

TEACHING DIPLOMA

Main Language of Instruction:

French English Arabic

Campus Offering the Program: CSH

OBJECTIVES

The Teaching Diploma prepares students to become reflective schoolteachers, enhancing their didactic, pedagogical, relational, and human skills. It targets multiple options related to disciplines taught in schools.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

- Provide holistic support to learners within a humanistic vision of education.
- Innovate pedagogical strategies in alignment with educational trends.
- Strengthen expertise in teaching disciplines.
- Meet the needs of the professional field in terms of teaching.

ADMISSION REQUIREMENTS

Bachelor’s degree in a discipline taught in schools.

PROGRAM REQUIREMENTS

60 credits: Required Courses (54 credits), Institution’s Elective Courses (6 credits).

Required Courses (54 credits).

Trends and Issues in Education (2 Cr.), Learning Theories and Pedagogical Choices (2 Cr.), Classroom Management and Group Dynamics (4 Cr.), The Humanistic Stance and Educational Coaching (2 Cr.), Lebanese Education System and Comparative Approaches (4 Cr.), 21st Century Essential Skills (4 Cr.), Neurosciences and Learning (2 Cr.), Neurosciences and Emotions in Education (2 Cr.), Research Methodology in Education (4 Cr.), Interactive Digital Pedagogy and Active Methods (4 Cr.), Curriculum Design (2 Cr.), Lesson and Unit Planning (4 Cr.), Teaching Specialization Course Interdisciplinary (4 Cr.), Educational Assessment and Its Philosophy (2 Cr.), Remedial Teaching and Differentiated Instruction (2 Cr.), Instructional Technology in the Realm of AI (2 Cr.), Internship Seminar in Teaching (4 Cr.), Teaching Internship (4 Cr.).

Institution’s Elective Courses (6 Cr.)

Choose from the following list:

Exploring the International Baccalaureate (IB): Evolution and Evaluation (4 Cr.), Nonformal Education (2 Cr.) Critical Analysis of Scientific Literature (2 Cr.), Innovative Pedagogues (2 Cr.), Quantitative Research Tools (2 Cr.), Qualitative Research Tools (2 Cr.).

SUGGESTED STUDY PLAN

Semester 1

Code	Course Name	Credits
070TSSUM1	Trends and Issues in Education	2
070HSECM1	The Humanistic Stance and Educational Coaching	2
070CNTSM2	21 st Century Essential Skills	4
070INDPM1	Interactive Digital Pedagogy and Active Methods	4
070LSUPM1	Lesson and Unit Planning	4

070EASPM1	Educational Assessment and Its Philosophy	2
070RTDIM1	Remedial Teaching and Differentiated Instruction	2
070ITAIM1	Instructional Technology in the Realm of AI	2
070TSCIM2	Teaching Specialization Course – Interdisciplinary	4
	Total	26

Semester 2

Code	Course Name	Credits
070LNGTM1	Learning Theories and Pedagogical Choices	2
070GRMGM1	Classroom Management and Group Dynamics	4
070LBSYM2	Lebanese Educational System and Comparative Approaches	4
070NSCLM2	Neurosciences and Learning	2
070NEMEM2	Neurosciences and Emotions in Education	2
070RESCM2	Research Methodology in Education	4
070CCMDM2	Curriculum Design	2
070ISEMM2	Internship Seminar in Teaching	4
070THIHM2	Teaching Internship	4
	Total	28

Institution's Elective Courses (6 Cr.)

Code	Course Name	Credits
070EXIBM2	Exploring the International Baccalaureate (IB): Evolution and Evaluation	4
070NFEDM2	Nonformal Education	2
070CASLM4	Critical Analysis of Scientific Literature	2
070INEDM1	Innovative Pedagogues	2
070QNRTM4	Quantitative Research Tools	2
070QLRTM4	Qualitative Research Tools	2

COURSE DESCRIPTIONS

070TSSUM1 Trends and Issues in Education 2 Cr.

This course is common to all programs at the Faculty of Education. By the end of this course, learners should be able to design and implement measures to respond to the challenges and issues facing the educational world and more specifically the profession of education in Lebanon at the levels of teaching practices, governance of an educational institution, and management of the educational system.


070HSECM1 The Humanistic Stance and Educational Coaching 2 Cr.

This course sensitizes students of the Faculty to human values and respect for the dignity of students entrusted to them. By the end of the course, they will be able to demonstrate a supportive and empathetic posture imbued with ethical values in their professional daily life, particularly in the contemporary context of uncertainty.

070LBSYM2 Lebanese Educational System and Comparative Approaches 4 Cr.

