

3.0 credits

22.5 h + 15.0 h

Teacher(s) :	Carlier Ghislain ; Dufays Jean-Louis ; Romainville Marc ; Wiame Bernadette ; Ghysseleinckx Anne ; Parmentier Philippe ; De Kesel Myriam ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	<p>"General didactics and education to interdisciplinarity"</p> <p>Main topics</p> <ul style="list-style-type: none"> - how do we learn ? - what are the teaching aims ? - how to conceive and organise the training ? - why and how to assess ? - how to help the students in trouble ? - how to handle the class heterogeneity ? <p>Through these several topics we will particularly approach matters relating to the motivation, the metacognitive process, the consideration of the students conceptions, etc. The contents will be selected according to the actual research in the teaching and learning fields. The emphasis will be constantly put on the approach of the learner.</p> <p>Methods</p> <ul style="list-style-type: none"> - active approaches : we will pay a particular attention to the consistency between the education methods used in the "General didactic" course and the conceptual tools developed ; - analysis and questioning of the conceptions that the students have concerning education and training ; - analysis of the teaching materials, tools and concrete cases ; summary report ; - development of some key questions : the students will be allowed to train exercise analysis approaches ; <p>The analysed themes will be collegially defined by the teachers team according to questions raised by the students after their confrontation with the school field.</p> <p>Tools of analysis of the teaching practices will be supplied or built in the course of the activity. They will mainly aim at developing in/with the students methodological competences and a reflexive view on them.</p>
Aims :	<p>Aims</p> <p>The activity will be organised in 2 complementary parts:</p> <p>First part</p> <ul style="list-style-type: none"> - to lead the future teachers to develop a habit of reflexive practice argued in their professional life ; - equip the future teachers on the conceptual way in order to be able to analyse, to build and to improve a didactic sequence in a given learning context. <p>Second part</p> <ul style="list-style-type: none"> - to confront their experiments of training courses and to take a critical retreat compared to their observations and their actions within the school framework - to analyze the teaching practices observed and implemented within the framework of their training courses of observation and teaching ; - to develop the use of conceptual frameworks of references and grids of analysis in order to carry a new glance on their pedagogic practices and to improve them. <p>The prospects are that the future teachers get used to/develop a habit of well-argued reflexive practice in their professional life.</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Content :	<p>Summary</p> <p>The historical stages of the democratization of the secondary school;</p> <p>The point of success or failure at school linked to /in connection with the socialselection;</p> <p>The pedagogical reform in connection with the historical evolution of the school institution; The social relations attitude, to knowledge learning;</p> <p>The point of the meaning of secondary school for today's students;</p> <p>Secondaryschool students' profile</p>

	<p>Analysis of the "school establishment effect" on the success of the students; The facets of the job of teaching in the organization of today's school; The social perceptions of the subjects.</p>
<p>Other infos :</p>	<p>Other elements of information : evaluation, prerequisite, evaluating grading, support</p> <ul style="list-style-type: none"> o The level of command of the aims of the course will be evaluated on the basis of a personal task of synthesis or a written exam. The grading of the course is linked to the actual attendance to the seminar and to the tasks related to it. o Before starting the seminar the student will have observed teaching in the class and will have done at least one first training practice in teaching. o A portfolio will include basic texts related to the main themes of the course as well as texts related to particular questions likely to be used by the students in the personal tasks of synthesis or to be worked on in the workshops of subgroups. <p>Other elements of specifications : supervision, means .</p> <p>The first part of the activity will be given as lectures and will be repeated 2 or 3 times (first and second quarter). The second part will be given as seminars and will be organized during complete days (2 Saturdays) in the 2nd quarter. The two parts of the activity are given by a team of specialized teachers in psycho-pedagogy together with specialists of the didactics of the subjects and field practitioner.</p>
<p>Cycle and year of study :</p>	<ul style="list-style-type: none"> > Master [120] in Biochemistry and Molecular and Cell Biology > Master [120] in Biology of Organisms and Ecology > Teacher Training Certificate (upper secondary education) - Biology > Teacher Training Certificate (upper secondary education) - Geography > Master [120] in Geography : General > Master [120] in Physics > Teacher Training Certificate (upper secondary education) - Physics > Master [120] in Sociology > Master [120] in Mathematics > Teacher Training Certificate (upper secondary education) - Mathematics > Master [120] in Political Sciences: General > Teacher Training Certificate (upper secondary education) - Economics : General > Master [120] in Economics: General > Master [120] in Motor Skills: Physical Education > Teacher Training Certificate (upper secondary education) - Physical Education > Master [120] in Philosophy > Teacher Training Certificate (upper secondary education) - Philosophy > Teacher Training Certificate (upper secondary education) - Psychology and Education > Teacher Training Certificate (upper secondary education) - Performing Arts > Master [120] in Performing Arts > Teacher Training Certificate (upper secondary education) - Chemistry > Master [120] in Chemistry > Teacher Training Certificate (upper secondary education) - Information and Communication > Teacher Training Certificate (upper secondary education) - History of Art and Archaeology, general > Master [120] in History of Art and Archaeology : General > Teacher Training Certificate (upper secondary education) - History > Master [120] in History > Teacher Training Certificate (upper secondary education) - Ancient Languages and Literatures : Classics > Master [120] in Ancient Languages and Literatures: Classics > Teacher Training Certificate (upper secondary education) - Theology > Master [120] in Biblical Studies > Master [120] in Theology > Master [120] in Anthropology > Teacher Training Certificate (upper secondary education) - French and Romance Languages and Literatures > Master [120] in French and Romance Languages and Literatures : General > Teacher Training Certificate (upper secondary education) - Ancient and Modern Languages and Literatures > Master [120] in Ancient and Modern Languages and Literatures > Teacher Training Certificate (upper secondary education) - Sociology, Political Sciences, Anthropology > Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : German, Dutch and English > Master [120] in Modern Languages and Literatures : German, Dutch and English > Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : General > Master [120] in Modern Languages and Literatures : General
<p>Faculty or entity in charge:</p>	<p>EDEF</p>