



المدرسة العليا للتربية والتكوين - أكادير
+ΕΙΣΗ +Α.ΧΗΗ.+ Ε +ΧΣΕ Λ %ΘΣ%++Χ - .Χ.ΛΞΟ
ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

Higher School of Education and Training– Agadir

Bachelor's Degree in Education
Secondary Education – English Language



For further details, visit our website: www.esefa.uiz.ac.ma
Follow us on social media: @esefagadir

Module Title: Sciences de l'éducation

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M22
Semester:	3
Language of Instruction :	Français
Nature of Module:	Metier
Total Hours :	50 hours
Nombre de credits :	4
Mode of Instruction :	In-person / Présentiel

1. MODULE SYLLABUS

1.1. Competencies to be acquired

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.

1.2. Knowledge to be acquired

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.

1.3. Hourly Volume

Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation	Total VH
Sciences de l'éducation								
ECTS/VH global du module	4 ects	32h	6h			8h	4h	50H
% VH		56%	12%			16%	8%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	50h			50h
% of Total Volume	100%			100%

1.1. Detailed Module Content Description

Week	Topics
Week 1	Introduction to the course Introduction to education: <ul style="list-style-type: none"> nature, scope, and aims Philosophical perspectives on education
Week 2	Factors affecting learning

	Learning styles and Multiple intelligences theory
Week 3	Development during childhood and adolescence Piaget's theory of cognitive development (<i>1st part</i>)
Week 4	Piaget's theory of cognitive development (<i>2nd part</i>) Vygotsky's theory of cognitive development
Week 5	Social, moral, and emotional development Behavioral and social theories of learning (<i>1st part</i>)
Week 6	Behavioral and social theories of learning (<i>2nd part</i>)
Week 7	<i>Mid-term Exam</i>
Week 8	The constructivist theory of learning The socio-constructivist theory of learning
Week 9	Cognitive theories of learning Theories of motivation Classroom management
Week 10	Student diversity Learners with exceptionalities
Week 11	Grouping, differentiation and technology Assessing students learning.
Week 12	Citizenship education Notions of communication and animation
Week 13	ICT in teaching English as a foreign language Course Wrap-up and Revision
Week 14	Evaluation

1.2. Teaching Methods and Pedagogical Resources

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.

1.3. Distance Learning Modalities (If applicable)

NA

1.4. Description of Personal Work (If applicable):

Rapports descriptifs encadrés, Lectures d'ouvrages et d'articles scientifiques, Présenter des exposés thématiques

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%** : midterm 30% + Presentation 30%

Note: Attendance counts for 5%

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

3. BIBLIOGRAPHY

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

Santrock, J. W. (2018). *Educational psychology* (5th ed.). McGraw-Hill Education.

Slavin, R. E. (2019). *Educational psychology: Theory and practice* (12th ed.). Pearson.

For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :

<https://drive.google.com/file/d/1Suzn0cWKOuinYe0jpFzAq4MQ7s2I-EP2/view>