

Syllabus

MEEF Masters

1st level

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Editorial

This text should be read in conjunction with the course outline for both years of the Master's programme and sets out its rationale and delivery. It serves as a reference, to support trainers with pedagogical decisions and in team discussions, and students in their training. It is also intended as a training reference for new trainers.

It was jointly written by teams from the Inspé of the university of Nantes during the academic years 2019-2021 and has been revised in response to feedback on its implementation provided at meetings of the Development Committee (Conseils de perfectionnement).

I. Overall rationale: pedagogical approaches and their implementation



The course outline has been structured in accordance with the *pedagogical guidelines* for teacher trainers. It is neither a simple list of the required knowledge, nor a simple list of objectives (desired skills).

Two principles govern these guidelines.

1/ Because students sit a competitive examination in M2, **the first year is a “breakaway” year** intended to transform their views of education, the profession and knowledge (having spent many years 'at school', students have fixed ideas on all these matters). In **the second year, which is a year of development** students have an opportunity to compare these new views with the realities of teaching practice (12 weeks), and prepare for the competitive examination for the recruitment of school teachers (CRPE).

2/ During both years, **the experiences of teaching practice** –6 weeks of observation and supervised practice in M1, and 12 weeks of either observation and supervised practice or full teaching responsibility (students with school-based training contracts) in M2– should provide the empirical basis for theoretical learning as much as possible. Hours of one-to-one tutoring, in the form of a combination of interviews, written tasks, visits and joint discussions, are included in this framework.

UE1: The teacher, as a protagonist of the education community and public servant of the *Éducation Nationale* (ministry of education)

PEDAGOGICAL OBJECTIVE

To consider key issues facing the profession **by examining the debates and problems these issues raise**, and by linking three positions: those of the institution (*Éducation Nationale*), practitioners, and the world of research. These positions focus on the central purposes of the profession, especially those considered indispensable (the inclusive school, secularism, etc. – see details below).

DELIVERY

Lectures explain the thinking behind and the differing points of view on these debates and issues. Tutorials (TD) and practical sessions (TP) place them in the context of working examples. In lectures, the specific objective is to explain complex knowledge that is not easily accessible to students through reading, by framing questions as problems (to highlight the origins and critical rationale behind the knowledge under discussion).

CONTENT

The content of course components (EC) is indicated in their headings, i.e., the context of practice, the education system, the values of the Republic and professional ethics, and pedagogical issues (EC 111 and 211: The Inclusive School, Digital Technology, Secularism, Inequalities, Education for/Disciplines, Knowledge/Skills/Common Grounding, Differentiation, etc. – list not exhaustive).

Content is structured in two ways: according to the ECs (EC1: The Classroom; EC2: Society and the Profession; EC3: The Institution; EC4: Pupils) and according to the trainer's disciplinary perspective (Sociology, Psychology, Didactics, Pedagogy, etc.).

IN M2

Lectures follow the same format as before. Some practical sessions (TP) are designed to support students on their work placements (with one-to-one tutoring for visits and one-to-one interviews) by getting them to engage with and reflect on their teaching practice experiences. Other practical sessions prepare students for the CRPE interview.

NOTE

The heads of Level One training at each site will make sure that, in line with the accreditation specification, training teams allocate adequate hours to the necessary subjects of the Inclusive School, Secularism and Equality between girls and boys.

UE2: A versatile teacher, effective at transmitting fundamental knowledge and developing learning

PEDAGOGICAL OBJECTIVE

To reflect on pedagogical issues arising during work placements **through a didactic approach**, i.e. by developing a systematic appreciation of how the knowledge, abilities and attitudes taught relate to pupils' current knowledge, abilities and attitudes, teachers' pedagogical activities and the reference knowledge, abilities and attitudes (the three cornerstones of the didactic triangle).

