

## Teaching Methodology: Moral Sciences (H002568)

**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

**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 thinking, Lesson preparation, Socratic conversation techniques, 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/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 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.

- • Philosophical thinking and value-based thinking
  - Subject-specific didactic methods
  - Philosophical discussion and dialogue techniques
  - Fostering multiperspectivity
  - Classroom differentiation in relation to diversity
  - Classroom management aimed at a safe dialogical climate
  - Subject-specific educational research on the development of ethical and philosophical skills
  - Lesson planning with attention to learning objectives, subject content, and (subject-specific) didactic principles
  - Assessment and evaluation

- Critical thinking
- Controversy and (de)polarization in schools
- Citizenship
- Philosophical (and Socratic) dialogue techniques
- Critical thinking about generative AI in education
- Organization of the subject *non-confessional ethics*
- Legal framework for worldview education and inter-worldview competencies
- Secular humanism
- Didactic models focused on value-laden critical thinking, ethics education, and inter-worldview dialogue
- Subject-specific learning materials for non-confessional ethics
- Curricula for non-confessional ethics
- Lesson planning in line with the curricula for non-confessional ethics and inter-worldview competencies

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 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/educatievemaester](http://www.ugent.be/educatievemaester).

### Final competences

- 1 didactische strategieën voor de ontwikkeling van waardendenken en vrijzinnig humanistische groei bij leerlingen hanteren en duiden
- 2 Design lesson plans for non-confessional ethics and inter-worldview dialogue, taking into account relevant (moral) philosophical knowledge, appropriate learning objectives, teaching methods, and assessment activities.
- 3 Develop high-quality learning materials to stimulate students' critical thinking about human beings, society, worldview, and secular humanism, and articulate these from different theoretical perspectives on worldview education.
- 4 Translate skills for creating a powerful learning environment (for lessons in non-confessional ethics and inter-worldview dialogue) into practice, and reflect on this.
- 5 facilitate philosophical dialogues
- 6 Articulate and critically examine the worldview-specific character of non-confessional ethics as a school subject, and translate this into one's own professional attitude.
- 7 op basis van theoretische kaders een beargumenteerd standpunt innemen over uitdagingen en kansen binnen het levensbeschouwelijke en niet-confessionele onderwijs

### 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.

No lesson recordings are available for this course.

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
- Devuyt, 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

continuous assessment

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

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

### Examination methods in case of permanent assessment

Skills test, Participation, Presentation, 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

Participation. Attendance during classes is mandatory. In case of justified absence, a substitute assignment will be provided in consultation with the course instructor. Continuous assessment (20%) consists of exercises carried out during the classes. Assignments (80%) include microteaching and specific tasks focused on NCZ-education.

### Calculation of the examination mark

Continuous assessment accounts for 20% of the final grade. Assignments account for 80% of the final grade.

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.