As part of this course, participants develop skills that enable them to get to know the functioning and characteristics of the Lebanese educational system where they are called to practice and develop. They will also be aware of the functioning and characteristics of foreign educational systems from which they can draw inspiration in their reflection and practice.

070INDPM1	Interactive Digital Pedagogy and Active Methods	4 Cr.
<p>This course covers the integration of active teaching methods in educational interventions in the classroom and online. It aims to equip students with the means for concrete implementation of active teaching methods. Moving from traditional lecture-based teaching and passive transmission to the use of active methods is a major challenge in teacher training in the 21st century. It is mainly about developing critical thinking in students so that they become aware of the choices made during the preparation of a pedagogical activity. In this course, several active teaching methods that can be applied in person and remotely will be experienced and integrated. The main challenge remains the ability to choose and master the appropriate digital tools for the chosen active method.</p>		
070LSUPM1	Lesson and Unit Planning	4 Cr.
<p>This course aims to equip (future) teachers to engage in the culture of the competency-based approach, a culture guaranteeing the quality of learning, and to design their teaching according to this culture.</p>		
070EASPM1	Educational Assessment and Its Philosophy	2 Cr.
<p>Evaluation plays a primary role in the teaching/learning process. On the one hand, it informs the teacher about the quality and effectiveness of their teaching, and on the other hand, it offers the learner the opportunity to control their educational path, to identify the difficulties encountered and to remedy them, certifying the quality of the learning and skills developed. This course aims to train teachers in evaluation practices to be favored in a context of coexistence in the educational field of two distinct approaches, classical and competency-based. It equips them to maintain coherence between the taught programs and the proposed evaluations.</p>		
070RTDIM1	Remedial Teaching and Differentiated Instruction	2 Cr.
<p>Pedagogical remediation is a response to the needs of the learner whose success can only be assured by a holistic knowledge of their person and pedagogical differentiation. Differentiated pedagogy is a pedagogical approach that organizes learning to allow everyone to develop their skills under the conditions that suit them best, thus promoting the success of all.</p>		
070ITAIM1	Instructional Technology in the Realm of AI	2 Cr.
<p>Artificial intelligence revolutionizes the use of digital tools in the classroom and more broadly in educational systems. It represents considerable potential for advancing education. This course aims to train students in educational technologies, particularly those arising from artificial intelligence, their principles of application and integration into teaching/learning sequences, and their potential for the future.</p>		
070TSCIM2	Teaching Specialization Course – Interdisciplinary	4 Cr.
<p>This course explores the concept of interdisciplinarity in teaching and learning, emphasizing the integration of multiple disciplines to create a comprehensive educational experience. It examines the theoretical foundations, pedagogical strategies, and practical applications of interdisciplinary teaching and learning across various educational settings. Participants will gain a deeper understanding of the benefits, challenges, and best practices associated with interdisciplinarity, enabling them to design and implement interdisciplinary approaches in their own teaching practices.</p>		
070LNGTM1	Learning Theories and Pedagogical Choices	2 Cr.
<p>This course allows students to become aware of various learning theories that have emerged from the 19th century and have developed in an interactive and cumulative manner to the present day. The course includes an analytical study of each of the theories to understand their respective positions, their evolution, and their effects on contemporary pedagogical approaches, curricula, and educational policies.</p>		
070GRMGM1	Classroom Management and Group Dynamics	4 Cr.
<p>This course encourages future teachers to use appropriate teaching methods to ensure optimal performance. This posture would be impossible without rethinking the skills of teachers in terms of classroom management. Currently, the group-class dynamics is new, and the «teacher-student» relationship needs to be reconsidered. The</p>		



relational dynamics in the classroom aim at the development of psychosocial skills. Classroom management is a complex activity involving the following axes: the relationship with the institution, the social context, learning strategies, group dynamics, conflict resolution, and non-violent communication. The student will thus be able to integrate the theories and challenges of classroom management and analyze problematic learning situations to prevent and/or remedy them. Building links between «integration of active teaching methods» and «self-management» for better «classroom management» is fundamental for quality teaching.

070CNTSM2	21st Century Essential Skills	4 Cr.
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This course aims to raise students' awareness of the necessity to integrate 21st-century skills into their teachings. It encourages them to develop teaching strategies to promote creativity, critical thinking, cooperation, and communication among learners. At the end of this course, students will be equipped with new professional practices allowing their learners to thrive in the 21st-century world.

070NEMEM2	Neurosciences and Emotions in Education	2 Cr.
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This course is based on scientific foundations to confirm the crucial role of emotions in the cognitive development of students, optimizing their intellectual and human training. In this course, students who are education professionals are invited to rethink their educational practices and their posture in light of neuroscientific data, serving a supportive and fulfilling school framework.

