







Teacher(s)	Colognesi Stéphane ;De Kesel Myriam ;Dufays Jean-Louis ;Ghysselinckx Anne ;Lemaire Véronique ;Vercruyssen Benoît ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	"General didactics and education to interdisciplinarity" Main topics - how do we learn ? - what are the teaching aims ? - how to conceive and organise the training ? - why and how to assess ? - how to help the students in trouble ? - how to handle the class heterogeneity ? Through these several topics we will particularly approach matters relating to the motivation, the metacognitive process, the consideration of the students conceptions, etc. The contents will be selected according to the actual research in the teaching and learning fields. The emphasis will be constantly put on the approach of the learner. Methods - active approaches : we will pay a particular attention to the consistency between the education methods used in the "General didactic" course and the conceptual tools developed ; - analysis and questioning of the conceptions that the students have concerning education and training ; - analysis of the teaching materials, tools and concrete cases ; summary report ; - development of some key questions : the students will be allowed to train exercise analysis approaches ; The analysed themes will be collegially defined by the teachers team according to questions raised by the students after their confrontation with the school field. Tools of analysis of the teaching practices will be supplied or built in the course of the activity. They will mainly aim at developing in/with the students methodological competences and a reflexive view on them.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>Aims The activity will be organised in 2 complementary parts: First part - to lead the future teachers to develop a habit of reflexive practice argued in their professional life ; - equip the future teachers on the conceptual way in order to be able to analyse, to build and to improve a didactic sequence in a given learning context. Second part - to confront their experiments of training courses and to take a critical retreat compared to their observations and their actions within the school framework - to analyze the teaching practices observed and implemented within the framework of their training courses of observation and teaching ; - to develop the use of conceptual frameworks of references and grids of analysis in order to carry a new glance on their pedagogic practices and to improve them. The prospects are that the future teachers get used to/develop a habit of well-argued reflexive practice in their professional life.</p> <p>1</p>
Evaluation methods	<p>The level of mastery of the course objectives will be assessed on the basis of a written exam. The level of mastery of the seminar objectives will be assessed on the basis of participation in all activities and the collective production expected at the end of the seminar.</p> <p>The assessment of the whole LAGRE2220 activity will therefore cover both parts of the course, i.e. the course and the seminar. The final mark will only be awarded if the student has attended both activities and has completed all the required activities. The student will be considered absent until both parts have been completed.</p>
Teaching methods	<p>For the course part :</p> <ul style="list-style-type: none"> • Theoretical frameworks related to each of the effective practices considered; • Analysis of situations, instruments and concrete cases, notably through the use of videos to quickly access classroom events; • Progressive constitution by the student, over the course of the sessions, of his/her "teacher's journal". At each session, the student will be invited to note his or her representations, what he or she keeps from the course for his or her teaching activities, what he or she has learned, questions, etc. This journal can be used during the exam; • Students develop key questions throughout the sessions to review the material presented; • Set up a "teacher's room forum" on Teams to share information from the "teacher's journal" and interact. <p>For the seminar part :</p> <ul style="list-style-type: none"> • Contribution of theoretical frameworks on the distinction between multi-, pluri-, trans- and interdisciplinarity and presentation of testimonies by teams of secondary school teachers who have carried out interdisciplinary projects. • Discovery of the specific contributions linked to the different school disciplines. • Progressive development of interdisciplinary projects by alternating work in large groups and in small interdisciplinary groups.
Content	For the course part, the content focuses on effective teaching practices:

