



HIST2A - Introduction

Introduction

HIST2A - Teaching profile

Learning outcomes

Teaching History to students in secondary education, such is the challenge that the aggregation student (didactics course) prepares to face. The vision of aggregation in History (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.

At the end of the programme of aggregation in History (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.
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

These skills are developed through three different kinds of activities :

- periods of practice at the higher levels of secondary education (60 hours);
- seminars in small groups;
- formal and less formal lectures.

One part of these activities is common to all subjects (they have the code LAGRE (13 credits); the other part is subject-based (these activities have the subject code). In total, the activities are for 300 hours (30 credits).

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

○ The school institution and its context

L'étudiant choisit une des deux activités suivantes. Le cours et le séminaire doivent être suivis durant le même quadrimestre.

| | | | |
|--------------|---|--|----------------------------------|
| ⌘ LAGRE2120P | Observation et analyse de l'institution scolaire et de son contexte (en ce compris le stage d'observation) | Vincent Dupriez Antoine Lecat (compensates Branka Cattonar) | ⌘ [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) | Vincent Dupriez Antoine Lecat (compensates Branka Cattonar) | ⌘ [q2] [22.5h+25h] [4 Credits] 🌐 |
| ○ LAGRE2220 | General didactics and education to interdisciplinarity <i>L'étudiant choisit soit LAGRE2220A (1+2q) soit l'AGRE2220S (2q).</i> | Stéphane Colognesi Severine De Croix Myriam De Kesel Jean-Louis Dufays Anne Ghyssele Véronique Lemaire Benoît Verduyck | ⌘ [q1+q2] [37.5h] [3 Credits] 🌐 |
| ○ LAGRE2400 | See specifications in french | Mathias El Berhoumi (compensates Xavier Delgrange) Hervé Pourtois (coord.) Pierre-Etienne Vandamme | ⌘ [q2] [20h] [2 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

HIST2A - Information

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

The programme is divided into various kinds of activities : lectures, seminars in small interdisciplinary or intradisciplinary groups and a variety of teaching practice (observation of classes, 2- or 3-day immersion in an educational institution, teaching practice in pairs and individually in different classes and different types of teaching).

It is particularly important for students, when developing their skills, to be actively involved in realisation and analysis of their periods of teaching practice, in the seminars organised in small groups and general in the individual and group work which forms the basis of various assessments.

The workload involved in the overall programme (especially the 40 hours of teaching practice) is significant and requires real investment throughout the academic year. It cannot be combined with another programme worth more than 30 credits.

Evaluation

The evaluation methods comply with the [regulations concerning studies and exams](https://uclouvain.be/fr/decouvrir/rgee.html) (<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

Faculty

Structure entity

Denomination

Sector

Acronym

Postal address

SSH/FIAL

Faculty of Philosophy, Arts and Letters ([FIAL](#))

Human Sciences ([SSH](#))

FIAL

Place Cardinal Mercier 31 - bte L3.03.11

1348 Louvain-la-Neuve

Tel: [+32 \(0\) 10 47 48 50](tel:+32210474850)

<http://www.uclouvain.be/fial>

Website

Mandate(s)

- Dean : Cédric Fairon
- Administrative director : Valérie Loutsch

Commission(s) of programme

- Ecole d'histoire, arts et cultures ([EHAC](#))

Academic supervisor: [Laurence Van Ypersele](https://uclouvain.be/repertoires/laurence.vanyperselle) (<https://uclouvain.be/repertoires/laurence.vanyperselle>)

Jury

- President: [Laurence Van Ypersele](https://uclouvain.be/repertoires/laurence.vanyperselle) (<https://uclouvain.be/repertoires/laurence.vanyperselle>)
- Secretary: [Jean-Louis Dufays](https://uclouvain.be/repertoires/jean-louis.dufays) (<https://uclouvain.be/repertoires/jean-louis.dufays>)
- 3rd member of the small panel: [Véronique Lemaire](https://uclouvain.be/repertoires/veronique.lemaire) (<https://uclouvain.be/repertoires/veronique.lemaire>)

Useful Contact(s)

- For any information additional request: info-fial@uclouvain.be

