


4.00 credits

30.0 h

Q1 and Q2

Teacher(s)	Ricker Marie-Emilie ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	The seminar is organized in alternation with the internships and presupposes attendance at general and field-specific didactic courses.
Main themes	/
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>By the end of the course, students will be able:</p> <ul style="list-style-type: none"> - to reflect critically on their practical internship experience in connection with the theories developed during general and discipline specific didactics courses; 1 - to give a historical overview (focussing on the 20th century) of the modalities of the different conceptions of art history and its teaching: critical description of procedures, the principles on which they are based, and the methods used in elaborating the contents of the discipline. To bring students to an awareness of the epistemological issues related to the aims of courses in art history.
Evaluation methods	<p>« Epistemology » part: written work = 50% of the overall assessment. Part « Internship integration seminar » : oral exam = 50% of the global evaluation.</p> <p>If necessary, any evaluation modality will be put in place.</p> <p>All of these modalities could be adapted and/or transposed to long distance learning according to sanitary developments.</p>
Teaching methods	<p>The themes analysed in the framework of this seminar address the questions that primarily concerns the students during their confrontation with the field of teaching. The approach to different issues will be inductive and collective. Discipline-based issues will be dealt with during sessions organised by the discipline's tutor.</p> <p>Certain questions of a transversal nature will be dealt with by the educational psychologist during sessions which may bring together several aggregations and be considered from a multidisciplinary perspective. Personal written work will be progressively produced and discussed during the seminar sessions.</p> <p>All of these modalities could be adapted and/or transposed to long distance learning according to sanitary developments.</p>
Content	<p>On the basis of the experience gained during the courses, consider and discuss the following issues: writing lesson learning outcomes, synthesising a subject for a given audience, questioning students, managing the class and interacting with the concerned professional instances.</p> <p>Analysing the methodological principles that govern the theories and teaching of art history by comparing encyclopaedic textbooks from the beginning of the century with current publications, including the Internet. Highlighting the problems of teaching and communicating the history of art and aesthetics: what values and what types of knowledge should be assigned to it? What are the roles of teachers and communicators of this discipline?</p> <p>All of these modalities could be adapted and/or transposed to long distance learning according to sanitary developments.</p>
Inline resources	All useful documents are available on Moodle.
Bibliography	<ul style="list-style-type: none"> • Support : Syllabus "Préparation de leçons" et portefeuille de lectures disponibles sur Moodle.
Other infos	Compulsory readings: to prepare for certain sessions, students are invited to read articles which are attached to the syllabus.
Faculty or entity in charge	EHAC

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Teacher Training Certificate (upper secondary education) - History of Art and Archaeology, general	ARKE2A	4		
Master [120] in History of Art and Archaeology : General	ARKE2M	4		