

5.00 credits

30.0 h + 15.0 h

Q1 or Q2



This learning unit is not open to incoming exchange students!

Teacher(s)	Desmons Ophélie (coordinator) ;Gérard Sabrina ;Pierquin-Rifflet Lara ;
Language :	French
Place of the course	Autre site
Learning outcomes	
Evaluation methods	The degree of mastery of the course content will be assessed in two ways: 1. During the last practical session (vol. 2): design and lead a workshop or philosophical activity for peers (if the student is to be assessed in August, the method will vary slightly: he/she will have to design and present a workshop or philosophical activity without being able to lead it; the assessment criteria grid will vary accordingly) 2. After the end of the course (vol. 1): oral exam. The assessment criteria will focus on three areas (a detailed assessment criteria grid will be provided during the first class): • The implementation of philosophical methods to generate individual and collective reflection (coherence, clarity, decentering, etc.); • Understanding and appropriation of basic concepts and notions in the fields of philosophy and citizenship (integration, relevance, argumentative force, etc.); • Co-construction and evaluation of course sequences combining philosophy and citizenship (originality, discernment, adjustment, etc.). Weighting: • The exercise assessed as part of the practical work: 40% of the final grade • The oral exam: 60% of the final grade
Teaching methods	Teaching in the first semester, in french. Learning activities and teaching methods will be diversified: lectures, group work, in-class exercises and activities, in-between lectures. The teaching method will be strictly face-to-face.
Content	During Volume 1 (Sections 1 and 2) , this teaching unit aims to enable students to learn about specific issues relating to the design, facilitation, and evaluation of philosophy and citizenship course sequences, in accordance with the legal framework of the EPC reference framework, professional ethics, and professional conduct. The CPC reference framework meets four teaching objectives: • Developing independent and critical thinking • Knowing oneself and being open to others • Building citizenship based on equality in dignity and rights • Engaging in social life and the democratic sphere To achieve the objectives of this course, students will be invited to transfer and integrate into their professional practice the theoretical knowledge related to the pedagogy and didactics of the philosophy and citizenship course, as well as to develop their professional identity through contact with diverse teaching situations and activities related to the profession of teaching philosophy and citizenship. Main content elements: • Socio-historical analysis and summary of philosophy classes in Belgium (school wars, non-denominational morality, "meaningless" classes, etc.); • Philosophical methods and teaching tools to strengthen skills in reasoning, arguing, conceptualizing, interpreting, researching, questioning, etc. • Design, facilitation, and evaluation of philosophy workshops with children (democratic and philosophical discussion, philosophical research community, philosophical and artistic practice, etc.);

	• Contributions of theoretical distinctions related to education for democratic citizenship: dogmatism/relativism, legality/legitimacy, belief/knowledge, description/prescription, heteronomy/autonomy, etc. During volume 2: • Section 1: mainly philosophy workshops, thinking skills exercises - preschool, P1 & P2 levels. The civic themes of the workshops are derived from the four objectives. Diversity of materials. Introduction to lesson plans. • Section 2: CPC teaching (1st and 2nd hours) through skills exercises, philosophy workshops, and the creation of lesson plans/templates.
Other infos	Course notes, books or reference texts required for the course will be deposited on the HE Vinci digital platform by the lecturer at the appropriate time for each course.
Faculty or entity in charge	EDUC