

At Louvain-la-Neuve - 120 credits - 2 years - Day schedule - In FrenchDissertation/Graduation Project : **YES** - Internship : **YES**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: **Faculty of Philosophy, Arts and Letters (FIAL)**Programme acronym: **FILO2M4****Table of contents**

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FILO2M4 - Introduction

Introduction

Introduction

The master's degree in teaching (section 4) is the educational qualification required for access to the teaching profession in upper secondary education. It is awarded on completion of a 120-credit course. This is a second cycle course obtained after a bachelor's degree giving access to this master's in teaching (section 4). The subject orientation of this Master's in Teaching (section 4) determines the subjects that can be taught in upper secondary education.

The aim of the Master of Teaching (Section 4) programme is to provide students with initial training that will enable them to acquire the knowledge and skills that are essential for an effective start in the teaching profession and for positive career development.

Your profile

You wish to teach your subject in the last three years of upper secondary education.

You meet the entry requirements for this programme.

Your future job

Teacher in upper secondary education

Your programme

The programme is based on :

- a teaching method that alternates lectures, seminars in small groups, conferences and professional practice placements ;
- a programme approach that closely and complementarily combines theory and practice;
- a strong emphasis on work placements in upper secondary education, with support for professional practice throughout the course
- students are given responsibility for acquiring the knowledge, skills and attitudes associated with the teaching profession.

FILO2M4 - Teaching profile

Learning outcomes

UCLouvain and its partners in the higher education institutions associated with this programme aim to train teaching professionals who are well-educated, creative, autonomous, ready to work in a team and committed to a democratic project for the school and for society.

Teachers are called upon to play an essential role with their pupils, as set out in the Education Code of 3 May 2019:

- to promote the self-confidence and personal development of all pupils ;
- help all pupils to acquire the knowledge and skills that will enable them to become lifelong learners and to play an active role in economic, social and cultural life;
- prepare all pupils to be responsible citizens, capable of contributing to the development of a democratic, caring and pluralist society that is open to other cultures;
- ensure that all pupils have equal opportunities for social emancipation.

Initial teacher training is based on the mastery of prior knowledge that students will have to mobilise and develop through various activities during their Master's degree:

- knowledge of the subject(s) to be taught ;
- clear and correct communication in the language of instruction, both orally and in writing;
- a critical and independent relationship with reference knowledge (scientific and cultural);
- interpersonal skills related to the profile of the profession;
- a rich general culture and an openness to the diversity of cultures which will enable future pupils to become aware of the world and its transformations;
- a desire to contribute to the democratising role of schools.

At the end of the master's degree in teaching (section 4), the graduate will have acquired and demonstrated mastery of the knowledge and skills listed below. These are defined with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training.

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

1. As an institutional, social and cultural player :

- 1.1. act as a social and cultural player within the school and society, including in their transformation, integrate diversity and develop citizenship practices for greater social cohesion;
- 1.2. understand the ethical issues and respect the ethical and regulatory frameworks of the profession from a democratic and responsible perspective;
- 1.3. analyse the organisational and institutional environment of the education system and act within it, in particular by interacting with colleagues, parents, management and other players in order to :
 - 1.3.1. be part of the school's management process and take part in processes to improve the French Community's education system;
 - 1.3.2. make the school a place where pupils learn, develop and train in a positive climate, and not a place of selection.
- 1.4.

control his/her administrative situation and monitor his/her personal administrative file.

2. As a player in a collective learning organisation:

- 2.1. become involved in collaborative working within an educational team in order to increase professionalism and expertise by mobilising collective intelligence, particularly during consultations ;
- 2.2. identify his/her individual training needs and participate in identifying the training needs of the teaching team;
- 2.3. contribute to the dissemination, within the educational team, of the knowledge acquired through continuous training or the skills developed through such training or through experience.

3. As an organiser and supervisor of learning in an evolving dynamic:

- 3.1. mastery of subject content, its epistemological foundations, its scientific and technological development, its didactics and teaching methodology;
- 3.2. master knowledge of learning processes and research into the various models and theories of teaching;
- 3.3. have a thorough command of written and spoken French in order to teach and communicate appropriately in the various contexts and disciplines related to the profession;
- 3.4. take account of and develop the linguistic dimensions of learning and teaching, paying attention to the language of schooling or language of learning and being aware of the socially and culturally unequal nature of familiarisation with it;
- 3.5. act as a teacher within the class and the school as a whole, in particular through :
 - 3.5.1. devising and implementing a teaching and learning approach, including a variety of practices designed to boost pupils' motivation and self-confidence and to develop their creativity and their spirit of initiative and cooperation ;
 - 3.5.2. the design, choice and use of teaching materials, textbooks, school software and other teaching aids;
 - 3.5.3. constructing and using observation and assessment aids, the latter being specifically designed to be comprehensive and formative, encouraging pupils to take responsibility for and participate in their learning;
 - 3.5.4. designing and implementing differentiated teaching practices and personalised support for pupils, taking account of their prior learning, their learner profile and, where appropriate, their specific needs, and relying in particular on co-teaching or co-intervention ;
 - 3.5.5. setting up interdisciplinary learning activities;
- 3.6. master the integration of digital technologies into their teaching practices;
- 3.7. take account of media literacy, EVRAS and gender in a cross-curricular way;

