



In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

5 credits

45.0 h

Q1 and Q2

Teacher(s)	Counet Jean-Michel ;Depré Olivier (coordinator) ;Lories Danielle ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>This course takes today's main aspects of the teaching of philosophy into account. Should philosophizing be taught/learned or should philosophy be taught/learned? This question is at the heart of this course with as corollary the common elaboration of what deserves to be taught in philosophy and how to teach it. It goes without saying that this teaching is aimed at the last two years of secondary school.</p> <p>This course is an integral part of the disciplinary courses provided for candidates in Masters in Didactics and in Teacher Training where the question on the role philosophy should play in the students' school programme is underlying, possibly as a basis for a real interdisciplinarity or at least as a mediator. The main objective of all academic courses in the Master's degree in didactics and the teacher training programme is to highlight the role that philosophical thinking could play in the everyday life of each citizen.</p>
Aims	<p>At the end of the class, the student will be able to:</p> <ul style="list-style-type: none"> <li>• devise, organize, evaluate and regulate teaching and learning activities for the philosophy courses</li> <li>• analyze the overall organization of the teaching of philosophy as well as the programmes and their objectives in a critical way</li> <li>• communicate a scientific knowledge in philosophy. Based on the previously acquired skills in the field of scientific study, the student has to be able to devise, present and analyze talks aimed at a targeted audience</li> </ul> <p>-----</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>
Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> LFILO2540 will not be assessed in the September session</p>
Teaching methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b> Type of teaching: the class will alternate between lectures and tutorials.</p>
Content	<p>At the end of the class, the student will have to have learned how to devise, organize and evaluate teaching activities and learning situations for the philosophy courses. He will have become able to carry out a scientific and methodological preparation of lessons to be given in his first teaching training period.</p> <p>The student will also have perceived the status, the components and the stakes of the programmes. He will have achieved a critical reading of these and will have practiced devising original teaching lessons which are adapted to the different degrees of secondary school (development of the students' final skills).</p> <p>The student will have to deal with a significant contribution to the didactics of philosophy in a scientific way. This research will be the subject of a written work and an oral talk in front of his peers. This talk will be submitted to a group evaluation.</p>
Other infos	Support: didactical library of philosophy
Faculty or entity in charge	EFIL

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Teacher Training Certificate (upper secondary education) - Philosophy	FILO2A	5		
Master [120] in Ancient and Modern Languages and Literatures	LAFR2M	5		
Master [120] in Philosophy	FILO2M	5		