


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

Teacher(s)	. SOMEBODY ;Blondeau Marc ;Colognesi Stéphane ;Frenay Mariane ;März Virginie ;Van Nieuwenhoven Catherine ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The seminar's objective is to provide students with the opportunity to describe and analyse educational and training settings in teacher training, to formulate questions about these, and to refer to the theoretical approaches and in-depth reading frameworks taught in all of the Axis 1 &amp; 2 teaching units.</p> <p>This seminar is an important activity that allows students enrolled in the MSFE programme to develop the capacity for reflective analysis of their professional practices by confronting them and exchanging with other participants and the teachers. It supports the writing and completion of the dissertation. The seminar is designed to build on the student's own practice and to enable him or her to analyse the design, analysis and/or evaluation of the field project and his or her professional activities.</p>
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; 7:</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 conduct, individually and with peers, a critical and rigorous analysis of one's own practices and their impact on students and their success, in particular by relying on a variety of disciplines in the humanities and social sciences, in order to regulate one's teaching from the perspective of effectiveness and equity.</li> </ul> <p>At the end of the teaching unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1 • demonstrate mastery of the didactics of the discipline(s) they have chosen or of the didactics applied to these disciplines in relation to the subject of their dissertation, and to take a critical look at research in these fields in order to analyse, document and ground their professional practices and the research on their practices;</li> <li>• master and mobilise, with relevance and rigour, the methods and tools specific to the field of educational research;</li> <li>• design and conduct research on one's practice in higher education (research problematics, focus and definition of research questions, use of theoretical frameworks, design of research methodology, collection, processing and presentation of data, discussion of results and conclusions);</li> <li>• communicate and engage with their professional practice and research in order to contribute to the dissemination of knowledge in the field of higher education teaching and learning;</li> <li>• develop an identity as a teacher educator committed to enhancing student learning and the quality of training, in a professional development perspective.</li> </ol>
Evaluation methods	<p>Students complete a dissertation for all courses and seminars in Axis 2 of the Advanced Master . This dissertation will take the form of a written communication with an oral defense in front of a jury of program teachers.</p> <p>During the course of the program, students will be accompanied in their production and will receive qualitative feedback.</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>Translated with DeepL.com (free version)</p>
Teaching methods	Face-to-face teaching. It takes the form of a seminar, allowing the necessary interactions and exchanges between participants. Combining theory, epistemological reflection and practical developments, it will be based on prior readings, students' experiences and issues, and individual and group exercises.

Content	<p>This teaching unit explains the issues, difficulties and steps involved in carrying out scientific research in the field of teacher training.</p> <p>This teaching unit is designed to:</p> <p>1° Contextualize and conceptualize a question or a problem raised by professional situations.</p> <p>2° Practice content analysis and research based on a concrete problem.</p> <p>3° Adopt a theoretical and practical approach.</p> <p>4° Prepare a written report in the form of a field note or scientific paper.</p> <p>Translated with DeepL.com (free version)</p>
Inline resources	<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>
Bibliography	<p>Voir liste des références bibliographiques sur Moodle.</p>
Faculty or entity in charge	<p>EDUC</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Advanced Master inTeacher Education	MSFE2MC	2		