3.8. create a supportive relational framework to facilitate communication with pupils, their environment, particularly their families, and with colleagues;

3.9.

manage the class group in educational and teaching situations in a way that is stimulating, structuring and reassuring.

4. As a reflective practitioner:

4.1. read critically the results of scientific research in education and didactics and draw on them for their teaching activities, as well as drawing on various disciplines in the human sciences to analyse and act in professional situations ;

4.2. carry out, individually and with his/her peers, critical and rigorous observation and analysis of his/her own practices and their impact on his/her pupils, in order to regulate his/her teaching and develop the strategies and conditions for its implementation with a view to effectiveness and equity;

4.3. gradually build up their professional identity, in particular by using personal professional development tools such as the portfolio.

5. As a teacher of philosophy and citizenship

5.1. Take a stand on the meaning of education in general, and citizenship education in particular, and the place of philosophy within it;

5.2. Identify and implement philosophical approaches and resources appropriate to citizenship education and adapted to the students in their care.

Programme structure

The master's degree in teaching (section 4) is organised with reference to the decree of 7 February 2019, amended by the decree of 2 December 2021 on initial teacher training in the Wallonia-Brussels Federation and the decree of 17 December 2003 organising the neutrality inherent in official subsidised education and laying down various measures relating to education.

The Master's programme in teaching (section 4), totalling 120 credits, is organised as a joint degree between the University and the Hautes Écoles. 80 credits are paid for by the University and 40 credits by the Hautes Écoles. It is organised around several training categories:

- subject-based
- didactics and pedagogy
- human and social sciences
- internships
- research and integration.

FILO2M4 Programme

Detailed programme by subject

CORE COURSES

- Mandatory
- ✘ Optional
- △ Not offered in 2026-2027
- Not offered in 2026-2027 but offered the following year
- ⊕ Offered in 2026-2027 but not the following year
- △ ⊕ Not offered in 2026-2027 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 Didactics and pedagogy (25 credits)

o One of the following courses:

| | | | | | |
|-------------|---|-----------------------------------|-----------------------------------|---|---|
| ⊗ LEISS2101 | General pedagogy Cours dispensé à LLN en horaire de jour | | FR [q1] [37.5h] [5 Credits] 🌐 | X | |
| ⊗ LEISS2102 | General pedagogy Cours dispensé à LLN en horaire décalé | | FR [q1] [37.5h] [5 Credits] 🌐 | X | |
| ⊗ MEISS2103 | General pedagogy Cours dispensé à Mons en horaire décalé | | FR [q1] [30h] [5 Credits] 🌐 | X | |
| o LEISS2107 | School and diversities | | FR [q1] [22.5h+15h] [5 Credits] 🌐 | | X |
| o LFILO2501 | Didactics of philosophy and citizenship, part 1 | Thomas Michiels Hervé Pourtois | FR [q1] [30h+7.5h] [5 Credits] 🌐 | X | |
| o LFILO2502 | Didactics of philosophy and citizenship, part 2 | Olivier Depré | FR [q1+q2] [30h] [5 Credits] 🌐 | X | |
| o LFILO2503 | Teaching and learning philosophy and citizenship in the core curriculum | | FR [q1] [37.5h] [5 Credits] 🌐 | X | |

o Humanities and Social Sciences (15 credits)

o Un cours parmi :

| | | | | | |
|-------------|--|---|-----------------------------------|---|--|
| ⊗ LEISS2201 | Developmental and learning psychology Cours dispensé à LLN en horaire de jour | Véronique Leroy (compensates) Baptiste Barbot Nathalie Roland Morgane Senden | FR [q2] [37.5h+15h] [4 Credits] 🌐 | X | |
| ⊗ LEISS2202 | Developmental and learning psychology Cours dispensé à LLN en horaire décalé | Véronique Leroy Nathalie Roland Morgane Senden | FR [q2] [37.5h+15h] [4 Credits] 🌐 | X | |

o Un cours parmi :

