UCLouvain

HIST2M5

2026 - 2027

Master [60] of Education, Section 5 : History

At Louvain-la-Neuve - 60 credits - 1 year - Day schedule - In French
Dissertation/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: **HIST2M5**

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HIST2M5 - Introduction

Introduction

Introduction

The master's degree in teaching (section 5) is the educational qualification required for access to the teaching profession in upper secondary education of the French Community of Belgium . It is awarded on completion of a 60-credit course. This degree complements the 2nd cycle diploma obtained in the chosen subject. The subject focus of the second cycle and the subject focus of the Master's degree in teaching (section 5) determine the subjects that can be taught in upper secondary education.

The aim of the Master's in Teaching (section 5) 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 (or are already teaching) 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.

HIST2M5 - 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 ;
- to help all pupils acquire the knowledge and skills that will enable them to be 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 open to other cultures ;
- provide all pupils with 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 appropriate to the job profile ;
- 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.

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 a 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.
3.10. Mobilize and apply disciplinary knowledge in history
3.11. Present complex disciplinary content orally in a clear, coherent and well-argued manner

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.
4.4 Reflect on knowledge, methods and products

5. At the end of these programs, the graduate will be a future teacher of history and historical and geographical education:

5.1. practices and masters the tasks he/she will ask of his/her students and has developed a detailed knowledge of the concepts and processes underlying the exercise of historical skills and the stages of their development over the ages;
5.2. identifies and elaborates, on the basis of scientific and professional literature, the school knowledge to be taught and organizes its progression;
5.3. has developed the ability to develop and experiment with a variety of reasoned didactic devices, whose principles he/she can identify, pinpoint their strengths and limitations, situate “history” among school forms, and critically reflect on the various tools available to the teacher (didactic works, textbooks, magazines, various digital resources...);
5.4. selects or designs learning devices and sequences to motivate students and engage them in school tasks, and plans a teaching year in collaboration with peers or colleagues;
5.5. reflects on his or her teaching practices (justifies pedagogical choices in preparation, explains the didactic value of the methods adopted);
5.6. designs assessment approaches and tools (situations, instruments) for formative (especially diagnostic) and certification purposes;
5.7. practiced taking cues from learning in classroom situations, reading and listening to students' productions, spotting and understanding learning difficulties, designing adapted and possibly differentiated teaching activities (intended for the ordinary classroom).

Programme structure

The ‘master's in teaching (section 5)’ degree course 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 subsidised official education and laying down various measures relating to education.

The Master's programme in teaching (section 5), totalling 60 credits, is organised as a joint degree between the University and the Hautes Ecoles. 30 credits are taken by the University and 30 credits by the Hautes Ecoles. It is organised around several training categories:

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

HIST2M5 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...)

Didactics and pedagogy (20 credits)

One of the following courses:

⊠ LEISS2101	General pedagogy *Cours dispensé à LLN en horaire de jour*	Lara Hérinne	FR [q1] [37.5h] [5 Credits]
⊠ LEISS2102	General pedagogy *Cours dispensé à LLN en horaire décalé*	Yaovi Ayivor	FR [q1] [37.5h] [5 Credits]
⊠ MEISS2103	General pedagogy *Cours dispensé à Mons en horaire décalé*	Pierrick Renuart	FR [q1] [30h] [5 Credits]
LFIAL2003	Teaching and learning the humanities in the core curriculum	Thierry Boereboom Véronique Detroux	FR [q1] [37.5h] [5 Credits]
LHIST2301	History didactics, part 1	Mathieu Bouhon	FR [q1] [30h+15h] [5 Credits]
LHIST2302	History didactics, part 2	Mathieu Bouhon	FR [q2] [22.5h+15h] [5 Credits]

Humanities and Social Sciences (15 credits)

Un cours parmi :

⊠ LEISS2201	Developmental and learning psychology *Cours dispensé à LLN en horaire de jour*	Véronique Leroy (compensates Baptiste Barbot) Nathalie Roland Nathalie Roland (compensates Baptiste Barbot) Morgane Senden Morgane Senden (compensates Baptiste Barbot)	FR [q2] [37.5h+15h] [4 Credits]
⊠ 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]

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]
⊠ LEISS2204	Social, cultural, and political approaches to education *Cours dispensé à LLN en horaire décalé*	Samir Barbana (compensates Vincent Dupriez) Branka Cattonar	FR [q2] [37.5h+15h] [4 Credits]

Un cours parmi :

⊠ LEISS2205	Ethics of education, neutrality, and citizenship *Cours dispensé à LLN en horaire de jour*	John Pitseys (compensates Hervé Pourtois)	FR [q2] [22.5h] [2 Credits]
⊠ LEISS2206	Ethics of education, neutrality, and citizenship *Cours dispensé à LLN en horaire décalé*	John Pitseys	FR [q2] [22.5h] [2 Credits]

Un cours parmi :

