EDUC2MC

EDUC2MC

EDUC2MC - Introduction

Introduction

EDUC2MC - Teaching profile

Learning outcomes

Society expects higher education to deliver high levels of qualification to a highly diverse student population in large groups. Against this background, introducing the necessary teaching methods requires special professional skills, based on the latest scientific and technological developments. The programme of the Advanced Master in Pedagogy in Higher Education aims to develop these skills. Course objectives :

The programme is designed to develop the necessary skills capable of putting students at the centre of their own learning.

It is designed to enable candidates to acquire the knowledge, information and skills relevant to the different areas of higher education (universities and colleges of higher education) and to the application in these areas of the latest developments in research on learning and education.

It involves developing skills in designing, implementing and analyzing relevant teaching methods and techniques, particularly those which can drive and direct the interaction in student groups of different sizes, help students to achieve as much independence as possible in their learning by using the latest technology such as multimedia, software and e-learning.

It also involves making teachers aware of scientific and technical aids which can enable them to achieve the best results for the largest possible number of students and nurture the personal development of each one and to understand the development of higher education and the issues involved.

The programme also develops the skills necessary for working in mutidisciplinary teams to implement teaching projects and syllabuses.

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

1. Adopter une démarche de pratique réflexive

Adopter une démarche systématique de questionnement et d'analyse réflexive sur ses activités d'enseignement ou de formation dans une perspective d'évaluation et d'amélioration de celles-ci.

2. Conceptualiser ses pratiques professionnelles

Maîtriser, porter un regard critique et mobiliser la recherche sur l'apprentissage et l'enseignement au supérieur, ainsi que les apports de l'épistémologie et éventuellement de la didactique de sa discipline pour analyser, documenter et fonder ses pratiques professionnelles et la recherche sur ses pratiques.

3. Maitriser les spécificités des recherches en éducation

Maitriser et mobiliser, avec pertinence et rigueur, les méthodes et outils spécifiques au domaine de la recherche en éducation

3.1 Intégrer les spécificités d'une recherche en éducation : typologies, enjeux, étapes, qualités attendues, limites, …

3.2 Maitriser les différentes méthodes de recueil et d'analyse de données pour l'étude de questions de recherche en éducation.

4. Concevoir et mener une recherche sur sa pratique

Concevoir et mener une recherche sur sa pratique dans l'enseignement supérieur

4.1 Décrire une problématique et des questionnements issus de sa pratique professionnelle.

4.2 Cibler un objet de recherche et définir sa(ses) question(s) de recherche.

4.3 Mobiliser les cadres théoriques, issus de la recherche en éducation et des disciplines concernées, pertinents en regard de la question de recherche.

4.4 Concevoir un dispositif de recherche cohérent avec la question de recherche posée.

4.5 Collecter, traiter et présenter les données pertinentes en mobilisant les outils de recueil de données et d'analyse adéquats.

4.6 Discuter les résultats et leurs limites.

4.7. Formuler des conclusions et des perspectives tant au niveau théorique que pratique.

5. Communiquer sur sa pratique et sur sa recherche pour contribuer au champ de la formation et de l'apprentissage

Communiquer et interagir sur sa pratique professionnelle et sa recherche dans la perspective de contribuer à la diffusion des connaissances dans le domaine de la pédagogie universitaire et de l'enseignement supérieur

5.1 Communiquer, à l'oral et à l'écrit, sa recherche de façon structurée et argumentée en fonction du contexte, du public visé (pairs et experts) et des intentions poursuivies et en débattre de manière constructive.

5.2 Interagir, avec pertinence, avec ses pairs et des experts dans la construction de connaissances concernant l'enseignement et l'apprentissage lors de séminaires ou de conférences internationales.

5.3 A travers une diffusion de sa recherche au sein de la communauté scientifique, contribuer à l'avancement des connaissances en pédagogie universitaire et de l'enseignement supérieur.

6. Développer une identité d'enseignant-chercheur

Développer une identité d'enseignant-chercheur soucieuse de renforcer les apprentissages des étudiants et la qualité de la formation, dans une logique de développement professionnel
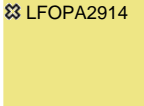
6.1 Développer une posture de recherche sur ses pratiques professionnelles.

6.2 Affronter (prendre conscience et réagir adéquatement) les devoirs et dilemmes éthiques de la pratique enseignante et de la recherche en enseignement supérieur.

6.3 Participer aux communautés de pratiques et aux réseaux scientifiques dans le domaine de la pédagogie universitaire et de l'enseignement supérieur.

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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.

EDUC2MC - **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.

Unless explicitly mentioned, the bachelor's, master's and licentiate degrees listed 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

General access requirements

Translated from https://www.gallilex.cfwb.be/fr/leg_res_01.php?ncda=39681&referant=l02

Art. 112. of the "Décret définissant le paysage de l'enseignement supérieur et l'organisation académique des études" :

§ 1. In accordance with the general requirements established by the academic authorities, students who have:

1. a master's degree;

- an academic degree similar to those mentioned above, awarded in the Flemish Community, the German Community or the Royal Military School, under the same conditions;

- a foreign academic degree recognized as equivalent to the first two above, according to decree, a European directive or an international convention;

- a foreign degree confirming second cycle studies and recognized as being worth at least 300 credits, under the same conditions.

Special admission conditions for this programme

Students with a second cycle university degree in a subject other than psychology or education awarded by a university in the French-speaking Community must provide evidence of working professionally for at least one year in a university or higher education institution (teaching, teaching assistant, management).

Application files are examined by a committee of the admissions panel.

Prerequisites :

Individually tailored access :Entry to all Masters (with the exception of Advanced Masters) can be gained through the special procedure for accrediting prior learning and experience known as VAE (validation des acquis de l'expérience).

Accessible to adults

Various features in the way the programme is organized provide greater flexibility for mature students :

- being awarded this Advanced Master enables candidates to gain a certain number of credits which can be used in the Academy's teacher training programmes

- the classes are only held on certain days, in Louvain-la-Neuve or Namur

- there is a limit on the number of participants to ensure the excellence of the training

Teaching method

Originality

- Combination of theory/ practice

This programme encourages active teaching, closely linked with developing candidates' teaching practice. The contact hours of teaching (classes, seminars), the supervision time for special projects, teaching practice, assessment of the teaching practice, presentation of the results of the assessment to ensure real professional development as well as thorough assessment, informed by research : all of these are closely linked. There is a combination of three main elements : theory and practice, cross-disciplinary and disciplinary skills, research and teaching.

- Links with research

Collaboration between partners involved in the development of training and research in university teaching, particularly on the following themes :

+ analysis of effects of teaching methods on the process of learning, transfer of knowledge and engagement in higher education

+ learning, motivation and identity in mature students

+ teaching methods at university

+ use of e-learning

+ assessment of what students have gained from university education

+ comparative approach to educational policies and teaching methods in higher education

- Using technology

There is special emphasis on using technology in teaching and learning as these are powerful catalysts in education.

There is active participation in the programme from institutional players who, for many years, have worked together to develop training in university teaching and educational research : at UCL, the UNESCO Chair in university teaching, the Institut of University Teaching

This programme may also form additional training for holders of the teaching certificate for higher education (certificat d'aptitude pédagogique approprié à l'enseignement supérieur - CAPAES).

Contacts

Curriculum Management

Entity

Structure entity	SSH/PSP/EDEF
Denomination	(EDEF)
Faculty	Faculty of Psychology and Educational Sciences (PSP)
Sector	Human Sciences (SSH)
Acronym	EDEF
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