

## Teaching Methodology: Philosophy (H002567)

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

**Credits 9.0**

**Study time 270 h**

### Course offerings in academic year 2026-2027

J (Year)

Dutch

Gent

### Lecturers in academic year 2026-2027

Matthynssens, Bas

LW01

staff member

Vander Hoogerstraete, Mathias

LW01

staff member

Van Gerven, Julie

LW01

staff member

De Schrijver, Jelle

LW01

lecturer-in-charge

Provoost, Veerle

LW01

co-lecturer

### Offered in the following programmes in 2026-2027

**crdts**

**offering**

Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)

9

J

Master of Science in Teaching in Arts and Humanities (main subject Philosophy)

9

J

Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)

9

J

Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)

9

J

### Teaching languages

Dutch

### Keywords

(Activating) teaching methods, Forms of conversation, Microteaching, Philosophical dialogue, Philosophical thinking, Values, Lesson preparation, Socratic conversation techniques, Philosophical Dialogue, Philosophy learning materials, Assessment, Philosophical reading and writing, Non-Western philosophy, Philosophical thinking, Reasoning skills

### Position of the course

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

### Contents

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

The teaching content is in line with the subject content of the students' undergraduate and/or graduate education.

- Philosophical thinking and Values in education
- Subject-specific teaching methods
- Conversation forms
- Philosophical conversation
- Socratic conversation
- Generation of multiperspectivity
- Inner class differentiation in function of diversity
- Classroom management aimed at a safe dialogue climate
- Subject didactic research on the acquisition of ethical and philosophical skills
- Lesson preparation with attention to lesson objectives, subject content and didactic principles

- Subject-specific teaching materials
- Analysing and guiding Socratic conversations
- Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)
- Philosophy teaching curricula
- Lesson objectives
- Methods of philosophical reading, writing and speaking
- Historical, person-centred and problem-centred approach to philosophy teaching
- Diversity as a starting point for philosophy teaching practices
- Lesson preparations with an eye for philosophy-specific lesson objectives and didactic teaching methods
- Evaluation methods

Socratic conversation classes should only be taken by students whose pathway combines professional teaching of philosophy and professional teaching of moral science.

### **Initial competences**

Students are expected to have acquired sufficient 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/educatievemaester](http://www.ugent.be/educatievemaester).

### **Final competences**

- 1 adopt techniques and strategies that encourage pupils' development of values in a (super)diverse society
- 2 implement conversation techniques and teaching methods that help develop the communicative and social skills of pupils (from diverse cultural backgrounds)
- 3 translate academic philosophical and moral science knowledge into teaching objectives and learning content for secondary education
- 4 implement didactic forms of work to elicit philosophical, critical and values-based thinking about nature, culture (including cultural differences)
- 5 consult relevant information and resources to prepare a lesson
- 6 prepare subject-specific lesson preparations, taking into account relevant lesson objectives and adapted teaching methods
- 7 implement the principles of within-class differentiation in their teaching practice
- 8 develop targeted teaching structures and teaching materials based on examples from didactic research
- 9 apply the basic principles around philosophical conversation in practice
- 10 adopt techniques and strategies that encourage the development of values and the growth of students' sense of purpose in a (super)diverse society
- 11 use techniques and didactic methods to stimulate young people's critical thinking around philosophical problems
- 12 incorporate socratic conversation methods into a lesson design in a targeted way and implement them adequately
- 13 analyse and apply advantages and disadvantages of different teaching methods according to the context
- 14 Translating academic philosophical work into concrete lessons for secondary school students
- 15 develop adequate assessment activities to support students' learning process
- 16 exhibiting appropriate teacher attitudes: decision-making ability, relational orientation, critical mind-set, eagerness to learn, organisational ability, sense of cooperation, sense of responsibility
- 17 with a focus on content, didactic and formal aspects (language care), learning to translate academic-wise knowledge to the level of secondary education)
- 18 use lesson preparation as a practical working document while teaching fellow students
- 19 put into practice basic skills in creating a powerful learning environment (giving instructions, asking questions, leading group work,...)

### **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: learning material

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

### **References**

### **Course content-related study coaching**

Julie Van Gerven: Julie.Vangerven@UGent.be

Bas Matthynssens: bas.matthynssens@ugent.be

Mathias Vander Hoogerstraete Mathias.VanderHoogerstraete@ugent.be

Prof. dr. Jelle De Schrijver: jelle.deschrijver@ugent.be

### **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

### **Extra information on the examination methods**

Period-based evaluation:

The student takes an oral examination on the course unit (25%).

Non-periodic evaluation (75%):

Participation. Attendance during lessons is compulsory. In case of legitimate absence, a substitute assignment is arranged in consultation with the teacher responsible.

Continuous evaluation is partly based on assignments.

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

The grade of the period-based evaluation counts for 25%, and the non-period-based evaluation counts for 75% of the final total.

Failure to participate in one or more parts of the evaluation may result in failure to pass the entire course unit. If in this case, the final score would be a mark of 10 or more out of 20, this is reduced to the highest non-deliverable mark (at most 9/20).

### **Facilities for Working Students**

Please contact the teacher in charge.

Attendance in class is required.