070NSCLM2	Neurosciences and Learning	2 Cr.
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This course, common to all programs at the Faculty of Education, aims to equip current or future teachers, school principals/head of cycles, and subject coordinators so that they can ensure optimal learning conditions for their students based on the contributions of neuroscience.

070RESCM2	Research Methodology in Education	4 Cr.
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This course aims to train students in the stages of research in education. It helps them develop the research problem, theoretical framework, research question, hypotheses or objectives, as well as to make an adequate methodological choice. This course also communicates to students the principles necessary for conducting scientific research in education, teaching them how to write a research dissertation, and thus contributing to the development of their research posture.


070CCMDM2	Curriculum Design	2 Cr.
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This course aims to familiarize future teachers and educational leaders with the development of Lebanese curricula at the basic, middle, and secondary education levels. It presents an in-depth overview of the different stages of the curriculum development process and the approaches associated with it. The course also allows students to explore international trends in the context of curriculum reforms. Finally, it prepares them to analyze the pedagogical alignment of programs for the improvement of the quality of teaching-learning.

070ISEMM2	Internship Seminar in Teaching	4 Cr.
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070THIHM2	Teaching Internship	4 Cr.
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The teaching internship seminar groups interns and supports them during the two phases of observation and responsibility. Its function is to initiate reflection around the internship, to share practices, to share experiences, and to solve difficulties faced by participants. The teaching internship in the field involves the observation phase and the accompanied practice phase. Throughout the semester, the intern benefits from a support system under the responsibility of the internship supervisor with whom he holds regular meetings according to a provisional schedule.



Institution's Elective Courses

070EXIBM2	Exploring the IB: Evolution and Evaluation	4 Cr.
<p>This course provides an in-depth understanding of the International Baccalaureate (IB) program, including its inception, development, and global impact. Participants will be familiar with the core principles, mission, and values of the IB curriculum, and the assessment criteria and grading system employed by the IB.</p>		
070NFEDM2	Nonformal Education	2 Cr.
<p>The course examines principles, practices, and significance of nonformal education in various contexts. Nonformal education refers to any general term for educational activities that are outside the formal school system. Concepts explored will include but not be limited to lifelong learning, empowerment, participatory approaches. The course will mainly be taken up with ways nonformal education addresses social problems, community development, and social inclusion.</p> <p>The students will be involved in designing, implementing, and evaluating programs on nonformal education through case studies, project work, and field visits. They will also keep under scrutiny the role of technology in increasing access to nonformal education and discuss the problems and opportunities associated with NFE in various cultural and socio-economic contexts.</p>		
070CASLM4	Critical Analysis of Scientific Literature	2 Cr.
<p>This course aims to provide students with a solid foundation in pedagogical innovation, preparing them to analyze, apply, and contribute to future developments in education. This course offers an in-depth exploration of educators who have marked the history of education. By examining the ideas and approaches of these influential figures, students will have the opportunity to understand the theoretical foundations of pedagogical innovation and analyze their impact on current educational practices. The course will also address the challenges and opportunities related to the implementation of these theories in current educational contexts.</p>		
070INEDM1	Innovative Pedagogues	2 Cr.
<p>This course aims to provide students with a solid foundation in pedagogical innovation, preparing them to analyze, apply, and contribute to future developments in education. This course offers an in-depth exploration of educators who have marked the history of education. By examining the ideas and approaches of these influential figures, students will have the opportunity to understand the theoretical foundations of pedagogical innovation and analyze their impact on current educational practices. The course will also address the challenges and opportunities related to the implementation of these theories in current educational contexts.</p>		
070QNRTM4	Quantitative Research Tools	2 Cr.
<p>This course introduces graduate students to key concepts and practices of qualitative research (QR) in education, from data collection to data analysis. It will introduce the various ways of doing qualitative analysis with an emphasis on case studies.</p> <p>The course engages students in activities and readings that offer a holistic approach when discussing each of the main issues of QR:</p> <ul style="list-style-type: none">- The principles of QR,- When QR is utilized,- The limitations of QR, and- Good QR practices. <p>While discussing a wide range of data collection tools in class, the course will offer a preliminary training for interviews.</p> <p>The course will focus on the construction and application of coding schemes as used in inductive and deductive methods. It will conclude with an overview of data presentation and interpretation.</p>		
070QLRTM4	Qualitative Research Tools	2 Cr.
<p>This course provides an in-depth exploration of qualitative research tools and methodologies used in education. Students will be introduced to various qualitative research methods, and will learn how to design qualitative research studies, collect and analyze qualitative data, and interpret findings in a rigorous and ethical manner.</p>		



Through hands-on practice, students will develop proficiency in using different qualitative research tools and software for data analysis. The course also covers the challenges and limitations of qualitative research, and the ethical considerations involved in working with human subjects.