⊠ LEISS2104	Communication in school contexts *Cours dispensé à LLN en horaire de jour*	Yaovi Ayivor Isabelle Bouchez Maxim Peeters Virginie Tricot Sophie Welvaert	FR [q1] [22.5h+15h] [5 Credits]
⊠ LEISS2105	Communication in school contexts *Cours dispensé à LLN en horaire décalé*	Gilles Debeer Lara Hérinne Jessy Ketels Laurence Martin Magali Siroul Céline Van Cauwenberghe	FR [q1] [22.5h+15h] [5 Credits]
⊠ MEISS2106	Communication in school contexts *Cours dispensé à Mons en horaire décalé*	Pierrick Renuart	FR [q1] [15h+15h] [5 Credits]

Internships (20 credits)

LHIST9101	Observation internship and support seminar in basic education the Humanities classes	Thierry Boereboom (coord.) Véronique Detroux (coord.)	FR [q1] [15h] [5 Credits]
LHIST9303	Long-term teaching internship (125h) and support seminar in history	Mathieu Bouhon (coord.) Cécile Dupont (coord.)	FR [q1+q2] [37.5h] [15 Credits]

Research and integration (5 credits)

Les deux UE doivent obligatoirement être suivies la même année.

LEISS2900	Methodology of research uses	Stéphane Colognesi	FR [q1+q2] [15h] [2 Credits]
LHIST2921	Integrated report and support seminar	Mathieu Bouhon (coord.)	FR [q1+q2] [] [3 Credits]

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	FR [q2] [37.5h+7.5h] [5 Credits]

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.

- O 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...)

⊠ Basic courses

⊠ LHIST2180	Historical Geography	Emmanuel Debruyne	FR [q2] [15h] [5 Credits] ⊕
⊠ LCOMU1201	Journalism I	Olivier Standaert	FR [q1] [30h] [5 Credits]

⊠ Advanced courses

⊠ LHIST2361	Governance and societies: Greek world	Jean-Sébastien Balzat	FR [q1] [22.5h] [5 Credits] ⊘ *> English-friendly*
⊠ LHIST2362	Medieval cultures I	Gilles Lecuppre	FR [q1] [22.5h] [5 Credits] ⊘
⊠ LHIST2363	Systems of power in modern times	Gilles Lecuppre	FR [q1] [22.5h] [5 Credits] ⊕
⊠ LHIST2364	Governance and contemporary societies	Vincent Dujardin Laurence Van Ypersele	FR [q1] [22.5h] [5 Credits]
⊠ LHIST2371	Governance and societies: Roman world	Tiffany Bellon (compensates Françoise Van Haeperen)	FR [q2] [22.5h] [5 Credits] ⊕

⊠ Seminar

⊠ LHIST2270	Seminar in Modern History	Silvia Mostaccio	FR [q1] [22.5h] [10 Credits]
⊠ LHIST2280	Seminar on Contemporary History	Emmanuel Debruyne Laurence Van Ypersele	FR [q1] [22.5h] [10 Credits]
⊠ LHIST2560	History seminar: Europe and non-European worlds	Anne-Sophie Gijs	FR [q1] [22.5h] [10 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.

HIST2M5 - Information

Access Requirements

SUMMARY

- > General access requirements
- > Specific access requirements
- > Holders of a 2nd cycle University degree
- > Holders of a non-University 2nd cycle degree
- > Access based on validation of professional experience
- > Access based on application
- > Admission and Enrolment Procedures for general registration

Holders of a 2nd cycle University degree

Diploma	Special Requirements	Access	Remarks
"Licenciés"			
		Direct access	
Masters			
		Direct access	
		Direct access	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	
		Access based on application	

Holders of a non-University 2nd cycle degree

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 Écoles, UCLouvain offers a dynamic program designed to train teachers of history and historical and geographical education who are committed, competent and open to the world.

The training includes various types of courses (theory courses, seminars in small intra- or interdisciplinary groups) as well as progressive immersion in the profession through internships: observation of teaching practices in the classroom, immersion for a few days in a school, teaching with the internship supervisor, active teaching practices in different levels and streams (transition and qualification). These activities are organized and supported by a pedagogical team that includes collaborators who teach history and historical and geographical education in the field.

In the field of history teaching, the course pays particular attention to the link between history and school learning, the positive management of heterogeneity, assessment for learning, and the development of historical skills. It also combines the development of teaching practices most conducive to learning with an introduction to innovative approaches to developing students' historical skills.

Throughout the course, students are actively involved in their own training, building their knowledge through experience, reflection and exchange. Internships, seminars and assignments (both individual and group) are designed to foster autonomy, critical thinking and collaboration, as well as lifelong learning.

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 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	SSH/FIAL
Denomination	Faculty of Philosophy, Arts and Letters (FIAL)
Sector	Human Sciences (SSH)
Acronym	FIAL
Postal address	Place Cardinal Mercier 31 - bte L3.03.11 1348 Louvain-la-Neuve Tel: +32 (0) 10 47 48 50
Website	http://www.uclouvain.be/fial

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: emmanuel.debruyne@uclouvain.be

Jury

- President: paul.bertrand@uclouvain.be
- Secretary: mathieu.bouhon@uclouvain.be
- 3rd member of the small panel: stephane.colognesi@uclouvain.be

Useful Contact(s)

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