

At Louvain-la-Neuve - 60 credits - 1 year - Day schedule - In FrenchDissertation/Graduation Project : **YES** - Internship : **NO**Activities in English: **NO** - Activities in other languages : **NO**Activities on other sites : **NO**Main study domain : **Sciences de l'éducation et Enseignement**

Organized by:

Programme acronym: **MSFE2MC** - Francophone Certification Framework: 7**Table of contents**

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MSFE2MC - Introduction

Introduction

Introduction

The new Advanced Master in Teacher Education's program in teacher training (MSFE2MC) is aimed at teacher trainers. This program is jointly offered by UCLouvain and three partner Hautes écoles (EPHEC, Haute école Louvain en Hainaut and Haute école Léonard de Vinci). Each of the four partners has recognised expertise in teacher training. UCLouvain has long been involved in teacher training through the continuing education it offers to practising teachers (via the Master's programme in educational sciences, FOPA2M) and, in particular, its "teacher training" option, which trains future psycho-pedagogues.

As part of the reform of initial teacher training (FIE Decree, 2019), the training of teacher educators in teacher training programmes has been rethought. It requires this Advanced Master in Teacher Education to teach teaching units in axes 3, 4 & 6 of the decree, as well as in axis 1 for what concerns the didactic aspects of the topics to be taught by the future teacher (cf. article 48, § 1 - DFIE).

This Advanced Master (MSFE2MC) meets this requirement. Graduates of this programme will be deemed to have the CAPAES, which is the qualification required for appointment to a Haute école (cf. decree CAPAES).

Since 2002, it has contributed to the training of higher education teachers through the organisation of the CAPAES (co-organised with the CPFEB, a social promotion organisation) as well as through the organisation of its Advanced Master in teaching and learning in higher education, which aims to enable teachers and assistants from universities and colleges to carry out applied research in its field (a programme offered since 2002, and co-organised with the University of Namur since 2008).

Since 2014, UCLouvain has also been offering a university certificate in professional practice supervision, in partnership with the three Hautes écoles, partners in this programme.

Since September 2023, UCLouvain has been jointly awarding degrees with each of the partner Hautes écoles for the new Bachelor's and Master's programs in teaching for Sections 1, 2 & 3, organized within each Haute école. It also offers, with these same partners (except for Hénallux), a new university certificate in internship supervision for teachers in training (CUES - <https://uclouvain.be/fr/etudier/formation-maitres-de-stage.html>).

Your profile

This Advanced Master is offered for professionals in the field of teacher education who wish to develop new skills as teacher educators.

Your programme

The main assets of the proposed programme can be summarised as follows :

- Accompanying in-service professionals : the opportunity of being trained, in group activities organised specifically for teacher educators, and of exchanging with colleagues in the same profession.
- Analysis of one's own training practices : this allows for a dynamic of professional development, encourages feedback from the analysis of practices with a view to organising a one-day sharing of practices, based on the capstone activity of axis 1. This allows for the exchange and transfer of practices in the HE.
- Improvement of one's practices, by being able to argue for innovations and changes implemented : return and sharing of research carried out for dissertations, via a seminar or one-day seminar and the possibility of disseminating this work (oral communication, even publications)
- Possibility of organising joint work, in part with colleagues from HE
- Training is supported by its partner higher education institution and by the University (contractualisation)
- Obtaining this Advanced Master allows you to hold the CAPAES (cf. art. 48, §2, DFIE)
- This Advanced Master is required to teach in axes 3, 4 & 6 of the decree, as well as in axis 1 for what concerns the didactical aspects of the subjects which will be taught by the future teacher (cf. article 48, § 1 - DFIE)

The teacher educator teaches future teachers how to practice and develop for their future profession. This requires a different kind of expertise from that of a teacher in his/her own discipline. This programme focuses on a strong interaction between practice and theory: in this programme the emphasis is on relevance to and transfer to one's own practice.

One's own practice as a teacher educator serves as a starting point and is worked on throughout the programme. These professional experiences are critically examined, challenged and supported by relevant scientific research and theoretical frameworks. In addition, students are encouraged to 'question' / study their own practices. In this way, they deepen their understanding of the "why" behind the "how", acquire a scientifically grounded language to look at and talk about their professional activities more accurately and become more competent to improve this practice.

