UCLouvain

GEO2A

2021 - 2022

Teacher Training Certificate (upper secondary education) - Geography

At Louvain-la-Neuve - 30 credits - 1 year - Customized schedule - In French
Dissertation/Graduation Project : **NO** - Internship : **YES**
Activities in English: **NO** - Activities in other languages : **NO**
Activities on other sites : **YES**
Main study domain : **Sciences**
Organized by: **Faculty of Science (SC)**
Programme acronym: **GEO2A** - Francophone Certification Framework: 7

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GEO2A - Introduction

Introduction

GEO2A - Teaching profile

Learning outcomes

1. Vision of the diploma

Teaching geography to students in secondary education, such is the challenge that the aggregation student (didactics course) prepares to face. The vision of aggregation in geography (didactics course) is to provide him or her with an initial training that will enable the student to mobilize the necessary skills to start out effectively in the profession of teacher and to develop positively.

Today's teachers are called on to play an essential role for their students, so say the "mission decrees" of 24 July 1997:

- to promote self-confidence and the development of the person of each student;
- to show the students how to assimilate knowledge and acquire the skills to make them able to learn throughout their lives and take an active place in economic, social and cultural life;
- to prepare all students to become responsible citizens, capable of contributing to the development of a democratic, solidarist, pluralist society open to other cultures;
- to guarantee all students equal opportunities for social emancipation.

The initial teacher training is based on the command of existing skills and abilities (developed in part in the core of the programme) that the student must mobilize and developing through different aggregation activities (didactics course):

- the knowledge and discipline(s) to be taught;
- clear, correct communication in the language of teaching, both oral and written;
- a critical, autonomous relation with the reference knowledge (scientific and cultural);
- relational capacities associated with the profile of the profession;
- a rich general knowledge and an openness to the diversity of cultures allowing future students to be made receptive to the world;
- the concern of participating in the role of democratization of the school.

2. The referential of skills and abilities acquired through training defining the output profile of diplomas on completion of aggregation in geography (didactics course)

At the end of the programme of aggregation in geography (didactics course) the graduate will have acquired and demonstrated command of the knowledge and skills mentioned below. These latter are defined in reference in the Decree of 8 February 2001 on the initial training for upper secondary education aggregation.

On successful completion of this programme, each student is able to :

1. Intervening in a school context, in partnership with different actors.

1.1. Situating and appropriating the role assigned to the teacher within the school institution, with reference to the legal texts.

1.2. Mobilizing knowledge in human sciences for a correct interpretation of situations experienced in and around the classroom and for a better adaptation to school publics.

1.3. Mastering and mobilizing the communicational and relational skills essential for exercising the profession of teacher.

1.4. Dialoguing and collaborating constructively with the education partners involved in the training activities (in seminars and training courses: headmasters, supervisors, course leaders and other persons in the training course).

2. Teaching in authentic, varied situations.

2.1. Integrating teaching attitudes and behaviours on the service of the individual and collective training and the management of the class group.

2.2. Acquiring and using the didactics and disciplinary epistemology that guide pedagogic action.

2.3. Transposing reference learned knowledge and cultural practices into taught knowledge.

2.4. Conceiving and planning teaching-training situations, including assessment, according to the students concerned and in connection with the skills referentials and programmes.

2.5. Steering and adjusting the implementation of teaching-training situations.

2.6. Being capable of commanding new disciplinary and interdisciplinary knowledge to be taught.

2.7. Exploring new approaches and disciplinary, interdisciplinary and technological pedagogic tools.

2.8. In more specific (or complementary) way, for the teaching of geography, the graduate is capable of maîtriser différents outils et stratégies pour apprendre aux élèves à produire des commentaires personnels et autonomes.

3. Exercising critical faculties and pursuing a logic of continuous development.

3.1. Measuring the main ethical issues in connection with day-to-day practice.

3.2. Challenging one's initial representations and conceptions with a view to developing them.

3.3. Adopting a reflective attitude on one's teaching practices with reference to didactic and pedagogic principles and research in education.

3.4. Integrating a logic of continuous apprenticeship and development essential for developing positively in the school environment, linked to societal reality.

Programme structure

Ces compétences sont développées via trois types d’activités :

- des stages dans l'enseignement secondaire supérieur (60h);
- des séminaires en petits groupes;
- des cours magistraux et des conférences.

Une partie de ces activités est commune à toutes les disciplines (elles portent le sigle LAGRE), l'autre partie est propre à la discipline (ces activités portent un sigle disciplinaire). Les activités totalisent 300 heures (30 crédits).

La formation diplômante « Agrégation de l'enseignement secondaire supérieur » est organisée en référence au décret du 8 février 2001 relatif à la formation initiale des enseignants du secondaire supérieur en Communauté française de Belgique et au décret du 17 décembre 2003 organisant la neutralité inhérente à l'enseignement officiel subventionné et portant diverses mesures en matière d'enseignement.

