


7.00 credits

45.0 h + 10.0 h

Q1 and Q2

Teacher(s)	Matthys Nathalie ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	Didactics and Epistemology of Science Course : LSCI2320 Each of the tests (in biology, chemistry, and physics) presented in LSCI2320 must be passed with a minimum of 10/20 in order to go on a teaching internship.
Main themes	<p>The seminar LCHIM2310 (15h = 8 x 2h) is a compulsory seminar for students registered for the agrégation in chemistry.</p> <p>The topics covered are :</p> <ul style="list-style-type: none"> - The vademecum which specifies the expectations of the training courses and the instructions for the realization of a portfolio - The management of a course sequence from a pedagogical and didactic point of view - The specificities of teaching and learning methods - The specificities of course preparations: didactic preparations, student documents, table sheets,... - The elaboration of different types of evaluations (criteria, indicators,...) - Exchanges of experiences during training courses: sharing of difficulties and strong points and reflection. <p>These seminars aim to prepare students for their teaching internship. In addition to 10 hours of observation, the internship consists of 30 hours of active practice, divided equally between two educational institutions, in upper secondary classes.</p> <p>Each of these two internships will be supervised by a UCL-approved internship supervisor.</p> <p>During their first internship, students will be required to teach mainly 2nd grade (4th year) biology, chemistry and physics.</p> <p>During their second internship, students will be required to teach 3rd degree courses, mainly in chemistry.</p> <p>It is possible to validate 4 hours of internship in the form of "tutoring" in an affirmative action school (under reserve).</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>Contribution of the teaching unit to the AA reference framework of the program</p> <p>With regard to the competency framework of the chemistry degree program (of the didactic aim), this teaching unit contributes to the development and acquisition of the following competencies: AA1.2 / AA1.3 / AA1.4 / AA2.1 / AA2.3 / AA2.4 / AA2.5 / AA2.7 / AA2.8 / AA3.1 / AA3.2 / AA3.3 / AA3.4</p> <p>Learning outcomes at the end of the teaching unit</p> <p>At the end of this teaching unit, the student is able to :</p> <ul style="list-style-type: none"> - Use disciplinary didactics and epistemology to guide pedagogical action, - Transpose scholarly knowledge into school knowledge, - Design and plan teaching-learning situations according to the students concerned and in line with the skills referential and the programs, - Demonstrate mastery of new disciplinary and interdisciplinary knowledge when teaching, - To explore new approaches and pedagogical tools in subject matter, interdisciplinary and technological areas during their internships, - Design, conduct and evaluate experimental sequences (classroom and/or laboratory experiments), - Identify the initial spontaneous representations and conceptions of the students in order to take them into account and make them evolve during a teaching sequence, - To bring the students to take a critical look at the construction of science (via, for example, the construction of models), - To master and mobilize the communication and relational skills that are essential to the teaching profession, - Mobilize knowledge of the humanities for an accurate interpretation of situations in and around the classroom and for a better adaptation to school audiences, - To dialogue and collaborate in a constructive and benevolent manner with the educational partners involved in training activities (in seminars and internships: directors, supervisors, internship supervisors and other interns),

	<ul style="list-style-type: none"> - Integrate pedagogical attitudes and behaviors in the service of individual and collective learning, and in the management of the class group, - Adopt a reflective attitude on one's teaching practices and one's teaching posture based on didactic and pedagogical principles as well as on educational research.
Evaluation methods	<p>Students enrolled in this seminar will be evaluated as follows :</p> <ul style="list-style-type: none"> - a personal portfolio including a reflective work will be made on the basis of the contributions of the classroom sessions and the experiences of the internship (20% of the final grade) ; - a grade for the internships will be established in consultation with the internship supervisors, the professor and the teaching staff (80% of the final grade). <p>Attendance at the seminar is mandatory. More than two unjustified absences will not allow the portfolio evaluation to proceed. A grade of 10/20 or higher in each of these parts (portfolio and internship) must be obtained to pass.</p>
Teaching methods	Teaching activities will be provided by the course instructor, primarily in co-construction with students.
Content	This teaching unit consists of "equipping" students to become future biology teachers by leading them to put into practice, in the context of their internships, all the theoretical elements discussed in the didactic courses and the seminar.
Inline resources	<p>on MoodleUCL, acronym LCHM2310.</p> <p>The site contains the documents presented and used during the seminars and allows the deposit of the students' productions.</p>
Bibliography	<p>Des ouvrages en relation avec les disciplines enseignées et avec la pratique seront présentés lors des cours.</p> <p>---</p> <p>Books related to the disciplines taught and to the practice will be presented during the courses.</p>
Faculty or entity in charge	CAFC

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Teacher Training Certificate (upper secondary education) - Chemistry	CHIM2A	7		
Master [120] in Chemistry	CHIM2M	7		