

**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 - Teaching profile

### Learning outcomes

#### 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

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 higher education, etc.)
- Two units focusing on initial and continuing teacher training (construction of teachers' professional identity, specific methodology for initial training)
- A specific UE, targeting didactic approaches to the subjects taught both in the way of designing and teaching in a teacher training programme and in the way of designing and teaching in training programmes for students in sections 1, 2 or 3
- An Analysis of practices seminar (10 ects), spread over the two quadrimesters and aimed at the integration of axis 1

#### 2. the " reflective perspective on pre-service teacher training programmes and their effects " axis :

- A teaching unit focusing on research in initial and continuing teacher training
- Two specific units, targeting pedagogical approaches to compulsory education on the one hand, and the social dimensions of the school and the taking into account of diversities (in the classroom, in the school in collaboration with its colleagues, with parents and school partners, etc.)
- A seminar for supporting and promoting the 'Thesis' (15 ects) aiming at integrating Axis 2.

Two capstone papers will be assessed at the end of each axis, in order to validate all the UEs of the axis

#### Access to adults

To enable the programme to be organised, each unit will be scheduled over periods of 4 days in face-to-face sessions with reading and analysis work to be completed before or after these sessions. The sessions dedicated to various support seminars will be spread across different face-to-face days, allowing student support in their synthesis work throughout the year. Practical experience will be emphasized in the context of the seminar on the analysis of practices in axis 1 and will be essential for the empirical dimension to be carried out in axis 2, within the framework of the seminar and the master's thesis completion.

The whole programme therefore involves about 30 days of training for 60 credits (16 to 18 days/year for axis 1 and 13 to 15 days for axis 2).

## 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...)

#### o 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 [q1+q2] [45h] [10 Credits] 🌐

#### o Axis 2 – Reflective perspective on teacher training programmes and their effects (30 credits)

○ LMSFE3201	<a href="#">Initial and continuing Teacher Education Methodology III</a>	Virginie März Catherine Van Nieuwenhoven	FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3202	<a href="#">School and Diversities</a>		FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3203	<a href="#">Advanced issues in the pedagogy of compulsory education</a>	Elise Barbier	FR [q2] [22.5h] [5 Credits] 🌐

#### o Master thesis, including the Dissertation Seminar (15 credits)

○ LMSFE3204	<a href="#">Master thesis' accompanying seminar</a>	Marc Blondeau Stéphane Colognesi Mariane Frenay Virginie März Catherine Van Nieuwenhoven	FR [q1+q2] [30h] [2 Credits] 🌐
○ LMSFE3205	<a href="#">Master thesis</a>		FR [q1+q2] [] [13 Credits] 🌐

## 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.

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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."