CONTENT

The main teaching and learning problems encountered by beginners and the didactic concepts needed to understand them (content is based on the knowledge, abilities and attitudes to be taught but the latter are not the focus of the ECs, except in hours dedicated exclusively to preparing for CRPE subject tests, in M2). This unit also includes opportunities to work on issues covered in UE1 (differentiation, digital technology, inequalities, pupils' cognitive development, etc.).

The course components "Speaking, Reading, Writing" and "Counting, Calculating, Measuring" are taught in part by French and Mathematics teaching instructors, respectively, and in part by teaching instructors of other subjects, where input on language specific to those disciplines is required. Training sessions may be conducted jointly.

IN M2

This unit prepares students for the CRPE subject and didactic tests.

DELIVERY

In conjunction with students' placements (organised according to cycle, and to subject taught), in M1 (EC 125 and 225) and M2 (EC 325 and 425), hours are divided between the subject fields (except for Maths and French). In M2 S3 (EC 325), groups should be organised according to subject field, in anticipation of written test 3 in the new CRPE.

UE3: The teacher as a reflective practitioner, proactive in his/her professional development

PEDAGOGICAL OBJECTIVE

Through practice, to develop the ability to analyse professional situations experienced on teaching practice. See the box on research and the dissertation on p. 11-12.

CONTENT

The teaching practice placement is where data is produced. Seminars provide an opportunity to analyse professional problems by studying them within a specific framework and progressively applying the tools of these frameworks (concepts, approaches, established knowledge). Here, with the help of the trainer, **students use data** from their teaching practice experiences **to manipulate concepts related to the professional skills** covered in the previous two units. In this way, this unit **links practical experience** from work placements to the **theoretical** framework. This makes them learning objects in themselves. As the work here has a highly specific purpose, the trainer should **steer students to consider major professional problems**.

DELIVERY

At the beginning of the year, each student enrolls on a research seminar and an activity analysis seminar. The choices offered at each site will depend on the trainers' areas of expertise. The hours for practical sessions (TP) indicated in the course outline are twice the actual hours provided as seminar groups comprise half a TP group, i.e. 9 students. They are supplemented by hours of one-to-one supervision. Students conclude their research activities with a dissertation which they defend at the end of semester 2.

IN M2

In M2 there is no UE3, instead, research is incorporated into UE1 as **applied research** and builds on the introduction to research from M1, by systematically applying concepts and approaches to problems encountered on teaching practice. The portfolio started in M1 and continued in M2 is used as a resource. There is no activity analysis in M2. Instead, some hours of UE1 are allocated to studying professional situations.

II. The first year of the MEEF Master's degree - First level (M1)



THE 6-WEEK WORK PLACEMENT

Students undertake six weeks of observation and supervised teaching practice in the form of an extended work placement. There are two placement cycles (cycle 1 in S1, cycle 2 or 3 in S2). Where possible, in each semester, these should be organised to allow for an initial week on placement, followed by a training period of a few weeks, and then two weeks on placement.

DSDENs are asked to organise student placements by cycle, over at least two cycles in the year. Site managers will therefore ensure that TD tutorial groups are also the groups used for cycles. This is because observations and experiences from placements form the basis of work in each of the ECs.

In UE2 students are expected to observe and practice in different disciplinary fields over the course of their placements. This requires departmental coordination, particularly by favouring full week placements over one day per week placements.

UE1: to consider the main issues facing the profession by examining the debates and problems these raise, and by linking three positions: those of the institution (Éducation Nationale), practitioners and the world of research.

NB: UE1 should be structured to cover the main issues facing the profession through examination of the debates and problems these issues raise, and by linking three positions: those of the institution (Éducation Nationale), practitioners and the world of research.

EC 111/211

These components are predominantly pedagogical and cross-disciplinary. They can be taught by trainers from different disciplinary units.

OVERALL OBJECTIVE

Using academic knowledge of the school as a starting point, to introduce students in a "generic" way to cross-disciplinary pedagogical issues, and to make them aware of core concepts in education.