| | | | | | |
|-------------|--|------------------------------------|-----------------------------------|---|--|
| ⊗ LEISS2203 | Social, cultural, and political approaches to education Cours dispensé à LLN en horaire de jour | Branka Cattonar Vincent Dupriez | FR [q2] [37.5h+15h] [4 Credits] 🌐 | X | |
| ⊗ LEISS2204 | Social, cultural, and political approaches to education Cours dispensé à LLN en horaire décalé | Branka Cattonar Vincent Dupriez | FR [q2] [37.5h+15h] [4 Credits] 🌐 | X | |

o Un cours parmi :

| | | | | | |
|-------------|---|----------------|-------------------------------|---|--|
| ⊗ LEISS2205 | Ethics of education, neutrality, and citizenship Cours dispensé à LLN en horaire de jour | Hervé Pourtois | FR [q2] [22.5h] [2 Credits] 🌐 | X | |
| ⊗ LEISS2206 | Ethics of education, neutrality, and citizenship Cours dispensé à LLN en horaire décalé | John Pitseys | FR [q2] [22.5h] [2 Credits] 🌐 | X | |

o Un cours parmi :

| | | | | | |
|-------------|---|--|-----------------------------------|---|--|
| ⊗ LEISS2104 | Communication in school contexts Cours dispensé à LLN en horaire de jour | | FR [q1] [22.5h+15h] [5 Credits] 🌐 | X | |
| ⊗ LEISS2105 | Communication in school contexts Cours dispensé à LLN en horaire décalé | | FR [q1] [22.5h+15h] [5 Credits] 🌐 | X | |
| ⊗ MEISS2106 | Communication in school contexts Cours dispensé à Mons en horaire décalé | | FR [q1] [15h+15h] [5 Credits] 🌐 | X | |

o Internships (20 credits)

| | | | | | |
|-------------|---|--|---------------------------------------|---|---|
| o LFILO9101 | Observation internship and support seminar in basic education Philosophy and Citizenship classes | | FR [q1] [15h] [5 Credits] 🌐 | X | |
| o LFILO9503 | Long-term teaching internship (125 h)and support seminar in philosophy and citizenship | | FR [q1+q2] [37.5h+15h] [15 Credits] 🌐 | | X |

o Disciplinary training (40 credits)

o Basic courses (20 credits)

| | | | | | |
|-------------|---|------------------|--------------------------------|---|---|
| o LFILO2362 | Political Philosophy (Advanced Studies) | Axel Gosseries | FR [q2] [30h] [5 Credits] 🌐 | X | X |
| o LFILO2232 | Philosophical issues of society | | FR [q2] [30h+0h] [5 Credits] 🌐 | X | X |
| o LFILO2805 | Philosophy and Social Intervention (Workshop) | Maxime Lambrecht | FR [q2] [30h] [5 Credits] 🌐 | X | X |

| | | | | Year | |
|-------------|-------------------------------------|---------------|---------------------------|------|---|
| | | | | 1 | 2 |
| ○ LFILO2192 | Moral Philosophy (Advanced Studies) | Samuel Dishaw | PR [q1] [30h] [5 Credits] | x | x |

○ Advanced courses (15 credits)

Three courses to choose from:

| | | | | | |
|-------------|--|---|--|---|---|
| ⊗ LFILO2142 | Ancient Philosophy (Advanced Studies) | Pierre Destrée | PR [q1] [30h] [5 Credits] | x | x |
| ⊗ LFILO2143 | Medieval and Renaissance Philosophy (Advanced Studies) | Jacob Schmutz | PR [q2] [30h] [5 Credits] | x | x |
| ⊗ LFILO2252 | Modern Philosophy (Advanced Studies) | Marc Maesschalck Jacob Schmutz | PR [q2] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2372 | Contemporary Philosophy (Advanced Studies) | Sylvain Camilleri | PR [q1] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2182 | Philosophical Anthropology (Advanced Studies) | Nathalie Frogneux | PR [q2] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2281 | Philosophy of Art and Culture (Advanced Questions) | Nathalie Frogneux (coord.) | PR [q1] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2132 | Philosophy of Religion (Special Questions) | Jean Leclercq Marc Maesschalck | PR [q1] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2202 | Biomedical Ethics | Samuel Dishaw | PR [q1] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2231 | Metaphysics (Advanced Studies) | Olivier Depré Jacob Schmutz | PR [q2] [30h+0h] [5 Credits] | x | x |
| ⊗ LFILO2171 | Logic and Epistemology (Advanced Studies) | Peter Verdée | PR [q1] [30h+0h] [5 Credits] > English-friendly | x | x |
| ⊗ LFILO2602 | Philosophy of Science (Advanced Studies) | Charles Pence | PR [q2] [30h] [5 Credits] | x | x |
| ⊗ LFILO2233 | Interdisciplinary Seminar on Transition | Nathalie Frogneux (coord.) Charlotte Luyckx | PR [q1] [30h] [5 Credits] | x | x |

