

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

2 credits	15.0 h	Q1
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Teacher(s)	Papadimitriou Pascalia ;Vandercammen Dominique ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	We will explore the various aspects of teaching / learning situations to help students to be able to describe and to understand what happened during their training exercises.
Aims	<ul style="list-style-type: none"> <li>· Acting professionalgestures</li> <li>· Finding the meansto manage the teaching-learning situations relying on his/her practical and theoretical knowledge</li> <li>1 · Developing professionalpostures from explicit choices</li> </ul> <p>Describing and understanding theteaching-learning situations by focusing on teacher-learner interactions</p> <ul style="list-style-type: none"> <li>· Becoming areflexiveprofessional</li> <li>Recognizing his/herown experience.</li> </ul> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b></p> <p>The nature of this course consists of formative assessments. These are supporting students' initiative (1) (students considered as 'emerging teachers'). At the end of the course, summativeassessment will take place in the form of a discussion</p>
Content	<ul style="list-style-type: none"> <li>· (Time 1). Each student will have the opportunity to assume the teacher's reality through an exercise performed in front of a small group of students (10-15 students, each student endorsing different roles, namely those of teacher and pupil). Three instructions will be given: select a training activity relative to his initial disciplinary training, limit his intervention in time (15 minutes) and care about the pupil 's motivation.</li> <li>· (Time 2). Students (pupils and teacher) and teachers exchange about their own teaching / learning situation's observations. It will be a verbalization of the action according to Vermersch's definition (1994) (2). All the group teacher-learner's actors will be requested to do it. This is an opportunity to question the emerging professional practices and build a framework that integrates them. This space is clearly "secure" in the sense in which Rogers conceives it (13) : with congruence, empathy and unconditional positive acceptance supporting the actualizing tendency of every person.</li> <li>· (Time 3). The video sequences will allow each student, accompanied by the teachers, to watch the exercise and analyze the teaching-learning situation as time and place of a teacher / student interaction. This will be an opportunity to work from a model highlighting the importance of alignment teacher-student (3) and motivation (4 and 5). Our research - that has creative space and time for play (6 and 7), implicit and explicit conceptions of the student (8), the body (9) and the affects (10) as its subject - will help us to guide the students.</li> </ul> <p>(Time 4). Each student will prepare a written report. It will consist of anarrative experience - experience according to Dewey's definition (1968) (11) - (Cifali and Andrew, 2007) (12) based on the exercises performed, distinguishing the three training stages (items 1, 2 and 3). The student will choose some scientific references to put into perspective the experience of the exercises, accompanied by personal notes, sketches, comments, metaphors etc. gathered over the courses.</p>

<p>Bibliography</p>	<p>(1) Ricoeur, P. (1986). <i>Du texte à l'action. Essais d'herméneutique II</i>. Paris : Le Seuil.</p> <p>(2) Vermersch, P. (1994). <i>L'entretien d'explicitation en formation initiale et continue</i>. Paris : ESF</p> <p>(3) Lagase-Vandercammen, D &amp; Charlier, B. (2016). Fonctions d'aide à l'apprentissage : analyse de la variabilité des perceptions d'étudiant-es de l'enseignement supérieur. <i>Revue Education et Formation</i>, 304 (2), pp. 7-21.</p> <p>(4) Vandercammen, D. (2010). <i>Dynamique du projet personnel en contexte de formation. Approches socio-cognitiviste et psychanalytique</i>. Thèse de doctorat inédite, Université catholique de Louvain, Louvain-La-Neuve.</p> <p>(5) Lagase-Vandercammen, D. &amp; Boutinet, J.-P. (2014). Les conditions d'émergence du projet personnel de l'étudiant au sein des situations d'apprentissage formel. <i>Revue internationale de pédagogie de l'enseignement supérieur</i>, 30, pp. 2-18.</p> <p>(6) Lagase-Vandercammen, D. (2013). Formation en économie : l'expérience culturelle entre destruction et création. <i>Cahiers de psychologie clinique</i>, 41 (2), pp. 137-154.</p> <p>(7) Lagase-Vandercammen, D. (2015). Une clinique enseignante avec du silence et du vide. In Cifali, M., Giust-Desprairies, F. &amp; Périlleux, T., <i>Processus de création et processus cliniques</i>. Paris : PUF.</p> <p>(8) Lagase-Vandercammen, D. (2014). Les figures de l'étudiant dans nos sociétés néo-libérales valorisant les projets individuels. <i>Recherches sociologiques et anthropologiques</i>, 45 (1), pp. 103-125.</p> <p>(9) Lagase-Vandercammen, D. (2017). Les déclinaisons du corps dans l'espace-temps d'un cours. <i>Clinique et changement social</i>. Paris : L'Harmattan.</p> <p>(10) Lagase-Vandercammen, D. (Juillet 2017). Communication à l'occasion du symposium des rencontres internationales du réseau de recherche en éducation et formation portant sur l'évolution de l'affect dans les pratiques professionnelles, la formation et la recherche : positionnements cliniques : « Avec des espaces/temps de je(ux) et d'affects, la classe virtuelle constitue une opportunité pour l'enseignement d'une économie vivante ».</p> <p>(11) Dewey, J. (1968). <i>Expérience et éducation</i>. Paris : Armand Colin.</p> <p>(12) Cifali, M. et André, A (2007). <i>Ecrire l'expérience. Vers la reconnaissance des pratiques professionnelles</i>. Paris : Presses Universitaires de France.</p> <p>(13) Rogers, C. R. (1963). The Actualizing Tendency in Relation to « Motives » and to Consciousness. In M.R. Jones Marshall (Ed.), <i>Nebraska Symposium on Motivation</i>. Lincoln, NE : University of Nebraska Press, , pp.1-24.</p> <p>Les étudiants trouveront sur le Moodle-UCL du cours <a href="https://moodleucl.uclouvain.be/course/view.php?id=10270">_LAGRE2310-LPSP2312 - Exercices de micro-enseignement</a> (https://moodleucl.uclouvain.be/course/view.php?id=10270) des références supplémentaires (articles, vidéos, références bibliogr.) proposées lors des séances de cours</p>
<p>Other infos</p>	<p>The course is held in fairly small groups (10 - 15 students) Teachers are available during their working time or by appointment and e-mail.</p>
<p>Faculty or entity in charge</p>	<p>EDEF</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Ancient and Modern Languages and Literatures	LAFR2M	2		
Teacher Training Certificate (upper secondary education) - Theology	THEO2A	2		
Master [120] in Biology of Organisms and Ecology	BOE2M	2		
Teacher Training Certificate (upper secondary education) - Biology	BIOL2A	2		
Master [120] in Chemistry	CHIM2M	2		
Master [120] in Geography : General	GEOG2M	2		
Master [120] in History	HIST2M	2		
Master [120] in Modern Languages and Literatures : German, Dutch and English	GERM2M	2		
Teacher Training Certificate (upper secondary education) - Chemistry	CHIM2A	2		
Master [120] in Biblical Studies	EBIB2M	2		
Teacher Training Certificate (upper secondary education) - Physics	PHYS2A	2		
Master [120] in Biochemistry and Molecular and Cell Biology	BBMC2M	2		
Master [120] in Physics	PHYS2M	2		
Master [120] in Theology	THEO2M	2		
Master [120] in History of Art and Archaeology : General	ARKE2M	2		
Master [120] in Philosophy	FILO2M	2		