MORE SPECIFICALLY

- To draw attention to educational themes stemming from current research, action-research projects, interventions or original pedagogical practices in the education sciences.
- To develop skills in space, time and general resource management; teaching techniques and pedagogical differentiation in the classroom (mandated or otherwise); authority and conflict management; competence-based teaching and evaluation; assessment; tools for the teacher and the pupil, etc.
- Schooling and support for pupils with special educational needs within an inclusive school paradigm (disability, cultural and linguistic diversity, gifted pupils, etc.).
- Evolution and diversity of educational trends and approaches.
- Cooperation with partners (ATSEM, AESH, speakers, etc.).
- The emergence of the concept of the "school climate".
- Personal Development and Citizenship: multi- and cross-disciplinary approach.
- Digital culture: general issues concerning the use of digital technology in the classroom.

EC 112/212

These components are predominantly philosophical and sociological.

OVERALL OBJECTIVE

To encourage students to think critically about their entry into the profession and to reflect on and question the prevailing orthodoxy. From a philosophical and/or sociological stance, to encourage students to reflect on general educational issues and the meaning and aims of the French school system (values and secularism, the various ways the teaching profession is viewed). The stance should, essentially, be critical.

MORE SPECIFICALLY

- Reflection on current issues in education. A look at current events in education. A look at current events in pedagogy.
- Key points of reference in the philosophy and sociology of education.
- Social construction of childhood and adolescence: historical and sociological approaches.
- Sociological approaches to learning processes and academic knowledge.
- Sociology of the school institution and its staff.
- Relations between the school and the family.
- Professional ethics.

EC 113/213

Legal framework and history

OVERALL OBJECTIVE

To provide students with institutional, regulatory, legal, prescriptive, historical and sociological knowledge. To know the history and structure of the French school system and the role of the EN's partners. To know the laws and regulations governing the education system. To understand certain facts about the current education system from a historical, political and sociological perspective and from an essentially normative/positive viewpoint.

MORE SPECIFICALLY

- An overall view of the school system and teacher training. Socio-historical insights on its evolution.
- Comparative approaches to education systems.
- Structure and operational running of schools. Liaison across different school stages.
- Laws and regulations. Rights, roles and obligations of school employees. Secularism: legal, historical, sociological and philosophical approaches.
- The rights of the child.
- School and school life.
- Programmes, the common grounding in knowledge, skills and culture and its main underlying concepts.
- Professional responsibilities regarding the use of digital technology.

EC 114/214

Psychological matters

This component introduces students to key elements of child psychology from the perspective of the motor, cognitive, emotional and social development of school-age children.

CERTIFIED ASSESSMENTS (MCC) IN UE 1

A case study from the work placement, and based on the portfolio, should link at least three of the aspects listed in the ECs for UE1.

Alternatively, one educational situation observed during the placement can be studied and analysed from three perspectives: institutional, research, practitioner's viewpoint. For example, the "notebook": what do practitioners do? what does the research say about preparatory notes? what do the official texts say?

UE2: Developing a didactic view in different disciplinary fields

IN M1

To foster a didactic view of teaching situations in students, all subject areas take a systematically didactic angle. This approach ensures that student teachers always link the knowledge under consideration to pedagogical activities –and vice versa–, that they question their own mastery of this knowledge, that they necessarily focus on pupils' work in relation to this knowledge, and that they identify any difficulties pupils may have specific to knowledge as it applies to specific cultural areas (disciplines, fields of activity, etc.).

COURSE COMPONENTS (EC)

"Speaking, Reading, Writing" and "Counting, Calculating, Measuring" are taught in part by French and Mathematics teaching instructors, respectively, and in part by teaching instructors of other subjects, where input on language specific to those disciplines is required. They can be conducted jointly.

Integrative alternation with work placements

ECs on subject-related teaching are based more or less systematically on experiences students (who are in the same cycle per semester) have observed or encountered while on work placement. From the didactic perspective mentioned above, this means that data students bring back from their work placements is used to provide detailed descriptions of activities undertaken, the knowledge handled, pupils' work and the teacher's preparation.

