

10.00 credits

45.0 h

Q1 and Q2


This learning unit is not open to incoming exchange students!

Teacher(s)	. SOMEBODY ;Blondeau Marc ;Van Nieuwenhoven Catherine ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>Analysis of practice - reflective practice - support for the development of reflexivity and practice - theoretical support for reflexivity - documentation of practice traces - analysis tools</p> <p>The analyses focus on :</p> <ul style="list-style-type: none"> - the professional teaching practice understood as the double function which consists in ensuring simultaneously the group cohesion (management function) and learning coherence (instruction function). This double function is expressed through professional gestures. <p>The training mobilises tools such as, but not limited to, video training, writing workshops, logbooks, making and analysing vignettes, activity analysis, self-confrontation interviews, explanatory interviews, co-development, collecting and analysing records of trainees' and learners' activities, etc., during seminars of analysis using tools, individually or in groups.</p> <p>These analyses are part of a non-deficit perspective, favouring a developmental approach, based primarily on the development of trainees' resources. However, this approach does not exclude a form of standardisation, seen as the internalisation of a culture shared by the teaching community.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>With regard to the MSFE2MC learning outcomes framework, this unit contributes to the development and acquisition of competencies 2, 3, 6 & 7:</p> <ul style="list-style-type: none"> • 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; • 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; <p>1</p> <ul style="list-style-type: none"> • 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. <p>At the end of the teaching unit, the student will be able to:</p> <ul style="list-style-type: none"> • define and apply the concepts of reflexivity and reflective practitioner; • consider experiential learning according to different modes of relating to action; • describe, analyze and conceptualize his/her own teaching practices; • accompany students in the development of the competence to describe, analyze and conceptualize their teaching practices.
Faculty or entity in charge	PSP

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master inTeacher Education	MSFE2MC	10		