○ Course in another discipline (5 credits)

One course to choose from:

| | | | | | |
|-------------|---|--------------------------------------|---------------------------|---|---|
| ⊗ LPSYS2206 | Psychology of religions, values and their plurality | Vassilis Saroglou | PR [q1] [45h] [5 Credits] | x | x |
| ⊗ LSREL2110 | Religions and interculturality | Caroline Sappia | PR [q1] [30h] [5 Credits] | x | x |
| ⊗ LSREL2222 | Religions and citizenship : mediation and regulation (advanced ethical and legal issues) | Louis-Léon Christians | PR [q2] [30h] [5 Credits] | x | x |
| ⊗ LSOC2075 | Diversité culturelle, pluralisme religieux et conflits sociaux contemporains: enjeux sociologiques et modes de régulation | Brigitte Maréchal Marie Verhoeven | PR [q2] [30h] [5 Credits] | x | x |
| ⊗ LCOMU2640 | Media education and media literacy | Jerry Jacques | PR [q1] [30h] [5 Credits] | x | x |

○ Research and integration (20 credits)

Les trois UE doivent obligatoirement être suivies la même année.

| | | | | | |
|-------------|---|--------------------|----------------------------|--|---|
| ○ LEISS2902 | Introduction to educational research Cours dispensé à LLN en horaire de jour | Stéphane Colognesi | PR [q1] [15h] [2 Credits] | | x |
| ○ LFILO2931 | Dissertation | | PR [q1+q2] [] [15 Credits] | | x |

○ Seminar

Students choose one seminar from the following:

| | | | | | |
|-------------|---------------------------------|--|---------------------------|--|---|
| ⊗ LFILO2911 | Master's thesis support seminar | | PR [q1+q2] [] [3 Credits] | | x |
|-------------|---------------------------------|--|---------------------------|--|---|

○ Maîtrise de la langue française

Une épreuve liminaire de maîtrise de la langue française (EMLF) devra être présentée par les étudiants inscrits en master en enseignement (section 4 et section 5). Cet examen OBLIGATOIRE est généralement organisé le 3e mardi d'octobre. Le seuil de réussite de l'examen est fixé à 10/20. En cas d'échec, l'étudiant.e se verra ajouter à son PAE une UE de 5 crédits portant sur la maîtrise de la langue française. Il ne pourra en aucun cas être diplômé si cette UE n'est pas réussie. Inscription à l'épreuve liminaire via la plateforme de l'EMLF. [Pour plus d'information](#)

From 0 to 5credit(s)

| | | | | | |
|-------------|---|--------------------|----------------------------------|---|--|
| ○ LEISS2207 | French language mastery for teaching L'UE sera retirée du programme annuel de l'étudiant en cas de réussite de l'épreuve liminaire | Caroline Scheepers | PR [q2] [37.5h+7.5h] [5 Credits] | x | |
|-------------|---|--------------------|----------------------------------|---|--|

Supplementary classes

To access this Master, students must have a good command of certain subjects. If this is not the case, in the first annual block of their Masters programme, students must take supplementary classes chosen by the faculty to satisfy course prerequisites.

The list of additional courses below is not exhaustive. The final content of the module is determined by the jury.

- Mandatory
- ⊗ Optional
- △ Not offered in 2026-2027
- ⊙ Not offered in 2026-2027 but offered the following year
- ⊕ Offered in 2026-2027 but not the following year
- △ ⊕ Not offered in 2026-2027 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...)

Philosophical subjects

| | | | |
|-------------|--|-------------------|---|
| ⊗ LFILO1120 | Metaphysics | Olivier Depré | FR [q1] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1140 | Moral Philosophy | Olivier Depré | FR [q2] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1160 | Main concepts and Trends in Philosophy | Jacob Schmutz | FR [q1] [30h] [5 Credits] 🌐 |
| ⊗ LFILO1170 | Philosophical anthropology | Nathalie Frogneux | FR [q2] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1134 | Epistemology | Alexandre Guay | FR [q2] [30h] [5 Credits] 🌐 |
| ⊗ LFILO1220 | Philosophy of science | Charles Pence | FR [q2] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1223 | Practical exercises III | Sylvain Camilleri | FR [q1] [2.5h+35h] [5 Credits] 🌐 |
| ⊗ LFILO1224 | Practical exercises IV | Sylvain Camilleri | FR [q2] [2.5h+35h] [5 Credits] 🌐 |
| ⊗ LFILO1250 | Logic | Peter Verdée | FR [q2] [45h+15h] [5 Credits] 🌐 > English-friendly |
| ⊗ LARKE1245 | Notions of Aesthetics and Art Philosophy | Sylvain Camilleri | FR [q2] [22.5h] [5 Credits] 🌐 |
| ⊗ LCOPS1311 | Social Philosophy | | FR [q2] [30h] [5 Credits] 🌐 |

