

4.0 credits

30.0 h

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| Teacher(s) : | Van Nieuwenhoven Catherine ; Beusaert Simon ; |
| Language : | Français |
| Place of the course | Louvain-la-Neuve |
| Main themes : | This course is designed to apply and deepen the concepts and models covered in the first part. It provides the opportunity for each student either to do a project involving a teaching practice (e.g. a vocational method) or to examine closely a special issue. Final assessment is based on a portfolio compiled by each student which includes not only different work they have done (especially project-related work) but also a re-examination of their own progression over the last two years. |
| Aims : | By the end of the course, from the point of view of a teacher trainer, students will be able to (1) undertake an in-depth analysis of the methods which promote development of skills and professional identity of future teachers, and to identify, with theoretical support, significant improvements; (2) closely examine a special issue involving teacher training; (3) analyse their own progression over two years studying educational psychology. <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> |
| Content : | Individual and group support forms a key part of the activities ; this helps students to undertake a project or a close examination of a special issue. By way of example, some typical themes might include the following : integrated approaches, interdisciplinary methods, professional training workshops, teachers' records, links between the course and the placements, how to teach socio-constructivist theories of learning in large groups, leading a team, participation of trainee teachers in the assessment of their placement, reconciling disciplinary approaches with the training of a multi-subject teacher, the motivation to become a teacher, teaching as perceived by ergonomists etc. All this requires personal contact with real practitioners and the analysis of basic documents relating to the issue in question. Teacher trainers also demonstrate original practices for analysis and observation. |
| Other infos : | <ul style="list-style-type: none"> - Prerequisites: students are required to have taken FOPM 2060 Methodology of the initial training of teachers and instructors or an equivalent. - Development of a teaching strategy adapted to adults including the link between theory and practice, work in groups, training assessment and work on using material in practice. The training and assessment methods used must reflect the principles students have been taught. - Assessment : Students' grasp of the different issues covered will be assessed through a final oral presentation (overview) on what they have done. (A short mini-syllabus of a few pages will also be required). |
| Cycle and year of study : | > Master [120] in Education (shift schedule) |
| Faculty or entity in charge: | EDEF |