


**This learning unit is not open to incoming exchange students!**

Teacher(s)	März Virginie ;Van Nieuwenhoven Catherine ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<ol style="list-style-type: none"> <li>1. Models of collaboration</li> <li>2. Tensions between collaborating actors</li> </ol> These themes can be broken down into : <ul style="list-style-type: none"> <li>- As a teacher educator</li> <li>- collaboration within the higher education institution (with colleagues)</li> <li>- collaboration with other training partners (school principals, beginners' referents)</li> <li>- involvement in the local context (e.g. being a teacher in Brussels, urban or rural context, etc.)</li> <li>- As a future teacher</li> <li>- collaboration within an institution (with colleagues, with the principal)</li> <li>- collaboration with other school partners (educators, parents, PMS, paramedical staff, extracurricular staff)</li> <li>- involvement in the local context (e.g. being a teacher in Brussels, urban or rural context,...)</li> </ul>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>With regard to the MSFE2MC learning outcomes framework, this unit contributes to the development and acquisition of competencies 2, 3, 5, 6 &amp; 7:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the training environments in which one will have to work and those in which one's future students will work;</li> <li>• The capacity to accompany people in a professional training situation;</li> <li>• The capacity to participate in the design of teacher training systems and to implement these systems;</li> <li>• 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;</li> <li>• 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.</li> </ul>
Evaluation methods	<p>The assessment of the learning outcomes for the course LMSFE3201 is based on a master thesis to be completed for all the units within Axe 2 of the MSFE, which focuses on reflective analysis of teacher training systems and their effects. The student will submit a master thesis covering all courses and seminars within Axe 2 of the MSFE. This master thesis will take the form of a written report, accompanied by an oral defense before a panel of program faculty members. The master thesis evaluation consists of two components: a written text and an oral presentation. The evaluation criteria (for both the written and oral components), which will assess the student's mastery of the learning outcomes, will be communicated via Moodle.</p> <p>The final grade for the master thesis will serve as the grade for the course LMSFE3201.</p> <p>Throughout the program, the student will receive guidance and qualitative feedback on their work.</p> <p><b>Note on the use of AI tools:</b> Generative Artificial Intelligence tools (e.g., ChatGPT, etc.) cannot be used to write the master thesis on behalf of the student. Their use is permitted only if the student clearly indicates all sections that involved AI usage, for instance, through footnotes specifying whether AI was used for information retrieval, text drafting, or proofreading. Additionally, all information sources must be cited following appropriate bibliographic referencing standards. The student remains fully responsible for the content of their work, regardless of the sources employed.</p>
Teaching methods	The course will take place in person and will alternate between theoretical explanations, practical applications, and group discussions.
Content	This course unit aims to introduce students to the collaborative dimension of the teaching profession and teacher education. Specifically, we will explore the partnerships in which teacher educators are involved during the training

	<p>of future teachers, as well as the implications these partnerships have for their professional identity, the positioning of various actors and organizations (higher education institutions and schools). We will also examine how these partnerships facilitate the support of future students. Additionally, we will address how teacher educators can prepare future teachers for the collaborative dimension of the teaching profession: how teachers can be equipped to collaborate with colleagues both within and outside of schools.</p> <p>More specifically, the following topics will be explored in this course, with two levels of reflection:</p> <ul style="list-style-type: none"> <li>• <b>Models of Collaboration:</b> This course will explore the various forms of collaboration, both within educational institutions and in the context of initial teacher training. The focus will be on the dynamics of working with colleagues and external educational partners.</li> <li>• <b>Tensions Between Collaborative Actors:</b> We will analyze potential tensions that may arise among the various actors involved in collaborative processes. These tensions may stem from differing perspectives, conflicting priorities, or the complexity of managing institutional expectations.</li> </ul> <p>These two themes will be examined at two distinct levels:</p> <ul style="list-style-type: none"> <li>• <b>As a Teacher Educator:</b> <ul style="list-style-type: none"> <li>• Collaboration within higher education institutions, particularly with colleagues.</li> <li>• Collaboration with training partners, such as school principals and mentors for beginner teachers.</li> <li>• Engagement with the local context, particularly in relation to urban or rural specificities (e.g., being a teacher in Brussels).</li> </ul> </li> <li>• <b>As a Future Teacher</b> (how to raise awareness and prepare future teachers for the collaborative dimension of the profession): <ul style="list-style-type: none"> <li>• Collaboration within a school setting, whether with colleagues or the administration.</li> <li>• Collaboration with school partners, such as educators, parents, CPMS staff, and paramedical and extracurricular personnel.</li> <li>• Engagement with the local context, depending on the particularities of the teaching environment (e.g., teaching in Brussels in an urban or rural setting).</li> </ul> </li> </ul> <p>These reflections will help to understand the complexity of interactions and collaborations within the educational context.</p>
<p>Inline resources</p>	<p>The course materials are accessible on the Moodle platform. Additional readings may be suggested throughout the course sessions, along with practical tools and/or analysis grids.</p>
<p>Bibliography</p>	<p>Sur Moodle sont disponibles des références bibliographiques et autres documents servant de support au cours, ainsi que les informations pratiques à jour concernant celui-ci. Le suivi régulier du site Moodle est essentiel. Il contiendra toutes les consignes utiles en matière de participation aux séances, des modalités pédagogiques et des modalités d'évaluation.</p> <p>On Moodle, you will find bibliographic references and other documents that support the course, as well as up-to-date practical information about the course. Regular monitoring of the Moodle site is essential. It will contain all the useful instructions concerning participation in the sessions, the pedagogical methods and the evaluation methods.</p>
<p>Other infos</p>	<p>Faculty or entity in charge: EDUC</p>
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<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master inTeacher Education	MSFE2MC	5		