TUTORIALS (TD) AND PRACTICAL SESSIONS (TP)

are therefore organised to address experiences which students observed and encountered while on placement and in line with a list of the didactic concepts to be tackled during the year (as drawn up by training teams). This means that each trainer gradually guides students towards producing relevant data for the concepts as they learn.

DIGITAL TECHNOLOGY

Digital training comes under the didactic approaches covered in UE 2. The teams for this unit organise training by semester to ensure that it is effective.

EC 226 "DIDACTICS OF CIVIC AND MORAL EDUCATION (EMC) IN THE CLASSROOM AND PLACEMENT SCHOOL".

This EC is taught in Semester 2. It is approached from different disciplinary perspectives (legal, philosophical, sociological, historical, etc.).

CERTIFIED ASSESSMENTS (MCC) IN UNIT 2

Assessments on the didactics of French or Mathematics, and one other subject area, are completed each semester. These assessments should be allocated evenly in terms of their marking load.

They should evidence progression in a student's ability to conduct a didactic analysis of a teaching situation in the subject area in question.

SEMINAR OPTIONS - INTRODUCTION TO RESEARCH AND ACTIVITY ANALYSIS

Site teams offer a series of seminars which take a critical perspective. Details of these seminars are communicated to students at the very beginning of the academic year, in the form of overviews, as part of EC 133 (18HCM). This EC focuses on explaining the issues involved in training through the practice of research. It takes the form of lectures which reflect on different disciplines and theoretical research frameworks in education and the main issues they revolve around, backed up by examples.

- Each student enrolls on a research seminar and an activity analysis seminar (within the possibilities available at their site).
- Insofar as is possible based on available resources at a site, if the research seminar has a focus on subject teaching, the activity analysis seminar must have a cross-disciplinary focus, and vice versa.
- Seminars offered will reflect trainers' specific field(s) of competence. The overriding objective is to train students in developing a specific view of professional situations.

THE TWO APPROACHES

Two approaches are offered to students simultaneously in this unit, in the first and second semesters of the Master's programme, namely, introduction to research and activity analysis. Although both approaches are similar on the essentials (cf. I: objectively linking data and concepts within an explicit analytical framework, which is a learning aim in itself; studying situations concerning fundamental professional matters) **they differ in the following ways:**

- The research dissertation is an extended piece of writing which shows how a student has developed their thinking around an issue, in a way which demonstrates the cumulative nature of the knowledge they have produced and their conceptualisation process. Activity analysis, on the other hand, involves writing a series of case studies.
- The introduction to research focuses on developing conceptual tools and active observation techniques for use in professional situations, rather than coming up with teaching and educational solutions. Activity analysis, on the other hand, focuses on manipulating concepts and approaches, for the purpose of comparing solutions to exemplary situations.

ORGANISATION

- Training through practice takes the form of group activities organised as seminars (not individual student supervision only): EC 131/132 and 231/232 (reminder: groups are ½ a TP group, i.e., 9 students)
- One-to-one tutorial hours are however necessary (EC "research supervision" and "work placement support"). These sessions support students' written work by making recommendations for reading and providing commentaries (delivered individually or in pairs) and may involve a trainer visiting a student on their work placement.

CERTIFIED ASSESSMENTS (MCC) IN UE 3

In each of the two semesters, students receive a research grade and an activity analysis grade. **Students defend their and dissertations at the end of the second semester.**

Activity analysis is assessed by a portfolio which is compiled progressively and linked to the trainer's formative assessments.

KEY POINTS FOR CONDUCTING RESEARCH: THE DISSERTATION AND ITS DEFENCE

FORMAT AND ORGANISATION

- In view of the time allocated to work placements and preparing for the competitive examination in the second year, students prepare their dissertations during the first year of the Master's programme. Vivas, to defend dissertations, then take place at the end of the first year. Dissertation studies are extended in M2 through applied research. If possible, this should continue the research conducted in M1 and link to the experience of teaching practice.