This is why the programme consists of ten teaching units (TUs) divided into the following two training axes: (1) analysis of practice and (2) reflective perspective on initial teacher training programmes and their effects.

Given the professional practice of the candidates in this programme, the two training axes have been designed to be followed in succession and to be taken over two academic years, at the request of the student (in which case axis 1 is taken in year 1 and axis 2 the following year). However, they may be attended in parallel, depending on the student's choice to complete the entire programme in a 60-credit year.

MSFE2MC - Teaching profile

Learning outcomes

The vision of the graduate

This 60-credit Advanced Master is designed to train teacher educators who have experience in teacher education. Designed around two axes of training, of 30 credits each, it follows the SoTL (Scholarship of Teaching and Learning) approach, placing two dimensions at the core of the training:

- A "professional practice" dimension: this aims at analysing and describing one's professional practices in teacher training, which will be at the focus of the first capstone activity (enabling the 30 credits of axis 1 to be assessed);
- A "research" dimension: this aims to gain reflective perspective on one's practices with a view to improving them. This perspective, supported by empirical data from one's own practice and grounded in scientific literature, will be achieved through the writing of a master thesis (enabling the 30 credits of axis 2 to be assessed).

On successful completion of this programme, each student is able to :

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The competencies addressed in this Advanced Master's programme are those defined by the FIE decree (art.51):

- Mastery of the didactics of the discipline(s) concerned or of the didactics applied to these disciplines;
- Knowledge and understanding of the training environments in which one will have to work and those in which one's future students will work;
- The capacity to accompany people in a professional training situation;
- Mastery of the specificities of adults learning and pedagogy, especially for young adults;
- The capacity to participate in the design of teacher training arrangements and to implement them;
- The capacity to observe, analyse and evaluate elements of professional teaching practice with a view to advising and helping to readjust these practices, drawing in particular on the results of scientific research in education, in the didactics of subject contents, in teaching psychology, in the sociology of education and in gender studies, concerning in particular cultural diversity, socio-economic inequalities and gender ;
- 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.

All these objectives are part of an epistemological distancing and a systemic vision.

Programme structure

The programme is structured around two training axes:

1. the "analysis of practices" axis :

- A teaching unit focusing on professional development and the development of skills as a teacher educator in higher education (teaching methods specific to higher education, design of teaching and evaluation programmes for higher education, etc.)
- Two units focusing on initial and continuing teacher training (construction of teachers' professional identity, specific methodology for initial training)
- A specific UE, targeting didactic approaches to the subjects taught both in the way of designing and teaching in a teacher training programme and in the way of designing and teaching in training programmes for students in sections 1, 2 or 3
- An Analysis of practices seminar (10 ects), spread over the two quadrimesters and aimed at the integration of axis 1

2. the " reflective perspective on pre-service teacher training programmes and their effects " axis :

- A teaching unit focusing on research in initial and continuing teacher training
- Two specific units, targeting pedagogical approaches to compulsory education on the one hand, and the social dimensions of the school and the taking into account of diversities (in the classroom, in the school in collaboration with its colleagues, with parents and school partners, etc.)
- A seminar for supporting and promoting the 'Thesis' (15 ects) aiming at integrating Axis 2.

Two capstone papers will be assessed at the end of each axis, in order to validate all the UEs of the axis

Access to adults

To enable the programme to be organised, each unit will be scheduled over periods of 4 days in face-to-face sessions with reading and analysis work to be completed before or after these sessions. The sessions dedicated to various support seminars will be spread across different face-to-face days, allowing student support in their synthesis work throughout the year. Practical experience will be emphasized in the context of the seminar on the analysis of practices in axis 1 and will be essential for the empirical dimension to be carried out in axis 2, within the framework of the seminar and the master's thesis completion.

The whole programme therefore involves about 30 days of training for 60 credits (16 to 18 days/year for axis 1 and 13 to 15 days for axis 2).

