

- Faculté des lettres et sciences humaines
- [www.unine.ch/lettres](http://www.unine.ch/lettres)

## Classic and contemporary theories in education (2PS1377)

Filières concernées	Nombre d'heures	Validation	Crédits ECTS
<b>Pilier B A - psychologie et éducation</b>	<b>Séminaire: 2 ph</b>	Voir ci-dessous	6

ph=période hebdomadaire, pg=période globale, j=jour, dj=demi-jour, h=heure, min=minute

### Période d'enseignement:

- Semestre Automne

### Equipe enseignante

Antti RAJALA  
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### Contenu

The course starts with a discussion of the work of classic educational thinkers– such as Rousseau, Herbart, Frenet, Freire, Neill – and their foundational contributions that constitute the basis of how we understand education today in Europe. We explore and compare the underlying ideas of these thinkers, regarding, for example, what they conceive as the main purpose of education and what are their ideas about how education relates to society, and the roles of student and teacher in an educational process. We will then discuss how these differences among the classic educational thinkers are reflected in contemporary debates in education.

The second part of the course will explore new ideas in education, such as socio-constructivist education, agency-centered education, dialogic education, critical pedagogy, and multicultural education. The course will discuss the underlying educational ideas of each of these contemporary approaches as well as practical examples of their implementation in schools.

Overall, the course will provide the students with opportunities to deepen their understanding of education in its varied classic and contemporary forms. The course will provide the students with tools for analyzing, comparing and critiquing different educational approaches.

### Forme de l'évaluation

- Preparing for each session by reading the required literature or conducting the assignment.
- Prepare questions or comments for required readings.
- Actively participating in class discussions.
- Produce a 2000-word essay by the end of the course, which discusses and compares two or more classical/contemporary educational theories

The individual report must be delivered by January 15th 2024 on Moodle and with a paper copy. The individual report can be written in English or in French.

Completing the required tasks for each class and handing in the essay in due time is a prerequisite for the acceptance of the course.

### Modalités de rattrapage

The second deadline is February 15th 2025.

### Documentation

Readings are part of the course content. The reading list will be shared by the teacher at the second meeting of the course.

### Pré-requis

No previous course in psychology or education is required to participate to this course.  
The students are encouraged to participate even if they are not fluent in English.

### Forme de l'enseignement

This course is a seminar, it will combine presentations by the teacher, presentations by the students, and group discussions. The course also includes debates among the students. The students are expected to familiarize themselves and comment on the course readings before the sessions.

### Objectifs d'apprentissage

Au terme de la formation l'étudiant-e doit être capable de :

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### **Classic and contemporary theories in education (2PS1377)**

- Develop capability to describe, justify and debate personal views about education
- Observe and have a good overview of classic and contemporary theories in education
- Analyse , compare and critique educational theories
- Demonstrate understanding on how educational theories can be implemented in practice

#### **Compétences transférables**

- Develop understanding of educational debates in the society
- Develop understanding of educational practice in schools