- The indicative length for the dissertation is approximately 40 pages of text (or 60,000 characters including spaces), excluding the bibliography and appendices. It must also include a brief and standardised bibliography (references in the text between brackets (author, year, page) and a final, harmonised and detailed bibliography –see, for example, the recommendations of the Revue Française de Pédagogie: <https://journals.openedition.org/rfp/4286#tocto1n3>), a table of contents and a back cover including a summary and key words in French and another language. A formatted template to facilitate students' work is available.

- The research paper and related dissertation may be produced individually or in pairs. In the case of the latter, it is essential that both the written work and the defence can be assessed individually, and that the length and duration are about one and a half times more than they would be for individual work.

SCOPE

"Art. 18 - as part of the "MEEF" Master's degree, each student writes a Master's dissertation which links a problem, a theoretical framework and a research methodology to a pedagogical question. It can be based on a student's own experience in a professional environment, or on any other aspect of the profession. Students defend their dissertations at a Viva Voce (Order of 24 July 2020, OJ of 6 August 2020).

- The "research" EC is **organised in seminars** because research is a collective activity rather than a face-to-face meeting between a student and his/her supervisor. The relationship in seminars is one of autonomous researcher (the director) and supervised researcher (the students), rather than teacher/student. They work collectively, primarily using expressly produced data rather than data that has been prepared and pre-analysed by the director. In this way, this component provides training through the practice of analysing educational and teaching situations, in a field in which the director has theoretical and practical expertise.

- For this Master's programme, a **research field** refers to a research discipline. It comprises referencing, concepts and methodologies. It may, or may not, be broken down into a more specific theoretical framework than the discipline itself. Introducing students to the discipline of research is one of the main objectives of UE3.

- The dissertation **should, preferably, focus on the experience of the teaching placement** (the student's and pupils' practice and also observations of the host teacher or another student working with the same pupils. Practice is understood to mean not just work in the classroom with pupils, but also lesson preparation, and relations with parents and other partners).

- As the M1 year is considered a "breakaway" year, regarding students' views of the education system and school teaching; and in the light of a training context which refers systematically to practical experience, an **inductive approach** can be recommended. This encourages students to challenge their ideas by producing data; leading them to reading material relevant to the analytical question they are developing

VIVA VOCE

- The dissertation supervisor decides when the written work produced is ready for defence and informs the student regularly; however, a student may request a viva before the end of the academic year.

- The viva committee is made up of at least two people and, where possible, includes at least one lecturer-researcher.

- There are four stages to defending the dissertation: a presentation on the research by the student (this is not a summary of the dissertation, but can highlight its strengths and specific issues encountered during the student's training; 10 to 15 min.), a discussion period (20 to 30 min.), discussion between the members of the committee in the student's absence, and immediate verbal feedback to the student about the outcome of this discussion (including details of the grade the committee will recommend to the Master's adjudication panel).

- If the research project has been conducted by two students, there will be a joint viva session, but this will be lengthened to allow both students to take part in the presentation and discussion with the committee. Additionally, the written work must indicate collective sections and sections that have been written by one or other of the students. A grade is awarded to each of the two students.

ASSESSMENT CRITERIA

- Production of empirical data relating to the line of questioning developed, and following an explicit critical methodology.
- Use of theoretical texts which help to develop thinking on the issue under consideration.
- Critical exploration of an issue by going beyond the student's initial questions and answers (hypotheses stemming from their own ideas) to compare them with data and literature.
- Inclusion of this issue within the seminar's research discipline.
- Effective linking of empirical and theoretical aspects (rather than juxtaposition), including the use of concepts specific to the discipline of data research.
- Moving beyond a hypothesis-testing perspective towards refining (improving and clarifying) a hypothesis.
- Evidence of developing critical thinking around an issue in a way which builds on the above aspects and produces results in the form of conditions of possibility, impossibilities and new hypotheses.
- Quality of written and verbal expression.