History of philosophy courses

| | | | |
|-------------|--|-----------------------------------|---|
| ⊗ LFILO1230 | Seminar : History and Texts of Philosophy of Antiquity | Pierre Destrée | FR [q1] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1235 | History and Texts of Philosophy of the Middle Ages and Renaissance | Jacob Schmutz | FR [q1] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1240 | History and Texts of Philosophy of Modern Times | Marc Maesschalck Jacob Schmutz | FR [q1] [45h] [5 Credits] 🌐 > English-friendly |
| ⊗ LFILO1330 | History & Texts of Contemporary Philosophy (XIXth century) | Jean Leclercq | FR [q1] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1340 | History & Texts of Contemporary Philosophy II (XXth century) | Sylvain Camilleri | FR [q1] [45h] [5 Credits] 🌐 |
| ⊗ LFILO1370 | History of arabic Philosophy | Cécile Bonmariage | FR [q2] [30h] [5 Credits] ⊙ 🌐 |

Introduction to academic writing (10 credits)

| | | | |
|-------------|---|--|------------------------------|
| ○ LFILO1499 | Writing a scientific text | | FR [q1+q2] [] [10 Credits] 🌐 |
|-------------|---|--|------------------------------|

Course prerequisites

There are no prerequisites between course units (CUs) for this programme, i.e. the programme activity (course unit, CU) whose learning outcomes are to be certified and the corresponding credits awarded by the jury before registration in another CU.

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.

| | |
|---|-----------------------------|
| | Access based on application |
| | Access based on application |
| | Access based on application |
| | Access based on application |
| | Access based on application |
| Bachelors of the Dutch speaking Community of Belgium | |
| | Access based on application |
| Foreign Bachelors | |
| | Access based on application |

Non university Bachelors

Holders of a 2nd cycle University degree

| Diploma | Special Requirements | Access | Remarks |
|--------------------|----------------------|--------|---------|
| "Licenciés" | | | |
| Masters | | | |

Access based on validation of professional experience

Access based on application

Admission and Enrolment Procedures for general registration

Teaching method

In collaboration with its partners at the Hautes Ecoles, UCLouvain offers a dynamic program designed to train philosophy teachers who are committed, competent and open to the world.

The program integrates various types of courses (theory classes, seminars in small groups (intra- or interdisciplinary) as well as progressive immersion in the profession through a variety of internships: observation of teaching practices in the classroom, immersion for a few days in a school, active teaching practices in different levels and streams.

Particular attention is paid to the link between philosophy and citizenship. Theoretical teaching and teaching practices are designed to consolidate this link. Its foundations, scope and stakes will be highlighted through familiarization with methods that enable students to develop a preserved knowledge of multiple beliefs and currents of thought, a critical and analytical mind, and skills as responsible and proactive players within society.

Evaluation

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

Learning outcomes are assessed using a combination of formative and certificative methods, including practical work in a school context, oral presentations, written reports and oral or written examinations. This variety of assessment methods makes it possible to evaluate the development and final mastery of skills throughout the training program.

Contacts

Curriculum Management

Faculty

Structure entity

Denomination

Sector

Acronym

Postal address

SSH/FIAL

Faculty of Philosophy, Arts and Letters ([FIAL](#))

Human Sciences ([SSH](#))

FIAL

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<http://www.uclouvain.be/fial>

Website

Mandate(s)

- Dean : Elisabeth Degand
- Administrative director : Valérie Loutsch

Commission(s) of programme

- Ecole de philosophie ([EFIL](#))
- Ecole d'histoire, arts et cultures ([EHAC](#))
- Ecole de langues et lettres ([ELAL](#))
- Commission de programme en études de genre ([GENR](#))
- Louvain School of Translation and Interpreting ([LSTI](#))

Academic supervisor: [Charles Pence](#)

Jury

- President: [Peter Verdée](#)
- Secretary: [Sylvain Camilleri](#)
- 3rd member of the small panel: [Stéphane Colognesi](#)

Useful Contact(s)

- For further information: info-fial@uclouvain.be

