





The version you're consulting is not final. This course description may change. The final version will be published on 1st June.

5.00 credits

37.5 h

Q1

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|-----------------------------|--|
| Language : | French |
| Place of the course | Louvain-la-Neuve |
| Main themes | <p>Teaching history and geography in the core curriculum (pre-school to lower secondary):</p> <ul style="list-style-type: none"> • Reference frameworks and subject syllabuses • Didactic invariants and diversity of teaching practices <p>Learning history and geography in the core curriculum (pre-school to lower secondary):</p> <ul style="list-style-type: none"> • Continuity and discontinuity of learning; didactic nodes • Identifying and supporting learning difficulties, particularly in relation to certain teaching practices |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>Specific learning outcomes</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • make relevant use of the core syllabuses and reference materials relating to history and geography ; • apply and reflectively analyse these prescriptions in the choice of usable resources and preparation of lesson sequences that could be used with core curriculum students. <p>General learning outcomes</p> <p>By the end of this unit, and having regard to the learning outcomes (LOs) of the Master of Arts in History Teaching and Master of Arts in Geography Teaching programmes, students will have made a significant contribution to the development and acquisition of the following learning outcomes:</p> <p>AA3. The skills of the organiser and coach of learning in an evolving dynamic.</p> <p>AA.3.1. mastery of subject contents, their epistemological foundations, their scientific and technological development, their didactics and the methodology of their teaching;</p> <p>AA.3.2. mastery of knowledge relating to learning processes and research into the various models and theories of teaching;</p> <p>AA.3.3. have a thorough command of written and spoken French in order to teach and communicate adequately in the various contexts and disciplines related to the profession;</p> <p>AA.3.4. take account of and develop the language dimensions of learning and teaching, paying attention to the language of schooling or language of learning and being aware of the socially and culturally unequal nature of familiarisation with it;</p> <p>AA4. The skills of the reflective practitioner</p> <p>AA.4.1. read critically the results of scientific research in education and didactics and draw on them for their teaching activities, as well as drawing on various disciplines in the human sciences to analyse and act in professional situations;</p> <p>AA.4.3. gradually build up their professional identity, in particular by using personal professional development tools such as the portfolio. 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".</p> |
| Faculty or entity in charge | FIAL |

| Programmes containing this learning unit (UE) | | | | |
|---|---------|---------|--------------|---|
| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Master [120] of Education, Section 4 : History | HIST2M4 | 5 | |  |
| Master [60] of Education, Section 5 : History | HIST2M5 | 5 | |  |
| Master [120] of Education, Section 4 : Geography | GEOG2M4 | 5 | |  |
| Master [60] of Education, Section 5 : Geography | GEOG2M5 | 5 | |  |