

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.

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 Values in education
- Subject-specific teaching methods
- Conversation forms
- Philosophical conversation
- Socratic conversation techniques
- 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 conversation
- 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,...)

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.

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 strategies that encourage the development of values, and the growth of students' sense of purpose in a (super)diverse classroom group
- 11 implement teaching methods that develop the communicative and social skills (of pupils from diverse cultural backgrounds)
- 12 implement teaching methods to teach pupils to think critically about nature, culture, values and existential questions
- 13 apply a methodology for collecting information needed to prepare a lesson
- 14 list and apply the main points of the deontology of philosophical education teachers
- 15 translate moral science knowledge into lesson objectives for secondary school students
- 16 interpret the place and function of philosophical subjects against the background of the pedagogical projects of schools and educational networks
- 17 implement techniques and didactic working methods to teach pupils to think critically about contemporary society
- 18 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
- 19 be able to use lesson preparation as a practical working document while teaching fellow students
- 20 put into practice the basic skills in creating a powerful learning environment
- 21 explain the challenges and opportunities surrounding philosophical education, and take a reasoned stance on them

22 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

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.