

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.


7 credits

15.0 h + 40.0 h

Q2

Teacher(s)	Plumat Jim ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The teaching unit LPHYS2492 offers, in addition to teaching internships, an internship integration seminar which is mandatory for students enrolled in the aggregation in physics. The different themes addressed are :</p> <ul style="list-style-type: none"> <li>' the vademecum analysis which specifies the expectations of the internships and the instructions for the realization of a portfolio ;</li> <li>' the management of a course sequence from an educational and didactic point of view ;</li> <li>' the specificities of the teaching and learning modes ;</li> <li>' the specificities of course preparation : didactic preparations, student documents, chart sheets ;</li> <li>' the development of different types of evaluations (criteria and indicators) ;</li> <li>' exchange of experiences in internships : sharing of difficulties and strengths and avenues for reflection.</li> </ul> <p>The purpose of the seminar is to prepare students for their teaching internship. This, in addition to 10 hours of observation, consists of 30 hours of active internship, equally distributed in two schools, in upper secondary classes. Each of these two internships will be supervised by an internship supervisor approved by UCL.</p> <p>During their <i>first</i> internship, the students will be led to give courses mainly to the 2nd degree (in 4th year) in biology, chemistry and physics.</p> <p>During their <i>second</i> internship, the students will be led to teach to the 3rd degree mainly in physics.</p> <p>It is possible to validate 4 hours of internship in the form of "tutoring" in a positive discrimination school (under reserve).</p>
Aims	<p><b>a. Contribution of the teaching unit to the learning outcomes of the programme (PHYS2MA)</b></p> <p>1.2, 1.3, 1.4 2.1, 2.3, 2.4, 2.5, 2.7, 2.8 3.1, 3.2, 3.3, 3.4 10.1, 10.2, 10.3</p> <p><b>b. Specific learning outcomes of the teaching unit</b></p> <p>At the end of this teaching unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. use the disciplinary didactics and epistemology that guide pedagogical action ;</li> <li>2. translate scholarly knowledge into scholarly knowledge ;</li> <li>3. design and plan teaching-learning (TL) situations according to the students concerned and in relation to the competency frameworks and programs ;</li> <li>4. demonstrate mastery of new disciplinary and interdisciplinary knowledge when teaching ;</li> <li>5. explore new disciplinary, interdisciplinary and technological approaches and teaching tools during their internships ;</li> <li>6. design, conduct and evaluate experimental sequences (classroom and/or laboratory experiments) ;</li> <li>7. identify in the students the initial spontaneous representations and conceptions with a view to taking them into account and making them evolve during a teaching sequence ;</li> <li>8. get students to take a critical look at the construction of science (via, for example, the construction of models) ;</li> <li>9. master and mobilize the communication and relational skills required to practice the teaching profession ;</li> <li>10. mobilize knowledge in the human sciences for a correct interpretation of the situations experienced in the classroom and around the classroom as well as for better adaptation to school audiences ;</li> <li>11. dialogue and collaborate constructively and benevolently with the educational partners involved in the training activities (seminars and internships : directors, supervisors, supervisors and other trainees) ;</li> <li>12. to integrate pedagogical attitudes and behaviours in the service of individual and collective learning, and group-class management ;</li> <li>13. adopt a reflexive attitude towards teaching practices and teaching posture based on didactic and pedagogical principles as well as educational research.</li> </ol>

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Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>During the seminar and internships, students will be asked to create a personal portfolio including reflective work (20% of the final mark).</p> <p>The marks awarded for the internships will be established in consultation with the training supervisors, the incumbent and the teaching staff (80% of the final mark).</p> <p>A mark equal to or greater than 10/20 in each part of the assessment must be obtained to succeed.</p>
Teaching methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>The teaching activities will be carried out by the holder of the teaching unit, mainly in co-construction with the students.</p>
Content	<p>This teaching unit consists of "tooling" the students to become future physics teachers, by bringing them to put into practice, within their training courses, all the theoretical elements addressed in the didactics courses and the seminar.</p>
Bibliography	<p>Des ouvrages en relation avec les disciplines enseignées et avec la pratique seront présentés lors des cours.</p> <p>Books related to the subjects taught and to the teaching practice will be presented during the lectures.</p>
Faculty or entity in charge	<p>CAFC</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Teacher Training Certificate (upper secondary education) - Physics	PHYS2A	7		
Master [120] in Physics	PHYS2M	7		