

5.00 credits	22.5 h	Q1
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This learning unit is not open to incoming exchange students!

Teacher(s)	Frenay Mariane ;Wouters Pascale ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>- Teaching and learning in higher education: e.g.</p> <ul style="list-style-type: none"> o the study of teaching and learning processes in higher education with reference to theories and research in learning and educational psychology; factors of motivation and engagement in higher education and devices to support success (e.g., secondary-to-higher education transition, student difference management, and inclusive pedagogy); the role of social interactions in learning; the role of feedback and support for cognitive and metacognitive strategies (e.g., for capstone assignments); o the analysis of pedagogical methods appropriate to the contexts of higher education (EU, internships, work-based learning, etc.); the role of technology in supporting these methods (e.g. in distance learning); o the evaluation of learning and teaching practices; etc. o curriculum design and training curricula o Higher education environments (social role, cultural and professional norms and expectations, ...) <p>- The design of coherent training and assessment systems within professionalizing programs (articulation and alignment of learning outcomes, pedagogical methods and assessment of learning outcomes) - "learning design</p> <p>- The identity and professional development of teacher educators: adopting appropriate support postures in the higher education context when dealing with professionals in compulsory education.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>With regard to the MSFE2MC learning outcomes framework, this unit contributes to the development and acquisition of competencies 4 & 5.</p> <ul style="list-style-type: none"> • Mastery of the specificities of adults learning and pedagogy, especially for young adults; • The capacity to participate in the design of teacher training systems and to implement these systems. <p>At the end of this teaching unit</p> <ul style="list-style-type: none"> • the student is able to design and analyze coherent professional training systems - within the teacher training curricula in which he/she is involved - and can justify the pedagogical choices made or the alternatives proposed with regard to the educational theories seen in the unit; • he or she can take a reflective and analytical look at his or her new profession of teacher educator.

<p>Evaluation methods</p>	<p>The assessment of learning outcomes for UE LMSFE3101 is based on an integrated assignment to be produced for all teaching units in Axis 1, the axis of integration of the analysis of practices of the advanced master's degree in teacher training.</p> <p>The assessment of the integrated work is divided into two parts: written production and oral presentation. Through their written work, students will be assessed on their ability to demonstrate their understanding of key concepts from all Axis 1 courses, to mobilize them and integrate them into professional situations. Individual oral presentations will be made in front of a jury of program teachers. Students will be assessed on their communication skills as future teachers, and on their ability to justify their methodological and/or pedagogical choices and respond appropriately to questions asked by the jury. The assessment criteria for this integrated project (production and presentation components), which will validate the student's mastery of the learning outcomes of the teaching units in Axis 1 of the Master of Teacher Training Specialization, will be communicated via Moodle.</p> <p>The final grade for the integrated project will be the grade for UE LMSFE3101.</p> <p>The final written production of this integrated project is due in August, one week before the student's oral presentation to the jury.</p> <p>During the course of the program, the student will be accompanied in this production and will receive qualitative feedbacks.</p> <p>Note on the use of A.I. tools</p> <p>Generative Artificial Intelligence tools (e.g., ChatGPT, etc.) may not be used to write integrated work and reflective analyses in place of the student. Their use is tolerated as long as the student systematically indicates all parts where AIs have been used, for example in footnotes, specifying whether the AI was used to search for information, to write the text or to correct it. In addition, sources of information must be systematically cited in compliance with bibliographic referencing standards. Students remain responsible for the content of their work, regardless of the sources used.</p>
<p>Teaching methods</p>	<p>Activities alternate on an individual, group and collective basis, based on theoretical input and analysis of situations experienced in practice.</p>
<p>Content</p>	<p>The content covered in this course will be developed according to the suggested themes chosen from those listed above. They will be based on empirical work and reference frameworks in university pedagogy, including questions of the design of courses and curricula, as well as the building of a teaching identity, as teacher educator.</p> <p>The content will be adapted to the needs and questions of participants.</p>
<p>Inline resources</p>	<p>Course materials are available on the Moodle platform. Additional readings may be suggested during the course sessions, along with practical and/or analytical tools.</p>
<p>Bibliography</p>	<p>Voir plateforme Moodle, pour les références bibliographiques</p>
<p>Faculty or entity in charge</p>	<p>EDUC</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master inTeacher Education	MSFE2MC	5		