





5.00 credits

15.0 h

Q1


This learning unit is not open to incoming exchange students!

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| Language : | French |
| Place of the course | Louvain-la-Neuve |
| Main themes | <p>Observation Internship in Preschool, Primary, and Lower Secondary Education:</p> <ul style="list-style-type: none"> • Similarities in the teaching profession, didactic invariants, and diversity of pedagogical practices • Continuity and disruption in learning; didactic challenges • Identification and support of learning difficulties, particularly in relation to certain teaching practices <p>Seminar:</p> <ul style="list-style-type: none"> • Creation and appropriation of observation grids on the internship themes, leading to an observation report • Collective discussions on observation findings • Reflection on professional identity |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>AA3. Competencies of the Organizer and Learning Facilitator in an Evolving Dynamic</p> <p>AA.3.1. Master disciplinary content, its epistemological foundations, its scientific and technological evolution, its didactics, and the methodology of its teaching.</p> <p>AA.3.2. Master knowledge related to learning processes, research on different models and theories of teaching.</p> <p>AA.3.3. Master written and oral French in-depth to teach and communicate appropriately in various contexts and disciplines related to the profession.</p> <p>AA.3.4. Consider and develop the linguistic dimensions of learning and teaching, being attentive to the language of schooling or language of learning and aware of the socially and culturally unequal nature of familiarization with it.</p> <p>AA4. Competencies of the Reflective Practitioner</p> <p>AA.4.1. Critically read the results of scientific research in education and didactics, drawing inspiration from them for teaching practice, and rely on various disciplines of the humanities to analyze and act in professional situations.</p> <p>AA.4.3. Gradually build professional identity, notably by using personal professional development tools such as the portfolio.</p> |
| Other infos | In formal education, the ban on wearing religious symbols, when stipulated in the school's internal regulations, also applies to student teachers. |
| Faculty or entity in charge | FIAL |

| Programmes containing this learning unit (UE) | | | | |
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| 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 | |  |