MSFE2MC Programme

Detailed programme by subject

CORE COURSES

- Mandatory
- ⊗ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫 Not open to incoming exchange students
- (FR) Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)

o Axis 1 – Analysis of practices (30 credits)

○ LMSFE3101	Teaching and Learning in Higher Education	Mariane Frenay Pascale Wouters	FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3102	Initial and continuing Teacher Education Methodology I		FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3103	Didactical Approaches to the Teaching of Disciplines	Stéphane Colognesi	FR [q2] [22.5h] [5 Credits] 🌐
○ LMSFE3104	Initial and continuing Teacher Education Methodology II	Marc Labeuu	FR [q2] [22.5h] [5 Credits] 🌐
○ LMSFE3105	Integration Seminar on Practice Analysis	Marc Blondeau Catherine Van Nieuwenhoven	FR [q1+q2] [45h] [10 Credits] 🌐

o Axis 2 – Reflective perspective on teacher training programmes and their effects (30 credits)

○ LMSFE3201	Initial and continuing Teacher Education Methodology III	Virginie März Catherine Van Nieuwenhoven	FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3202	School and Diversities		FR [q1] [22.5h] [5 Credits] 🌐
○ LMSFE3203	Advanced issues in the pedagogy of compulsory education	Elise Barbier	FR [q2] [22.5h] [5 Credits] 🌐

o Master thesis, including the Dissertation Seminar (15 credits)

○ LMSFE3204	Master thesis' accompanying seminar	Marc Blondeau Stéphane Colognesi Mariane Frenay Virginie März Catherine Van Nieuwenhoven	FR [q1+q2] [30h] [2 Credits] 🌐
○ LMSFE3205	Master thesis		FR [q1+q2] [] [13 Credits] 🌐

The programme's courses and learning outcomes

For each UCLouvain training programme, a [reference framework of learning outcomes](#) specifies the the skills expected of every graduate on completion of the programme. Course unit descriptions specify targeted learning outcomes, as well as the unit's contribution to reference framework of learning outcomes.

MSFE2MC - Information

Access Requirements

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.

Decree of 7 November 2013 defining the landscape of higher education and the academic organization of studies.

The admission requirements must be met prior to enrolment in the University.

Unless explicitly mentioned, the bachelor's, master's and licentiate degrees listed on this page are to be understood as those issued by an institution of the French, Flemish or German-speaking Community, or by the Royal Military Academy.

In the event of the divergence between the different linguistic versions of the present conditions, the French version shall prevail.

SUMMARY

- [General access requirements](#)
- [Specific access requirements](#)

General access requirements

Translated from https://www.galilex.cfwb.be/fr/leg_res_01.php?ncda=39681&referant=I02

Art. 112. of the "Décret définissant le paysage de l'enseignement supérieur et l'organisation académique des études" :

§ 1. In accordance with the general requirements established by the academic authorities, students who have:

1. a master's degree;
2. an academic degree similar to the one mentioned in the preceding paragraph awarded by a higher education institution in the Flemish Community or the German-speaking Community, or by the Royal Military Academy, by virtue of a decision of the academic authorities and in accordance with any additional requirements they may establish;
3. a foreign academic degree deemed equivalent to the one mentioned in paragraph 1, in accordance with this Decree, a European directive, an international convention or other legislation, in accordance with the same requirements.

The additional admission requirements referred to in paragraph 2 are intended to ensure that the student has acquired the knowledge and skills required for the studies in question. When the additional admission requirements consist of one or more additional course units, these may not represent more than 60 additional credits for the student, taking into account all the credits that he or she may otherwise use for admission. These course units are part of the student's study programme.

§ 2. In accordance with the general requirements established by the academic authorities, a student who holds a title, diploma, degree or certificate of higher education, in the French Community or outside it, which does not grant him or her eligibility for admission to a specialised master's course by virtue of the preceding paragraph, may nevertheless be admitted by the jury of the course in question, in accordance with the additional requirements that it establishes, if the totality of the higher education that he or she has completed or the expertise that he or she has acquired is valued by the jury to be at least 240 credits.

§ 3. By way of derogation from these general requirements, the academic authorities may also admit to a specialised master's course holders of a title, diploma, degree or certificate awarded outside the French Community which, in that system of origin, grants direct eligibility for postgraduate studies, even if the studies sanctioned by these credentials are not organised into distinct degree courses or within a time period of at least five years.

