

5.00 credits

22.5 h

Q2


**This learning unit is not open to incoming exchange students!**

Teacher(s)	Colognesi Stéphane ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<ul style="list-style-type: none"> <li>• Relationship to... / Relationship to knowledge(s) / Disciplinary awareness</li> <li>• Categories of knowledge: Knowledge to teach / Knowledge for teaching</li> <li>• Double didactical triangulation and circulation of knowledge (Trainer/Trainee/Training knowledge object and Teacher/Student/Taught knowledge object) :                             <ul style="list-style-type: none"> <li>• Guidelines for teaching "my" discipline as a teacher educator in higher education and</li> <li>• Guidelines for teaching a theory of didactics to future teachers</li> </ul> </li> <li>• Comparative didactics, didactics of the disciplines, didactics of the discipline, didactics of the subfields of the discipline</li> <li>• Curriculum / Progression and ruptures of disciplinary learning</li> <li>• Construction of the didactic "game": Gestures and postures of the trainer/teacher and the students/pupils</li> <li>• Training in and by research to address specific didactical issues</li> </ul>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>With regard to the MSFE2MC learning outcomes framework, this unit contributes to the development and acquisition of competencies 1 &amp; 5 :</p> <ul style="list-style-type: none"> <li>• Mastery of the didactics of the discipline(s) concerned or of the didactics applied to these disciplines;</li> <li>• The capacity to participate in the design of teacher training systems and to implement these systems.</li> </ul> <p><sup>1</sup> At the end of this teaching unit</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• he or she can take a reflective and analytical look at his or her new profession of teacher educator.</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Relationship to... / Relationship to knowledge(s) / Disciplinary awareness</li> <li>• Categories of knowledge: Knowledge to teach / Knowledge for teaching</li> <li>• Double didactical triangulation and circulation of knowledge (Trainer/Trainee/Training knowledge object and Teacher/Student/Taught knowledge object) :                             <ul style="list-style-type: none"> <li>• Guidelines for teaching "my" discipline as a teacher educator in higher education and</li> <li>• Guidelines for teaching a theory of didactics to future teachers</li> </ul> </li> <li>• Comparative didactics, didactics of the disciplines, didactics of the discipline, didactics of the subfields of the discipline</li> <li>• Curriculum / Progression and ruptures of disciplinary learning</li> <li>• Construction of the didactic "game": Gestures and postures of the trainer/teacher and the students/pupils</li> <li>• Training in and by research to address specific didactical issues</li> </ul>
Faculty or entity in charge	EDUC

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