

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.

2 credits	
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Teacher(s)	Jacquemin Dominique (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<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	<p><b>Methods of observation:</b> An observation of 5 consecutive days in a professional environment for the training of the student. It will be chosen by the student in consultation with the program manager on the basis of a motivation letter. We can think of: teaching, parish, educational environment, health world, pastoral care, research world, press, communication, NGOs, associations, etc.</p> <p><b>Credits:</b> 3 credits for the entire proposed procedure.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>o To allow the student to immerse himself/herself in a professional environment and to interrogate the meaning and purpose of his/her studies in theology: Why am I a bachelor in theology and in view of what?</li> <li>o To initiate a critical reflection, inscribed in a place of life, in order to initiate a questioning relative to theology: what does "theology" mean today? How? For whom? Why?</li> <li>o To articulate theory and practice and, for some, to contribute to their final thesis of BAC.</li> <li>o To account for the elaboration of a reasoned personal thinking.</li> </ul> <p><b>Targeted Skills:</b></p> <ul style="list-style-type: none"> <li>· To be able to observe a reality and to strive to understand it.</li> <li>· C.2. To master the documentary bases to develop a research in theology.</li> <li>· D.1. To draft a reflection on a theological question using different disciplines and methods in theology.</li> <li>· D 3. To distinguish between the theological analysis of an issue or situation and a common sense analysis.</li> <li>· E 3. To synthesize inputs from various sources to build a coherent argument.</li> </ul> <p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>o Submission of the motivation letter: on 15 October for the year of BAC 2</li> <li>o The classroom observation will take place during a week chosen by the student during the period of leave or at the latest during the SMART week of the BAC 2-3.</li> <li>o The critical observation work will be submitted by 1 May.</li> </ul> <p><b>Writing a critical observation work (10 pages maximum)</b></p> <ol style="list-style-type: none"> <li>1. The challenge of the internship observation: Why did I choose this place? With what questions, what expectations have I gone? (1 page)</li> <li>2. Presentation of the training place and its specificities (1 to 2 pages)</li> <li>3. Choice and development of a theological question in connection with the observation period (5 pages)                         <ul style="list-style-type: none"> <li>- The question will be related to the course, allowing to articulate theoretical theological and practical reflection, with personal dimension. For example: suffering, illness (internship in hospital), education, listening (teaching), freedom, loss of freedom, exclusion (internship in prison), speech (communication), solidarity ...</li> <li>- It will be a simple question whose essential issue may be, first of all, its formulation: how can a 'real' confrontation allow us to pose, in an original way, a theological question?</li> <li>- The development of thought will seek more to open up, to refine a questioning than to attempt to answer it (articulation between reality and theology).</li> </ul> </li> <li>4. Development of a bibliography allowing to enlarge the reflection (heuristic) (1 page)                         <ul style="list-style-type: none"> <li>- It should meet the following question: if I had to pursue my research with regard to 'my question', which reference books, author-books, articles (including Anglo-Saxons) could enable me to go further?</li> <li>- It is, therefore, not a matter of drafting a bibliography of what was used for the drafting of point 3, but of showing an ability to construct a bibliography "going to the point".</li> </ul> </li> <li>5. Synthesis (1 to 2 pages)</li> </ol>

Faculty or entity in charge	TEBI
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<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in religious studies	<a href="#">RELI1BA</a>	2		