

**At Louvain-la-Neuve - 60 credits - 1 year - Day schedule - In French**

Dissertation/Graduation Project : **YES** - Internship : **NO**

Activities in English: **NO** - Activities in other languages : **NO**

Activities on other sites : **NO**

Main study domain : **Sciences de l'éducation et Enseignement**

Organized by:

Programme acronym: **MSFE2MC** - Francophone Certification Framework: 7

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## MSFE2MC - Introduction

### Introduction

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#### Introduction

The new Advanced Master in Teacher Education's program in teacher training (MSFE2MC) is aimed at teacher trainers. This program is jointly offered by UCLouvain and three partner Hautes écoles (EPHEC, Haute école Louvain en Hainaut and Haute école Léonard de Vinci). Each of the four partners has recognised expertise in teacher training. UCLouvain has long been involved in teacher training through the continuing education it offers to practising teachers (via the Master's programme in educational sciences, FOPA2M) and, in particular, its "teacher training" option, which trains future psycho-pedagogues.

As part of the reform of initial teacher training (FIE Decree, 2019), the training of teacher educators in teacher training programmes has been rethought. It requires this Advanced Master in Teacher Education to teach teaching units in axes 3, 4 & 6 of the decree, as well as in axis 1 for what concerns the didactic aspects of the topics to be taught by the future teacher (cf. article 48, § 1 - DFIE).

This Advanced Master (MSFE2MC) meets this requirement. Graduates of this programme will be deemed to have the CAPAES, which is the qualification required for appointment to a Haute école (cf. decree CAPAES).

Since 2002, it has contributed to the training of higher education teachers through the organisation of the CAPAES (co-organised with the CPFEB, a social promotion organisation) as well as through the organisation of its Advanced Master in teaching and learning in

## MSFE2MC - Teaching profile

### Learning outcomes

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#### The vision of the graduate

This 60-credit Advanced Master is designed to train teacher educators who have experience in teacher education. Designed around two axes of training, of 30 credits each, it follows the SoTL (Scholarship of Teaching and Learning) approach, placing two dimensions at the core of the training:

- A "professional practice" dimension: this aims at analysing and describing one's professional practices in teacher training, which will be at the focus of the first capstone activity (enabling the 30 credits of axis 1 to be assessed);
- A "research" dimension: this aims to gain reflective perspective on one's practices with a view to improving them. This perspective, supported by empirical data from one's own practice and grounded in scientific literature, will be achieved through the writing of a master thesis (enabling the 30 credits of axis 2 to be assessed).

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

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The competencies addressed in this Advanced Master's programme are those defined by the FIE decree (art.51):

- Mastery of the didactics of the discipline(s) concerned or of the didactics applied to these disciplines;
- Knowledge and understanding of the training environments in which one will have to work and those in which one's future students will work;
- The capacity to accompany people in a professional training situation;
- Mastery of the specificities of adults learning and pedagogy, especially for young adults;
- The capacity to participate in the design of teacher training arrangements and to implement them;
- The capacity to observe, analyse and evaluate elements of professional teaching practice with a view to advising and helping to readjust these practices, drawing in particular on the results of scientific research in education, in the didactics of subject contents, in teaching psychology, in the sociology of education and in gender studies, concerning in particular cultural diversity, socio-economic inequalities and gender ;
- The capacity to conduct, individually and with peers, a critical and rigorous analysis of one's own practices and their impact on students and their success, in particular by relying on a variety of disciplines in the humanities and social sciences, in order to regulate one's teaching from the perspective of effectiveness and equity.

All these objectives are part of an epistemological distancing and a systemic vision.

### Programme structure

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The programme is structured around two training axes:

1. the "analysis of practices" axis :

- A teaching unit focusing on professional development and the development of skills as a teacher educator in higher education (teaching methods specific to higher education, design of teaching and evaluation programmes for nine axes:

## MSFE2MC Programme

### Detailed programme by subject

#### CORE COURSES

- 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...)

#### ○ Axis 1 – Analysis of practices (30 credits)

○ LMSFE3101	<a href="#">Teaching and Learning in Higher Education</a>	Mariane Frenay Pascale Wouters	FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3102	<a href="#">Initial and continuing Teacher Education Methodology I</a>		FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3103	<a href="#">Didactical Approaches to the Teaching of Disciplines</a>	Stéphane Colognesi	FR [q2] [22.5h] [5 Credits] 🌐
○ LMSFE3104	<a href="#">Initial and continuing Teacher Education Methodology II</a>	Marc Labeuu	FR [q2] [22.5h] [5 Credits] 🌐
○ LMSFE3105	<a href="#">Integration Seminar on Practice Analysis</a>	Marc Blondeau Catherine Van Nieuwenhoven	FR

## The programme's courses and learning outcomes

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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.



Additionally, Article 76 specifies:

"Individuals holding a master's degree as defined in Article 54, 3°, have access to the Advanced master in teacher education if this master's degree has a didactic focus or if it is supplemented by the title of certified secondary education teacher obtained within the framework of the decree of February 8, 2001, defining the initial training of certified secondary education teachers, or obtained under previous legislation."

Given that this program is based on the professional practice of the student (Axis 1) and that it will be necessary for the empirical dimension to be realized for Axis 2, it is strongly recommended that candidates for this Advanced master's degree have experience in teacher education".

## Specific professional rules

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According to the Decree of December 2, 2021, amending the Decree of February 7, 2019, defining the initial training of teachers:

"Article 48. - § 1. Members of staff, responsible in a Haute école or in an institution of higher education for social promotion, for teaching units falling under axes 3, 4, and 6 as defined in Article 19, paragraph 1, as well as for axis 1 concerning didactic aspects and targeting subjects that will be taught by future teachers, must hold a specialized master's degree, as defined in Article 15, § 1, paragraph 1, 47°, of the Paysage decree, in teacher education.

The Advanced Master in Teacher Education must be obtained within six years from the first appointment to a position for which this advanced master's degree is required. Beyond this period, the staff member cannot be appointed to the same position or to a position subject to the same requirements.

In the case of the extension or change of assignment of a staff member, the requirement to obtain the Advanced Master in Teacher Education applies only to the assignments described in the first paragraph.

§ 2. Holders of the Advanced Master in Teacher Education are deemed to hold the Certificate of Pedagogical Aptitude appropriate for Higher Education in Hautes écoles and in Higher Education for Social Promotion defined by the Decree of July 17, 2002."

## Teaching method

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Aiming at the professional development of teacher educators, the teaching units are designed to support the completion of the two final capstone assignments for each axis of the programme (portfolio of analysis of practice and master thesis). To this end, the classes in the teaching units will be based on the reading of key texts and will aim at the collective appropriation of theoretical frameworks, with the support of the programme's teachers and through interaction with peers.

It will therefore be a question of - from the description and analysis of their practices - to finalize a master thesis project, which will aim to improve them by carrying out applied research in their professional environment. Theoretical analysis 2.585006710rrF to support the c8 0.70.9243 Tm



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