These are the criteria used by the viva committee, but throughout the year, they are also applied to formative assessments, which are an essential part of discussion (verbal, written) in seminars and between seminars. Progress in these criteria is certified at the end of the first semester by an assessment. Both the written and oral presentations are taken into account at the viva.

GRADE SCALE

The dissertation is graded at the end of each semester in M1 with 10 ECTs awarded for each semester. In S2, the thesis is defended orally. A mark of lower than 8 in the research EC cannot be compensated. The entire scale from 0 to 20 can be used to grade performance in the written and defence aspects of the dissertation.

III. The second year of the MEEF Master's degree - First level (M2)



THE 12-WEEK TEACHING PLACEMENT

Placements take the form of either observation and supervised practice, or full teaching responsibility (students under contract with the employer and known as school-based trainees);

School-based trainees: a trainer from the Inspectorate (Inspé) is officially appointed to monitor every student undertaking work-based training, alongside the employer's tutor (apprenticeship tutor).

Students undertaking observation and supervised practice work placements are monitored in various ways throughout the year (interviews, classroom visits, etc.).

UE1: Support while on placement and analysis of practice

EC1 : support with teaching practice

Practical/TP hours (18 in S3 and 8 in S4) support students on their work placement and include a tutoring angle. For students with work-based training contracts, this EC is delivered in parallel with their placement tutor. Some support is provided in groups, through analysis of practice.

The 8 lectures in S3 revisit the theory on key issues in the profession studied in UE1 of M1 and also explore these issues in more depth. They therefore build on the content studied in UE1 and UE2 in M1.

In lectures, the specific objective is to explain complex knowledge that is not easily accessible to students through reading, by framing questions as problems (to highlight the origins and critical rationale behind the knowledge under discussion).

EC2: applied research on work placement

This CE offers an "applied" form of research, in the sense that the framework developed in M1 (concepts, approaches and content) is applied to their teaching practice in the second year. As dissertations are defended at the end of M1, they provide a theoretical reference and examples of analyses on which to base new analyses of the same type. The objective is to consolidate practical mastery of these analyses within the scope of a research discipline (disciplinary didactics, sociology, etc.).

Groups are organised on the basis of half a TP group, i.e. 9 students. Work is based on a portfolio comprised of a series of necessarily defined analyses which link data produced on placement and specific concepts to the scope in question. Unlike in M1, students do not have to defend their written work.

If the research in M1 was conducted within the scope of the didactics of a specific discipline, it can be continued in M2 in another discipline.

EC3: Ethical values, the meaning and purpose of education: practical issues and the professional project

This EC provides specific preparation for the CRPE oral test (interview with the adjudication panel).

UE2: Mastery of the knowledge to be taught and its didactics

This unit prepares students for the CRPE disciplinary and didactics exams and focuses on the disciplinary field students have chosen for the written exam 3. In line with the rationale of UE2 in M1, didactic thinking helps students to appreciate disciplinary knowledge from the viewpoint that teaching is the best way to learn.

EC 321/421 and EC 322/422 (the 6 HTP): French

These components are dedicated to preparing for the CRPE tests (written test 1 and oral "lesson") which focus on French and its teaching. In each semester, the 6 HTD in EC 322/422 are allocated to the didactics of Modern Languages.

EC 323/423 and EC 324/424 (the 6 HTP): mathematics

These components are dedicated to preparing for the CRPE tests (written test 2 and oral "lesson") which focus on mathematics and its teaching. Each semester, the 6 HTD are allocated to the didactics of Physical and Sports Education.

EC 325/425: versatility and other disciplines taught

Students choose a field corresponding to their preparation for the CRPE written test 3 (Sciences and Technology, History-Geography, Civic and Moral Education (EMC) or Arts). In S4, an additional 10 hours are allocated to the didactics of Physical and Sports Education (in preparation for the corresponding oral test).