	<ul style="list-style-type: none"> • we learn by being aware of what we are doing: teaching objectives and tasks ; • we learn through different approaches and by being confronted with obstacles: cognitive activation of students, variation of teaching strategies, interactions with peers; • we learn in a context: classroom management; • we learn by being accompanied by an expert(s): evaluations, feedback, adaptation to students' profiles; • we learn if we are motivated: motivational dynamics; • we learn by being aware of what we do, what we feel and the winning strategies: metacognition and emotions; • we learn with the help of resources and tools: criteria for the quality of textbooks, the place of technology. <p>For the seminar part, the content is focused on the definition of interdisciplinarity and its challenges in the school context as well as on the development and presentation of interdisciplinary didactic projects.</p>
Inline resources	Several resources (course slides, bibliography, reading portfolio) are available online on the Moodle site of the teaching unit (https://moodleucl.uclouvain.be , code: Lagre2220).
Bibliography	Des bibliographies ciblées sont fournies en fin de diaporamas portant sur chaque chapitre du cours.
Other infos	<p>The first part of the activity will be given as lectures and will be repeated 2 or 3 times (first and second quarter). The second part will be given as seminars and will be organized during complete days (2 Saturdays) in the 2nd quarter. Both parts of the activity are carried out by a team of teachers specialised in educational psychology, subject didacticians and field practitioners.</p> <p>Attention: this activity can only be followed by students enrolled in an aggregation programme or a master's degree in didactics.</p>
Faculty or entity in charge	EDEF

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Teacher Training Certificate (upper secondary education) - Mathematics	MATH2A	3		
Teacher Training Certificate (upper secondary education) - Physics	PHYS2A	3		
Master [120] in Biology of Organisms and Ecology	BOE2M	3		
Teacher Training Certificate (upper secondary education) - Ancient and Modern Languages and Literatures	LAFR2A	3		
Teacher Training Certificate (upper secondary education) - Psychology and Education	PSP2A	3		
Teacher Training Certificate (upper secondary education) - Philosophy	FILO2A	3		
Master [120] in Theology	THEO2M	3		
Master [120] in Biochemistry and Molecular and Cell Biology	BBMC2M	3		
Master [120] in Translation	TRAD2M	3		
Teacher Training Certificate (upper secondary education) - Geography	GEO2A	3		
Master [120] in History	HIST2M	3		
Master [120] in Ancient and Modern Languages and Literatures	LAFR2M	3		
Teacher Training Certificate (upper secondary education) - French and Romance Languages and Literatures	ROM2A	3		
Teacher Training Certificate (upper secondary education) - History	HIST2A	3		

Teacher Training Certificate (upper secondary education) - Biology	BIOL2A	3		
Master [120] in Mathematics	MATH2M	3		
Teacher Training Certificate (upper secondary education) - History of Art and Archaeology, general	ARKE2A	3		
Master [120] in Chemistry	CHIM2M	3		
Master [120] in Performing Arts	THEA2M	3		
Master [120] in Philosophy	FILO2M	3		
Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : General	ROGE2A	3		
Master [120] in Physics	PHYS2M	3		
Master [120] in Modern Languages and Literatures : German, Dutch and English	GERM2M	3		
Teacher Training Certificate (upper secondary education) - Modern Languages and Literatures : German, Dutch and English	GERM2A	3		
Teacher Training Certificate (upper secondary education) - Performing Arts	THEA2A	3		
Teacher Training Certificate (upper secondary education) - Physical Education	EDPH2A	3		
Master [120] in History of Art and Archaeology : General	ARKE2M	3		
Master [120] in Ancient Languages and Literatures: Classics	CLAS2M	3		
Master [120] in Modern Languages and Literatures : General	ROGE2M	3		

Master [120] in Biblical Studies	EBIB2M	3		
Teacher Training Certificate (upper secondary education) - Chemistry	CHIM2A	3		
Teacher Training Certificate (upper secondary education) - Ancient Languages and Literatures : Classics	CLAS2A	3		
Master [120] in Geography : General	GEOG2M	3		
Master [120] in Motor Skills: Physical Education	EDPH2M	3		
Master [120] in French and Romance Languages and Literatures : General	ROM2M	3		
Teacher Training Certificate (upper secondary education) - Theology	THEO2A	3		