Le programme détaillé correspond aux 30 crédits de la finalité didactique là où elle est organisée. Si aucune finalité didactique n'est organisée dans la discipline, un programme d'agrégation spécifique propose les trois types d'activités, dans le respect des décrets sus-mentionnés.

GEO2A Programme

Detailed programme by subject

IMPORTANT NOTE: In accordance with article 138 para. 4 of the decree of 7 November 2013 concerning higher education and the academic organisation of studies, teaching practice placements will not be assessed in the September session. Students are required to make every effort to successfully complete the teaching practice in the June session, subject to having to retake the year.

- Mandatory
- Optional
- Not offered in 2021-2022
- Not offered in 2021-2022 but offered the following year
- Offered in 2021-2022 but not the following year
- Not offered in 2021-2022 or the following year
- Activity with requisites
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

Content:

LGEO2310	Stages d'enseignement en géographie (en ce compris le séminaire d'intégration des stages)	Marie-Laurence De Keersmaecker	FR [q1+q2] [15h+40h] [7 Credits]

Module concevoir, planifier et évaluer des pratiques d'enseignement et d'apprentissage (13 credits)

LGEO2320	Didactique et épistémologie de la géographie	Marie-Laurence De Keersmaecker	FR [q1] [60h] [6 Credits]
LAGRE2220	General didactics and education to interdisciplinarity	Stéphane Colognesi Myriam De Kesel Jean-Louis Dufays Anne Ghysselinckx Véronique Lemaire Olivier Maes Jim Plumat Benoît Vercruysse	FR [q1 or q2] [37.5h] [3 Credits]

Didactique et épistémologie d'une autre discipline (en ce compris le stage d'écoute) (4 credits)
un cours au choix parmi les cours suivants

LMAT2320A	Didactique et épistémologie de la mathématique (en ce compris le stage d'écoute)	Laure Ninove	FR [q1+q2] [37.5h+10h] [4 Credits]
LSCI2320A	Didactique et épistémologie des sciences	Myriam De Kesel Nathalie Matthys Jim Plumat	FR [q1] [37.5h+10h] [4 Credits]

Module comprendre et analyser l'institution scolaire et son contexte (6 credits)

Séminaire d'observation et d'analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation) (4 credits)

Choisir 1 des activités suivantes. Le cours et le séminaire doivent être suivis au même quadrimestre.

LAGRE2120P	Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation)	Samir Barbana (compensates Vincent Dupriez) Branka Cattonar	FR [q1] [22.5h+25h] [4 Credits]
LAGRE2120Q	Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation)	Samir Barbana (compensates Vincent Dupriez) Branka Cattonar	FR [q2] [22.5h+25h] [4 Credits]
LAGRE2400	See specifications in french	Hervé Pourtois (coord.) Pierre-Etienne Vandamme	FR [q2] [20h] [2 Credits]

Module animer un groupe et travailler en équipe (4 credits)

Comprendre l'adolescent en situation scolaire, gérer la relation interpersonnelle et animer le groupe classe (4 credits)

Choisir 1 des activités suivantes. Le cours et le séminaire doivent être suivis au même quadrimestre.

LAGRE2020P	Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.	Baptiste Barbot Véronique Leroy Nathalie Roland	FR [q1] [22.5h+22.5h] [4 Credits]
LAGRE2020Q	Comprendre l'adolescent en situation scolaire, Gérer la relation interpersonnelle et animer le groupe classe.	Baptiste Barbot Véronique Leroy Nathalie Roland	FR [q2] [22.5h+22.5h] [4 Credits]

The programme's courses and learning outcomes

For each UCLouvain training programme, a reference framework of learning outcomes specifies the the skills expected of every graduate on completion of the programme. Course unit descriptions specify targeted learning outcomes, as well as the unit's contribution to reference framework of learning outcomes.

GEO2A - Information

Access Requirements

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.
Decree of 7 November 2013 defining the landscape of higher education and the academic organization of studies.
The admission requirements must be met prior to enrolment in the University.

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SUMMARY

- General access requirements
- Specific access requirements
- French language proficiency examination
- Reduced credit registration
- Open to adults

General access requirements

Secondary school teacher training (AESS) is open only to holders of a Master's (second-cycle) degree awarded within the French Community of Belgium or a degree obtained abroad and deemed equivalent in accordance with this Decree, a European directive, an international convention or other legislation, subject to the same requirements.

Students in the final stages of a minimum 120-credit Master's degree at an institution in the French Community may simultaneously enrol for teacher training. However, students admitted on these terms cannot be officially accepted until they have obtained the necessary Master's degree.

