



MATH2M - Teaching profile

Learning outcomes

By the end of the course the student will have acquired the knowledge of the discipline and the transferable skills needed to practise the many professional activities that require substantial mathematical skills: research and teaching, but also highly varied professions in which mathematics interacts with other fields and mathematicians collaborate with people who come from different intellectual backgrounds.

The skills acquired during the course will allow him to adapt to different professional contexts (linked, for example, to economic sciences, to the engineering sciences, to health sciences) and to acquire rapidly the techniques specific to his profession.

The programme offers a general education in the important fields of fundamental mathematics, including recent advanced subjects, and allows the student to deal in depth with closely related fields that have already been introduced in the Bachelor in Mathematics

- Gather material and summarise the current state of knowledge relating to a mathematical problem.
- Ask relevant and lucid questions on an advanced mathematical topic in an independent manner.

Finalité didactique - L'étudiant qui se destine à l'enseignement sera prêt à assumer des tâches professionnelles dans l'enseignement secondaire et à apporter ses compétences pédagogiques et disciplinaires.

- Mettre en relation les contenus mathématiques du programme de l'enseignement secondaire et ceux de la formation universitaire.
- Comparer et intégrer différentes approches possibles aux principaux sujets du programme de mathématique de l'école secondaire, identifier les étapes clef et les points délicats du programme.
- Mettre en place des dispositifs d'apprentissage adaptés, originaux et pertinents tant du point de vue de la rigueur que du point de vue de l'intuition.
- Proposer des problèmes provenant de différents domaines permettant d'introduire, illustrer et mettre en œuvre des notions mathématiques du programme.

7) **if the teaching focus is chosen**, bring together the skills needed to successfully begin the career of teacher of mathematics in upper secondary school and to make positive progress.

- Take action in the school setting, in partnership with other involved parties.
- Teach in real and observed situations.

In a more specific way, in regard to the teaching of mathematics, the graduate is able:

- To link the mathematical content of the secondary school teaching programme with that of university education.
- Compare and integrate different possible approaches to the main subjects of secondary school mathematics, identify the key stages and the sensitive points of the programme.
- Employ learning methods that are appropriate, original and relevant both from the point of view of precision and from that of intuition.
- Formulate interdisciplinary examples in the form of problems to introduce, illustrate and put into practice the mathematical concepts of the programme.
- Be self-critical and plan with continuous development in mind. For more details, see [Teacher training certificate \(upper secondary education\) \(Mathematics\)](#).

Depending on the chosen focus, he will be able to adapt to various professional contexts and he will be able to :

- Do a statistical analysis of large sets of data with the help of softwares.
- Master several fields of current probability and mathematical statistics and their problems.
- Use basic concepts and models in survival analysis, specific tools of biostatistics and techniques and standards of clinical tests.
- Exploit in an integrated way various know-hows in actuarial sciences and in financial mathematics in order to analyse complex problems in quantitative management of risks.
- Use fundamental tools of computing and programming in order to solve management problems involved in the financial impact of risks.

Programme structure

The programme for the Master in Mathematical Sciences is composed of:

- core subjects of 50 credits, of which 26 credits are for the dissertation;
- a focus of 30 credits;
- one option and selected courses for 40 credits.

Note here that:

- a part of the programme of study corresponding to around 30 credits (some of which may be involved in writing the dissertation) may be performed in the context of one of the international mobility programmes established by the Faculty.
- Courses already taken as part of the in-depth minor in mathematics may not be included in the student's Master programme
- With the agreement of the School of Mathematics, the student may defer to the second year an activity scheduled for the first year or bring forward to the first year an activity scheduled for the second year (with the exception of LMAT2997 and LMAT2999). In these cases, timetable clashes may arise. For a standard programme, this Master will total, whatever the focus, the options and/or the optional courses chosen, a minimum of 120 credits divided into two annual sections of 60 credits each.

MATH2M Programme

Detailed programme by subject

⌘ LFILO2003E	Ethics in the Sciences and technics (sem)	Alexandre Guay (compensates Charles Pence) Hervé Jeanmart René Rezsöházy	FR
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LIST OF FOCUSES

[> Research Focus](#) [en-prog-2024-math2m-lmath200a]

TEACHING FOCUS [30.0]

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.

In the teaching focus, the programme offers general training for the secondary school teacher and specific training in teaching mathematics. The teaching focus confers on the student the title of qualified teacher for upper secondary education.

- Mandatory
 - ✘ Optional
 - △ Not offered in 2024-2025
 - ⊙ Not offered in 2024-2025 but offered the following year
 - ⊕
-

OPTION SCIENCES ACTUARIELLES

- Mandatory
- ⊗ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- ⊗ Open to incoming exchange students
- ⊗ Not open to incoming exchange students
- (FR) Teaching language (FR, EN, ES, NL, DE, ...)

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

Students wishing to subsequently enroll in the Master in Actuarial Sciences may valorize all the compulsory courses of the MATH2M program for which the credits have been validated in MATH2M.

from 27 to 29 credit(s)

Year

1 2

Content:

OPTION BIOSTATISTIQUE [30.0]

- Mandatory
- ⊗ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫 Not open to incoming exchange students
- (FR) Teaching language (FR, EN, ES, NL, DE, ...)