Specific access requirements

Specific conditions of access (art. 54 FIE decree)

"Only students who hold:

- 1° either a master's degree in educational sciences;
- 2° either a master's degree in teaching as defined in articles 43 and following, or a master's degree in teaching section 4 as defined in the present decree;
- 3° or a master's degree that corresponds to one of the required titles corresponding to one of the courses to be conferred as defined in annex 2 of the decree of 8 February 1999 on the functions and titles of teaching staff members of the Hautes Ecoles organised or subsidised by the French Community, the said course being part of the programme of direct or deferred initial training in teaching as defined in the present decree This master's degree is supplemented by the academic degree of master in teaching, section 5, defined in articles 29 et seq;
- 4° or, for members of staff intending to take charge, in the Higher Schools of the Arts, of teaching the didactics of one or more artistic courses, recognition of useful experience and reputation in accordance with the procedures defined in article 82, § 2, of the decree of 20 December 2001 laying down the specific rules for higher artistic education organised in Higher Schools of the Arts (organisation, financing, supervision, status of staff, rights and duties of students).

Additionally, Article 76 specifies:

"Individuals holding a master's degree as defined in Article 54, 3°, have access to the Advanced master in teacher education if this master's degree has a didactic focus or if it is supplemented by the title of certified secondary education teacher obtained within the framework of the decree of February 8, 2001, defining the initial training of certified secondary education teachers, or obtained under previous legislation."

Given that this program is based on the professional practice of the student (Axis 1) and that it will be necessary for the empirical dimension to be realized for Axis 2, it is strongly recommended that candidates for this Advanced master's degree have experience in teacher education".

Specific professional rules

According to the Decree of December 2, 2021, amending the Decree of February 7, 2019, defining the initial training of teachers:

"Article 48. - § 1. Members of staff, responsible in a Haute école or in an institution of higher education for social promotion, for teaching units falling under axes 3, 4, and 6 as defined in Article 19, paragraph 1, as well as for axis 1 concerning didactic aspects and targeting subjects that will be taught by future teachers, must hold a specialized master's degree, as defined in Article 15, § 1, paragraph 1, 47°, of the Paysage decree, in teacher education.

The Advanced Master in Teacher Education must be obtained within six years from the first appointment to a position for which this advanced master's degree is required. Beyond this period, the staff member cannot be appointed to the same position or to a position subject to the same requirements.

In the case of the extension or change of assignment of a staff member, the requirement to obtain the Advanced Master in Teacher Education applies only to the assignments described in the first paragraph.

§ 2. Holders of the Advanced Master in Teacher Education are deemed to hold the Certificate of Pedagogical Aptitude appropriate for Higher Education in Hautes écoles and in Higher Education for Social Promotion defined by the Decree of July 17, 2002."

Teaching method

Aiming at the professional development of teacher educators, the teaching units are designed to support the completion of the two final capstone assignments for each axis of the programme (portfolio of analysis of practice and master thesis). To this end, the classes in the teaching units will be based on the reading of key texts and will aim at the collective appropriation of theoretical frameworks, with the support of the programme's teachers and through interaction with peers.

It will therefore be a question of - from the description and analysis of their practices - to finalize a master thesis project, which will aim to improve them by carrying out applied research in their professional environment. Theoretical analysis frameworks and tools will be proposed and worked on, so that everyone can use them for its work.

In line with the SoTL approach, the output of the dissertation will be twofold: a written output, which may take the form of a research article, for example, and an oral presentation, aimed at disseminating the results of the work to other teachers in higher education, either within the institution or as part of events for the dissemination of research or practice.

Evaluation

The evaluation methods comply with the [regulations concerning studies and exams](#). More detailed explanation of the modalities specific to each learning unit are available on their description sheets under the heading "Learning outcomes evaluation method".

The program's summative assessment is based on the completion of two synthesis assignments (axis 1: portfolio of practice analysis; axis 2: thesis). Formative assessments during the development of these projects will be conducted within the framework of seminars associated with each axis.

Contacts

Curriculum Management

Faculty

Structure entity

Denomination

Sector

Acronym

Postal address

Website

Mandate(s)

- Dean : Emmanuelle Zech
- Administrative director : Vinciane Hanssens

Commission(s) of programme

- Ecole d'éducation et de formation ([EDEF](#))

SSH/PSP

Faculty of Psychology and Educational Sciences ([PSP](#))

Human Sciences ([SSH](#))

PSP

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Jury

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- Administrative Manager: [Emmanuelle Druart](#)

