Licence d'Éducation Spécialité Enseignement Secondaire - Langue Anglaise

Education Sciences

General Course Information

- **Course Code: M20**
- **Course Title: Education sciences**
- **Credit Hours: 50**
- **Semester: 3 | Fall**
- **Meeting Times: Mondays 8h30-10:15/ 15:45- 18:00; Thursdays 8h00-12h30/ 14:00 – 18:00**
- **Class Location: Rooms 13, 19 & 20**

Course Description:

The "Educational Sciences" module provides a comprehensive overview of the foundational concepts, theories, and methodologies within the field of educational sciences. This course will introduce students to major theories as they apply to education, human development and needs. It is designed to equip students with a deep understanding of the principles that underlie effective teaching, learning, and educational practices. Through a combination of lectures, discussions, case studies, and practical activities, students will gain insights into the multifaceted nature of educational sciences and its impact on shaping effective educational practices.

Course Learning Outcomes:

By the end of the course, student should be able to:

- ✓ Realize different philosophical perspectives on education.
- ✓ Recognize the role of education sciences in education.
- ✓ Recognize different learning styles and intelligences.
- ✓ Realize different factors affecting learning.
- ✓ Show understanding of human development theories.
- ✓ Show evidence of familiarity with theories of learning.
- ✓ Recognize different types and strategies of motivation.
- ✓ Learn how to deal with learners with exceptionalities.
- ✓ Acquire necessary skills to manage the classroom effectively.
- ✓ Understand the role of citizenship values in education.
- ✓ Recognize the role of ICT in teaching.

Required Text(s) and Materials(s):

Charlene. T (2006). Philosophical perspectives on education. In Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds), *Critical perspectives on Education:* An Introduction (pp. 21- 40). Singapore: Prentice Hall.

Santrock, J.W. (2018). Educational Psychology (ed.5th). New York: McGraw-Hill Education.

Slavin, R.E (2019). Educational Psychology: Theory and Practice (ed.12th). London: Pearson.

Method of Instruction:

Students are asked to deliver a weekly 20 min presentation on a topic related to educational sciences. They are also required to work on tasks at the end of the session to demonstrate their understanding of the topic.

Course Policies:

Students are expected to:

- ✓ Attend their regular classes.
- ✓ Deliver their presentations on time.
- ✓ Engage in classroom discussions.
- ✓ work on the assignments.

Assessment and Evaluation

Student will be assessed based on their presentations and mid-term exam which account for 60% of the final grade (30% for each). While the final exam will carry the weight of 40 % of the final grade.

Course Syllabus

Weeks	Content
Week 1	Introduction to the course
Week 2	Introduction to education: nature, scope, and aims Philosophical perspectives on education
Week 3	Factors affecting learning Learning styles and Multiple intelligences theory
Week 4	Development during childhood and adolescence Piaget's theory of cognitive development (1st part)
Week 5	Piaget's theory of cognitive development (2nd part) Vygotsky's theory of cognitive development
Week 6	Social, moral, and emotional development Behavioral and social theories of learning (1st part)
Week 7	Behavioral and social theories of learning (2nd part) **Mid-term Exam**
Week 8	The constructivist theory of learning The socio-constructivist theory of learning
Week 9	Cognitive theories of learning
Week 10	Theories of motivation Classroom management
Week 11	Student diversity Learners with exceptionalities
Week 12	Grouping, differentiation and technology Assessing students learning.
Week 13	Citizenship education Notions of communication and animation
Week 14	ICT in teaching English as a foreign language **Course Wrap-up & Revision**
Week 15	**FINAL EXAM**