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

UCL graduates in the Master in Mathematics with option in general statistics have access to the second year of the Master in Statistics with biostatistics orientation. Students will choose one course between LSTAT2130 and LSTAT2220. Students will choose one course from the following

Year

1 2

Content:

● LSTAT2020	Statistical softwares and basic statistical programming	Céline Bugli	(FR) [q1] [15h+15h] [3 Credits] 🌐	x	x
● LDATS2030					



AUTRES COURS AU CHOIX

- Mandatory
- ✘ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫🌐 Not open to incoming exchange students

[FR]

⌘ LMAT1237

Introduction to logic: model theory

Enrico Vitale

Course prerequisites

There are no prerequisites between course units (CUs) for this programme, i.e. the programme activity (course unit, CU) whose learning outcomes are to be certified and the corresponding credits awarded by the jury before registration in another CU.

The programme's courses and learning outcomes

For each UCLouvain training programme, a [reference framework of learning outcomes](#) specifies 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.

Access Requirements

Master course admission requirements are defined by the French Community of Belgium Decree of 7 November 2013 defining the higher education landscape and the academic organisation of courses.

General and specific admission requirements for this programme must be satisfied at the time of enrolling at the university.

Unless explicitly mentioned, the bachelor's, master's and licentiate degrees listed in this table or on this page are to be understood as those issued by an institution of the French, Flemish or German-speaking Community, or by the Royal Military Academy.

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.

SUMMARY

- > [General access requirements](#)
- > [Specific access requirements](#)
- > [University Bachelors](#)
- > [Non university Bachelors](#)
- > [Holders of a 2nd cycle University degree](#)
- > [Holders of a non-University 2nd cycle degree](#)
- > [Access based on validation of professional experience](#)
- > [Access based on application](#)
- > [Admission and Enrolment Procedures for general registration](#)

Specific access requirements

In addition to meeting the access conditions described below, candidates will have to provide proof of a sufficient command of the French language (level B1 of the CEFR, Common European Framework of Reference for Languages).

Students wishing to access the didactic purpose must provide proof of a level C1 of the CEFR.

Students who wish to be admitted on the basis of a dossier (see tables below) are invited to consult the [criteria for the evaluation of application](#).

University Bachelors

Diploma	Special Requirements	Access	Remarks
UCLouvain Bachelors			



Specific professional rules

Successful completion of the master's course with **teaching focus** leads to the award of the master's degree with teaching focus and 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

Whenever possible, teachers in the School of Mathematics give priority to close supervision: small-group work, individual tuition, rapid and personalised feedback on activities, active participation of students in the School's teaching decisions. All the courses in the programme contribute to the acquisition of skills such as the capacity for abstract thinking and for reasoning. Other skills (aptitude for communication, independent learning, document research) are especially exercised in seminars specific to the focuses (where students are responsible for work progress), in work linked to the preparation of the dissertation and in the dissertation activity (the Thesis Tutorial, which specifically concentrates on scientific communication in English). The interdisciplinary character of the programme is reinforced by the presence in the options of courses taken from the Masters programmes in physics, in statistics and biostatistics, in actuarial science and in applied mathematics.

Students in the research focus may take introduction to research courses in neighbouring universities in order to learn about mathematical research subjects that are not offered by UCL. An additional teaching module in disciplines other than mathematics is possible for students in the teaching focus.

Evaluation

The evaluation methods comply with the [regulations concerning studies and exams](#). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

Assessment methods conform to academic regulations and procedures. More details on the methods employed in each teaching unit are available in their description sheet, under the heading 'Assessment methods for student learning'.

Different methods are in place in order to evaluate the knowledge and skills acquired in the course of the learning period; these are adapted to the following types of performance: continuous assessment, especially for practical exercises; assessment of individual work (reading, consultation of databases and bibliographical references, monograph and report writing); overall assessment (written and/or oral) during examination sessions; assessment of public presentations.

Whatever the teaching language of an activity, students may choose to present the corresponding assessment in English or in French. Exceptions are the Thesis Tutorial, philosophy courses and activities specific to the teaching focus.

Mobility and/or Internationalisation outlook

Students in the two focuses will have the opportunity of making an Erasmus, Mercator or other study period. The aim of such a study period is either to follow around 30 course credits, or to write the dissertation, while at the same time having the chance to discover another country and a different culture.

For students in the teaching focus it is preferable for the study period to take place at the end of the year. Partner universities are located in Dutch-speaking Belgium (in this case, the entire second year of the Master may take place outside UCL), in Europe (Italy, Spain, France, Denmark), in Australia, in Canada, in South Africa and in Japan. See <https://uclouvain.be/fr/facultes/sc/programmes-d-echange-d-etudiants.html> for a detailed presentation of the international mobility activities organised by the Faculty of Sciences. Courses LMAT2910 - Advanced topics 1, LMAT2920 - Advanced topics 2 and LMAT2930 - Advanced topics 3 are given by visiting professors from various Belgian and foreign institutions. The titles of these courses are generic in order to maintain the greatest flexibility and the best match with the development of research.

These courses are often taught in English.

Possible trainings at the end of the programme

Whatever the focus, the Master in Mathematics gives access to the doctorate in science.

The general statistics, biostatistics, and actuarial science options allow access to the second year of the corresponding Master, with a possible additional maximum of 15 credits in the second year programme of the corresponding Master.

Students who have earned a Master's degree in one of the focuses may gain a second Master in Mathematics in the other focus by means of a personalised one-year programme.

Contacts

Curriculum Management

Entity

Structure entity

SST/SC/MATH

Denomination

(MATH)

Faculty

Faculty of Science (SC)

Sector

Sciences and Technology (SST)

Acronym

MATH

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<https://uclouvain.be/fr/facultes/sc/math>

Website

Academic supervisor: [Jean Van Schaftingen](#)

Jury

- President: [Tim Van der Linden](#)
- Secretary and Study advisor: [Heiner Olbermann](#)
- Study advisor for the master's degree in TS9 Tm 06

