

2.00 credits	15.0 h	Q1 or Q2
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Teacher(s)	Blondeau Marc ;Papadimitriou Pascalia ;
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.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> · Acting professionalgestures · Finding the meansto manage the teaching-learning situations relying on his/her practical and theoretical knowledge · Developing professionalpostures from explicit choices 1 · Describing and understanding theteaching-learning situations by focusing on teacher-learner interactions · Becoming areflexiveprofessional · Recognizing his/herown experience.
Evaluation methods	<p>The nature of this course consists of formative feedback. These are supporting students' initiative (7) (students considered as "<i>emerging teachers</i>"). At the end of the course, summative assessment will take place in the form of a discussion.</p> <p>The final assessment will consider the entire educational device including 3 mandatory activity sessions related to micro-teaching and the final meeting of the exam (oral test + a text).</p> <p>The final grade can only be issued if the student has completed all of these activities. The student will be considered absent as long as all these parts have not been completed.</p>
Content	<p>(Time 1). Each student will have the opportunity to experience themselves as a teacher through an exercise performed in front of a small group of students (15 to 20 students ; each student endorsing different roles, namely those of teacher or pupil). Three instructions will be given : select a training activity relative to his initial disciplinary training, limit his intervention in time (15 minutes; 30 minutes if working in pairs) and stimulate the interest and the enrollment of the pupils in a task likely to provoke learning. This intervention will be filmed.</p> <p>(Time 2). The students (pupils and teacher) and the professors will discuss from a non-deficit perspective (6), the experiences attached to their roles in the teaching/learning situation. This will be an opportunity to question representations of professional practices and/or emerging professional practices and to build a framework for integrating them ; these time and space being clearly "secured" by the professors in the sense understood by Rogers (8): with congruence, empathy and an unconditional positive acceptance supporting the actualizing tendency of the other.</p> <p>(Time 3). The video recording of the sequences will allow each student, accompanied by the professors alone, to watch the exercise and analyze the teaching / learning situation, as a place and time for constructive interactions in their project of training.</p> <p>(Time 4). Each student will write a a retrospective analysis of the transformations relating to a chosen dimension of the profession according to the significant training experiences for him (9), in the light of the experience of the micro-teaching sessions. This written report will be submitted during the final oral test.</p>

Bibliography	<p>(1) Bucheton, D., & Soulé, Y. (2009). Les gestes professionnels et le jeu des postures de l'enseignant dans la classe: un multi-agenda de préoccupations enchâssées. <i>Éducation et didactique</i>, 3(3), 29#48.</p> <p>(2) Dewey, J. (1968). <i>Expérience et éducation</i>. Paris : Armand Colin.</p> <p>(3) Duillard, J. (2016), <i>Ces gestes qui parlent. L'analyse de la pratique enseignante</i>. Paris : ESF.</p> <p>(4) Hattie, J., & Timperley, H. (2007). The Power of Feedback. <i>Review of educational research</i>, 77(1), 81#112.</p> <p>(5) Jorro, A., & Crocé-Spinelli, H. (2010). Le développement de gestes professionnels en classe de français. Le cas de situations de lecture interprétative. <i>Pratiques</i>, 145-146, 125#140.</p> <p>(6) Malo, A. (2008). Le stagiaire comme praticien réflexif : un point de vue constructiviste et non déficitaire du développement du savoir professionnel en enseignement. Dans E. Correa Molina & C. Gervais (éd.), <i>Les stages en formation à l'enseignement. Pratiques et perspectives théoriques</i> (p. 103#124). Presses de l'Université de Québec.</p> <p>(7) Ricoeur, P. (1986). <i>Du texte à l'action. Essais d'herméneutique II</i>. Paris : Le Seuil.</p> <p>(8) 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>(9) Serres, G. (2006). <i>Analyse de la construction de l'expérience professionnelle au gré des diverses situations de formation initiale des enseignants du second degré</i> [PhD, Université Blaise Pascal, Clermont Ferrand]. https://tel.archives-ouvertes.fr/tel-00528371/</p> <p>Les étudiants.e. trouveront sur le Moodle-UCL du cours _LAGRE2310-LPSP2312 - Exercices de micro-enseignement des références supplémentaires (articles, vidéos, références bibliogr.) proposées lors des séances, ainsi que tous les supports de cours et consignes distribuées.</p>
Other infos	<p>The course is held in fairly small groups (10 - 15 students)</p> <p>Teachers are available during their working time or by appointment and e-mail.</p>
Faculty or entity in charge	<p>EDUC</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Teacher Training Certificate (upper secondary education) - Psychology and Education	PSP2A	2		