Specific access requirements

Specific Admission Requirements

Le programme est accessible à tout étudiant détenteur d'une licence ou d'un master :

- en sciences géographiques
- en sciences géologiques et minéralogiques
- en bioingénieur

L'accord facultaire est nécessaire pour les diplômés bioingénieurs. L'autorisation d'inscription n'est accordée qu'après examen du dossier.

L'admission à l'agrégation est autorisée, mais la maîtrise des matières disciplinaires est requise et sera évaluée avant de débuter les stages.

L'étudiant qui souhaite s'inscrire à l'AESS devra être porteur d'un diplôme de la Communauté Française de Belgique (CFB) ; à défaut, il devra réussir l'examen de maîtrise de la langue française afin de démontrer qu'il a, dans sa communication orale et écrite, des compétences en langue française d'un niveau équivalent au niveau C1 du CECR (Cadre européen commun de référence pour les langues) . (pour plus de précisions : https://uclouvain.be/fr/etudier/inscriptions/emlf-aess.html).

L'étudiant déjà détenteur d'un master 120 d'une finalité spécialisée ou approfondie qui souhaite obtenir une agrégation peut s'inscrire soit à ce programme d'agrégation isolée, soit au master à finalité didactique en sciences géographiques.

Spécific Admission and Enrolment Procedures for General Registation

Outre l'inscription au rôle de l'UCL (Halles universitaires, Service des inscriptions), les étudiants sont tenus de s'inscrire au secrétariat de leur faculté.
> Inscription et financement

French language proficiency examination

Anyone not demonstrating sufficient proficiency in French (https://uclouvain.be/en/study/inscriptions/language-requirements.html) will not be admitted to teacher training (AESS) examinations.

Reduced credit registration

The teaching degree programme is 30 credits. Exceptionally, the faculty may grant certain students a dispensation to organise their studies differently, such as registering for a programme which may have fewer than 30 credits during an academic year. This dispensation is the subject of an agreement between the student and the faculty, drawn up at the time of registration and reviewed annually. Such dispensations may only be granted for duly attested professional, academic, social or medical reasons. Reasoned applications for a reduced programme must be submitted at the time of registration. They must contain a reduced programme proposal in accordance with faculty guidelines.

Open to adults

On the Louvain-la-Neuve campus:

Some classes take place according to a staggered schedule. Cross-curricular classes and seminars are offered in sevreal series with different schedules; students choose the series whose schedule suits them best.

On the Mons campus:

All classes-but not internships- take place according to a staggeres schedule (weekday evenings and Saturdays)

Specific professional rules

Successful completion of the Teacher Training Certificate (upper secondary education) leads to the award of the title of secondary school education specialist.

The Réforme des Titres et Fonctions ("Titles and Functions Reform"), in force since 1 September 2016, is intended to harmonise the titles, functions and pay scales of basic and secondary education professionals in French Community of Belgium networks.

It also aims to guarantee the priority of preferred titles over minimum titles and to establish a regime for titles in short supply.

AESS holders can learn which functions they can carry out and the pay scales from which they can benefit by clicking here.

The university cannot be held responsible for any problems that students may encounter at a later date with a view to a teaching appointment in the French Community of Belgium.

Teaching method

Le programme se partage entre plusieurs types d'activités : des cours magistraux, des séminaires en petits groupes interdisciplinaires ou intradisciplinaires et une variété de stages (observation de pratiques enseignantes dans des classes, immersion durant 2 ou 3 journées dans une institution scolaire, pratiques d'enseignement en duo ou solo dans différentes classes et diverses filières d'enseignement).

L'implication active de l'étudiant dans la construction de ses savoirs est particulièrement sollicitée dans la réalisation et l'analyse de ses stages, dans les séminaires organisés en petits groupes et d'une manière générale dans les travaux individuels et de groupe qui fondent l'évaluation de plusieurs enseignements.

La charge de travail liée à l'ensemble du programme (aux 40 heures de stage d'enseignement notamment) est importante, elle exige un investissement sur une année académique. Elle n'est pas compatible avec la réalisation d'un autre programme pour plus de 30 crédits.

Evaluation

The evaluation methods comply with the regulations concerning studies and exams (https://uclouvain.be/fr/decouvrir/rgee.html). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

Contacts

Curriculum Management

Entity

Structure entity	SST/SC/CAFC
Denomination	(CAFC)
Faculty	Faculty of Science (SC)
Sector	Sciences and Technology (SST)
Acronym	CAFC
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Academic supervisor: Myriam De Kesel (https://uclouvain.be/repertoires/myriam.dekesel)

Jury

- President: Marie-Laurence De Keersmaecker (https://uclouvain.be/repertoires/marie-laurence.dekeersmaecker)
- Secretary: Myriam De Kesel (https://uclouvain.be/repertoires/myriam.dekesel)

Useful Contact(s)

- Administrative manager for the student's annual program: Kathy Lanckriet (https://uclouvain.be/repertoires/kathy.lanckriet)