

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 multidisciplinary 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. Maîtriser les spécificités des recherches en éducation

Maîtriser 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 Maîtriser 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. Discuter les résultats de la recherche en TJ /Fher Ei51mad collèaéhe et ssagesupérieur

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.galilex.cfwb.be/fr/leg_res_01.php?ncda=39681&referant=I02

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;
2. an academic degree similar to the one mentioned in the preceding paragraph awarded by a higher education institution in the Flemish Community or the German-speaking Community, or by the Royal Military Academy, by virtue of a decision of the academic authorities and in accordance with any additional requirements they may establish;
3. a foreign academic degree deemed equivalent to the one mentioned in paragraph 1, in accordance with this Decree, a European directive, an international convention or other legislation, in accordance with the same requirements.

The additional admission requirements referred to in paragraph 2 are intended to ensure that the student has acquired the knowledge and skills required for the studies in question. When the additional admission requirements consist of one or more additional course units, these may not represent more than 60 additional credits for the student, taking into account all the credits that he or she may otherwise use for admission. These course units are part of the student's study programme.

§ 2. In accordance with the general requirements established by the academic authorities, a student who holds a title, diploma, degree or certificate of higher education, in the French Community or outside it, which does not grant him or her eligibility for admission to a specialised master's course by virtue of the preceding paragraph, may nevertheless be admitted by the jury of the course in question, in accordance with the additional requirements that it establishes, if the totality of the higher education that he or she has completed or the expertise that he or she has acquired is valued by the jury to be at least 240 credits.

§ 3. By way of derogation from these general requirements, the academic authorities may also admit to a specialised master's course holders of a title, diploma, degree or certificate awarded outside the French Community which, in that system of origin, grants direct eligibility for postgraduate studies, even if the studies sanctioned by these credentials are not organised into distinct degree courses or within a time period of at least five years.

Specific access requirements

Specific Admission Requirements

Prérequis :

sur dossier

Accès personnalisé : pour rappel tout master (à l'exception des masters complémentaires) peut également être accessible sur dossier et notamment par validation des acquis de l'expérience (VAE). > [En savoir plus](#)

Spécific Admission and Enrolment Procedures for General Registration

The general admission conditions are outlined at <https://uclouvain.be/fr/etudier/inscriptions/conditions-masters-specialisation.html>

In accordance with the general regulations of the academic authorities, the following students may be admitted to the programmes of Advanced Masters :

- holders of a Master in the same subject confirming second cycle studies of at least 120 credits;
- holders of a Master, in accordance with a decision by the academic authorities to specify additional conditions and on the basis of a reasoned opinion from the panel;

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 and Multimedia (Institut de pédagogie universitaire et des Multimédias - IPM) and the FOPA; at the Facultés universitaires Notre-Dame de la Paix in Namur , the University Teaching Service of the Department of Education and Technology.

Support teams for the Advanced Master

A team (made up of a visiting lecturer, an adviser from one of the university teaching centres if the candidate comes from a university or an adviser from a college of higher education if the candidate comes from this sector) will supervise students' progress and their final review assignment.

In addition, a review seminar is attended by all students on the programme and to provide support for the production of the final review assignment, a genuine teaching portfolio which should be able to show evidence of critical distance based on theoretical reasoning relating to students' own teaching.

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".

The assessment of the Advanced Master is done through the production of the final review assignment, in which students show evidence of their ability to analyze and assess their professional practices and make use of the appropriate theoretical frameworks. There is a review seminar to give students help and support for the final review assignment.

Satisfactory completion of the Advanced Master is conditional on the defence of the final review assignment (written report to be submitted).

The assignment is defended orally before a panel of examiners made up of the support team, lecturers from the programme as well as an outside examiner who is a specialist in the relevant subject. A seminar is held to bring the work of participants to a wider university audience.

Mobility and/or Internationalisation outlook

In the context of the diploma for university teaching, the academic year 2007-2008 saw confirmation to continue the international agreements. These enabled students to do a month's placement in one of seven partner universities under the terms of a joint programme between the European Union and Canada (2002-2005).

Possible trainings at the end of the programme

This Advanced Master is a programme of 60 credits organized by the Louvain Academy.

The programme is open to holders of a second cycle university degree who wish to develop their skills and knowledge in university level 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

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