ASK ANNUAL CONFERENCE

2017-2018

PROFESSIONAL TRAINING COURSES

Cours de Formation Professionnelle

Friday, 6th October 2017/ vendredi le 6 Octobre 2017

Programme en francais : 9h00 -16h30
Programme in English: 13h30 - 17h15

The Ecumenical Center, 150, route de Ferney,
1218 Grand-Saconnex

PROGRAMME EN FRANÇAIS

vendredi le 6 Octobre 2016 : 9h00-16h30

9h00	Registration
9h30	entre dyslexie et haut-potentiel : aspects psychologiques et sociologiques des enfants à profil particulier en lien avec la scolarité / comment anticiper et accueillir tous les élèves?
11h00	Pause
11h15	entre dyslexie et haut-potentiel : aspects psychologiques et sociologiques des enfants à profil particulier en lien avec la scolarité / comment anticiper et accueillir tous les élèves?
12h30	Pause de midi - 45 minutes
13h15	entre dyslexie et haut-potentiel : l'abord de contenus didactiques pour les plus grands (de l'enseignement primaire à l'université : quelques pistes / échanges)
14h45	Pause
15h00	entre dyslexie et haut-potentiel : l'abord de contenus didactiques pour les plus grands (de l'enseignement primaire à l'université : quelques pistes / échanges)
16h15	Fin de la Séance
19h00-21h30	Cocktail de bienvenue et soirée de réseautage (RSVP requis)

ASK Cours de Formation Professionnelle

Proposition de contenu et de répartition en deux demi-journées de formation

par Pascal Duc

enseignant et formateur (Lettres, ASH), ESPE de Grenoble (Grenoble-Alpes Université)

9h30 - 12h30

entre dyslexie et haut potentiel : quelles approches anticiper pour accueillir au mieux ce type d'enfants à besoin particulier dans les classes ? Aspects relationnels et pédagogiques

Résumé du séminaire:

- aspects psychologiques et sociologiques des enfants à profil particulier en lien avec la scolarité (attentes conscientes et inconscientes / frustration / relation à la réussite / sensibilité émotionnelle / notions de comorbidité) – a-priori et enseignement
- aspects pédagogiques en lien avec le fonctionnement d'enfants dys et avec le fonctionnement d'enfants à haut-potentiel (l'évaluation, le travail et la confiance)

13h15-16h15

entre dyslexie et haut-potentiel : l'abord de contenus didactiques pour les plus grands (de l'enseignement primaire à l'université : quelques pistes / échanges)

Résumé du séminaire:

- comment tenter de travailler des contenus didactiques pour ces enfants aux fonctionnements si éloignés? (de l'enseignement primaire à l'université: quelques pistes; et les autres élèves: comment orienter son enseignement pour toute la classe?)

Qui est Pascal Duc? Mari et père de 3 enfants, Pascal Duc est professeur de Lettres. Il enseigne 3 ans à Madagascar, de la primaire au lycée. De retour en France, il profite de l'expérience du laboratoire cognisciences (Pr. Zorman) et encadre des formations continues sur les questions de dyslexie. A Bourgoin-Jallieu il est référent de tous les élèves à profil particulier d'un collège de plus de 900 élèves. Depuis 2007 il devient formateur à l'IUFM (maintenant ESPE, Ecole Supérieure de Professionnalisation des Enseignants) en français mais aussi dans le domaine du handicap (de la maternelle au lycée). Il participe à un projet expérimental pour l'intégration des enfants à haut potentiel en collège. Depuis 2015 il intervient auprès de l'Institut Florimont (Genève) comme expert sur le sujet des élèves à profil particulier. Il travaille avec des entretiens d'explicitation, d'anamnèse scolaire et des outils d'accompagnement personnel. Deux de ses enfants sont reconnus enfants à profil particulier, ce qui fait de sa famille une famille «normale»...

