

## Teaching Methodology: Moral Sciences (H002216)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 3.0**

**Study time 90 h**

### Course offerings and teaching methods in academic year 2025-2026

A (Year)	Dutch	Gent	seminar
			independent work
			lecture

### Lecturers in academic year 2025-2026

Matthynssens, Bas	LW01	staff member
Vander Hoogerstraete, Mathias	LW01	staff member
Van Gerven, Julie	LW01	staff member
De Schrijver, Jelle	LW01	lecturer-in-charge

### Offered in the following programmes in 2025-2026

	crdts	offering
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	3	A

### Teaching languages

Dutch

### Keywords

secular humanism, philosophical education, moral science, curricula, values clarification, values-laden critical thinking, interfaith dialogue

### Position of the course

This course contributes to the realisation of the basic competences for teachers and the training competences of the educational master's programme UGent, as included in the training sheet and concretised in the competence matrix, to be consulted at [www.ugent.be/educatievemaester](http://www.ugent.be/educatievemaester).

### Contents

Since attendance in classes is compulsory, this subject cannot be included in the curriculum from lesson week 3.

The learning content is in line with the students' subject content in the bachelor's and/or master's programme. This course unit prepares for an assignment as a non-denominational moral education teacher.

- History and organisation of the subject of non-denominational ethics
- Legal framework on religious education and interfaith competences
- Lesson preparation according to the curricula of non-denominational ethics education and interfaith competences
- Value framework of liberal humanism
- Learning lines within n.c. moral science
- Didactic models aimed at value-laden critical thinking, ethics education and interfaith dialogue
- Planning, preparation, and evaluation of the didactic process around ethical and philosophical issues
- Lesson preparations n.c. moral science with an eye for appropriate contents,

- lesson objectives and didactic work forms
- Evaluation methods (self-evaluation, peer evaluation,...)

### Initial competences

Students must have the relevant domain-specific knowledge before starting the course unit. The entry requirements to the subject didactics are regulated. More information can be consulted at [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster).

This course unit has to be taken after or together with the course unit 'Competencies in Philosophy and Moral Sciences -Generics'.

### Final competences

- 1 adopt strategies that encourage the development of values, and the growth of students' sense of purpose in a (super)diverse classroom group
- 2 implement teaching methods that develop the communicative and social skills (of pupils from diverse cultural backgrounds)
- 3 implement teaching methods to teach pupils to think critically about nature, culture, values and existential questions
- 4 apply a methodology for collecting information needed to prepare a lesson
- 5 list and apply the main points of the deontology of philosophical education teachers
- 6 translate moral science knowledge into lesson objectives for secondary school students
- 7 interpret the place and function of philosophical subjects against the background of the pedagogical projects of schools and educational networks
- 8 implement techniques and didactic working methods to teach pupils to think critically about contemporary society
- 9 design learning processes from the philosophical reality of society on the basis of scientific literature assess the advantages and disadvantages of the subject didactic paradigms
- 10 be able to use lesson preparation as a practical working document while teaching fellow students
- 11 put into practice the basic skills in creating a powerful learning environment
- 12 explain the challenges and opportunities surrounding philosophical education, and take a reasoned stance on them
- 13 integrate different values of liberal humanism within one's own teaching practice

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Seminar, Lecture, Independent work

### Extra information on the teaching methods

Classes offer a combination of lectures and work. Theoretical frameworks are thus concretised and practised through task-oriented work formats.

This course is based on the responsible use of generative artificial intelligence (GAI). During the lecture series, we explain what this means.

Attendance during the lessons is compulsory, also for LIO students.

LIO guidelines can be found in the LIO manual.

### Study material

Type: Other

Name: online learning material (ufora)

Indicative price: Free or paid by faculty

Optional: no

### References

- De Maeyer, J. *Dus, want, maar en tenzij*. Over kritisch denken, argumenteren en debatteren in het onderwijs. Acco Leuven/Den Haag, 2018
- Devuyst, L. en Van Waerebeke, C. *De toekomst van de levensbeschouwelijke vakken*. VUBPRESS, 2010

### Course content-related study coaching

Tutoring on assignments is done by appointment by the teaching didactics and the responsible teacher

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#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

#### **Examination methods in case of periodic assessment during the second examination period**

#### **Examination methods in case of permanent assessment**

Participation, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Calculation of the examination mark**