ENGLISH PROGRAMME

Friday, 6 October 2017 13h30 – 17h15

13h30	Registration
14h00	Educational Neuroscience: Neuromyths and Neurohits in the Education of Children with Special Educational Needs
14h00	The Neuroscience of Math: Bridging Brain Research to Math Learning
15h15	10-minute break
15h25 -16h00	Continued: Educational Neuroscience: Neuromyths and Neurohits in the Education of Children with Special Educational Needs
15h25 -16h00	Continued: The Neuroscience of Math: Bridging Brain Research to Math Learning
16h00	10-minute break
16h15 -17h15	Hour long briefing: Educational Neuroscience: Neuromyths and Neurohits in the Education of Children with Special Educational Needs
16h15 -17h15	Hour long briefing: The Neuroscience of Math: Bridging Brain Research to Math Learning
	END OF SESSIONS
19h00 -21h30	Welcome Drinks & Networking Soirée (RSVP required)

ASK PROFESSIONAL DEVELOPMENT COURSES

Educational Neuroscience: Neuromyths and Neurohits in the Education of Children with Special Educational Needs

Chloë Marshall

Professor of Psychology, Language and Education,
UCL Institute of Education, London

Course Outline:

Parents and teachers have a great enthusiasm for neuroscience and for the light it can shed on children's learning in the home and at school. However, sometimes this enthusiasm can lead to the ready acceptance of teaching practices, ideas, or techniques that do not actually have a scientific basis in neuroscience – or which reflect some basis in neuroscience but have not been rigorously tested within an educational context. This phenomenon has been labeled the spread of "neuromyths" – mistaken ideas about the brain. In this course, we will examine some "neuromyths", but also some "neurohits", i.e. ideas about education and the brain which *are* based on sound neuroscientific evidence. We will also consider how to critically evaluate the claims made by the manufacturers of so-called "neuroscientific" interventions for children with special educational needs.

Course Objectives:

- To highlight what educational neuroscience is, how it can be relevant to the education of children with special educational needs, and what its limitations are.
- To critically examine statements such as "we only use 10% of our brains", "differences in hemispheric dominance (left brain, right brain) can help explain individual differences amongst learners" and "there are critical periods in childhood after which certain things can no longer be learned", particularly as these statements relate to learners with special educational needs.
- To enable participants to critically evaluate the claims made by the manufacturers of educational interventions.

Who is Prof. Chloë Marshall?

After gaining a first class honours degree in the biological sciences, Chloë trained as a Montessori early years teacher. She taught in Montessori nursery schools in the UK and trained teachers at the Montessori Centre International in the 1990s, before gaining an MA in linguistics and a PhD in human communication science at UCL. After postdoctoral research at UCL and a lectureship at City University of London, she joined the Institute of Education in 2011. She led the MA programme in Special and Inclusive Education for several years and currently leads the MA/MSc programme in Educational Neuroscience which is awarded jointly with Birkbeck, University of London. Her research focuses on children with language and literacy difficulties, and children who are deaf. She runs the ALLICC (Acquiring Language and Literacy in Challenging Circumstances) Lab and is Editor-in-Chief of the journal *First Language*.

ASK PROFESSIONAL DEVELOPMENT COURSES

The Neuroscience of Math: Bridging Brain Research to Math Learning

PD Dr. sc. nat. Karin Kucian

Neuroscientist at the Center for MR-Research
University Children's Hospital Zurich

Course Outline:

Numerical abilities are essential for many aspects of day-to-day living, and they are becoming even more crucial with the increasing role of technology in contemporary society. Low numeracy skills reduce employment prospects and mental and physical health of individuals, and widespread innumeracy can compromise national economic status.

Despite the relatively high occurrence of specific numerical learning disorders, like developmental dyscalculia, only a few research projects focus on this clearly high priority area. In this workshop, you will gain important understanding about typical as well as atypical development of numerical competencies on behavioural and neuronal levels with the general goal to foster the acceptance of developmental dyscalculia as a disorder and raise public awareness for the need to provide targeted educational and therapeutic support tailored to affected children.

Course Objectives:

- Explain how the brain processes numbers
- Awareness of the main characteristics of children with developmental dyscalculia
- Gain state-of-the art knowledge of the neuronal underpinnings of dyscalculia
- Identify beneficial or less recommendable interventions for developmental dyscalculia
- Knowledge of the intervention software *Calcularis* as an example of an adaptive computer based intervention to enhance numerical understanding

Who is PD Dr. sc. nat. Karin Kucian?

Karin Kucian studied Neurobiology and Educational Science at the Swiss Federal Institute of Technology. After her PhD on the development of cerebral representations of numbers in typically achieving children and children with developmental dyscalculia, she focused further on the investigation of neuronal correlates of number processing in children with developmental dyscalculia and interventions to improve numerical understanding. In 2015, she obtained the venia legendi of the medical faculty of medicine of the University of Zurich and is now working as a senior research associate at the Center for MR-Research of the University Children's Hospital Zurich, Switzerland.