

TEACHING DIPLOMA

Main Language of Instruction:

French ☒ English ☒ Arabic ☐

The content of the courses in the French and English sections is identical, with one notable difference in the codes assigned to the courses.

Campus Where the Program Is Offered: CSH

OBJECTIVES

The Teaching Diploma program aims to strengthen students' skills in general pedagogy, subject-specific didactics, and classroom management.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

- Mobilize core disciplinary knowledge at a high level of expertise.
- Implement pedagogical and didactic strategies aligned with current educational developments.
- Manage professional relationships with stakeholders.
- Develop a reflective professional stance in response to contemporary challenges.

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)

Professional Ethics in Education (4 Cr.), Trends and Issues in Education (2 Cr.), Classroom Management and Group Dynamics (4 Cr.), Lebanese Educational System and Comparative Approaches (4 Cr.), 21st Century Essential Skills (4 Cr.), Neuroscience and Emotions in Education (2 Cr.), Neuroscience and Learning (2 Cr.), Interactive Digital Pedagogy and Active Methods (4 Cr.), Lesson and Unit Planning (4 Cr.), Teaching Specialization Course (Scientific or Literary disciplines) (4 Cr.), Assessment, Remediation, and Differentiation (4 Cr.), Instructional Technology in the Realm of AI (4 Cr.), Internship Seminar in Teaching (4 Cr.), Internship Seminar in Teaching and Portfolio (4 Cr.), Teaching Internship (4 Cr.).

Institution's Elective Courses (6 Cr.), to be chosen from the list below:

French Education System: Challenges, Resources and Philosophy* (4 Cr.), Mindfulness and Personal Development in Education (2 Cr.), Neuroscience and Mental Health in Education (2 Cr.), Critical Thinking in the Face of Media and Social Networks (2 Cr.).

**This course is required to earn the "French Program Teaching Certification"*

SUGGESTED STUDY PLAN

The student must choose 6 credits from the Institution's elective courses to be divided among the 2 semesters.

Semester 1

Code	Course Name	Credits
070DEEEM1	Trends and Issues in Education	2
070CEDEM1	Professional Ethics in Education	4
070DIMAM1	Interactive Digital Pedagogy and Active Methods	4
070IGDDM1	Lesson and Unit Planning	4
070NUMEM2	Instructional Technology in the Realm of AI	4
070EDCLM1 or 070EDLTM1	Teaching Specialization Course (Scientific disciplines) or Teaching Specialization Course (Literary disciplines)	4
070SSP1M1	Internship Seminar in Teaching	4
	Total	26

Semester 2

Code	Course Name	Credits
070DGGCM2	Classroom Management and Group Dynamics	4
070SYSEM1	Lebanese Educational System and Comparative Approaches	4
070EMOTM2	Neuroscience and Emotions in Education	2
070NSCAM2	Neuroscience and Learning	2
070CMPSM1	21 st Century Essential Skills	4
070EVRDM1	Assessment, Remediation, and Differentiation	4
070SSP2M2	Internship Seminar in Teaching and Portfolio	4
070SGEEM2	Teaching Internship	4
	Total	28

COURSE DESCRIPTION

Required Courses

070DEEEM1	Trends and Issues in Education	2 Cr.
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By the end of this course, learners should be able to design and implement measures to address the challenges and issues facing the educational world, particularly the education profession in Lebanon, in terms of teaching practices, educational institution governance, and educational system management.

070SYSEM1	Lebanese Educational System and Comparative Approaches	4 Cr.
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As part of this course, participants develop skills that enable them to understand the functioning and characteristics of the Lebanese educational system in which they are called to practice and develop. They will also gain an understanding of the functioning and characteristics of foreign educational systems from which they can draw inspiration in their reflection and practice.

070DIMAM1	Interactive Digital Pedagogy and Active Methods	4 Cr.
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This course covers the integration of active teaching methods into classroom and online educational practices. It aims to equip students with the tools needed to concretely implement active teaching methods. Moving from traditional lecture-based teaching and passive transmission to the use of active methods is a major challenge in 21st-century teacher training. The course primarily focuses on developing students' critical thinking so that they become aware of the choices they make when preparing a pedagogical activity. Throughout the course, students experience and integrate several active teaching methods that can be applied both in person and remotely. The main challenge remains choosing and mastering the digital tools appropriate to each chosen active method.

070IGDDM1	Lesson and Unit Planning	4 Cr.
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This course aims to equip future teachers to adopt a competency- and standard-based approach that ensures the quality of learning and to design their teaching accordingly.

070EVRDM1	Assessment, Remediation, and Differentiation	4 Cr.
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This course aims to train students in assessment practices best suited to an educational context in which two distinct approaches—traditional and competency-based—coexist. It equips them to maintain consistency between the curricula taught and the assessments implemented. Remediation is a response to the learner's needs, and its success can only be ensured through a holistic understanding of the individual and differentiated instruction. Differentiated instruction is a pedagogical approach that structures learning in a way that allows each student to develop their skills under conditions that best suit them, thereby promoting the success of all.

070NUMEM2	Instructional Technology in the Realm of AI	4 Cr.
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Artificial intelligence is revolutionizing the use of digital tools in the classroom and more broadly, across educational systems. It offers considerable potential for advancing education. This course aims to train students in the use of educational technologies, particularly those based on artificial intelligence, as well as their application and integration into teaching and learning sequences and their future potential.

070EDCLM1	Teaching Specialization Course (Scientific disciplines)	4 Cr.
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070EDLTM1	Teaching Specialization Course (Literary disciplines)	
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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.

070DGGCM2	Classroom Management and Group Dynamics	4 Cr.
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This course encourages future teachers to use appropriate teaching methods to ensure optimal performance. This requires reconsidering the skills teachers need for effective classroom management. Today, the group-class dynamics is new, and the teacher-student relationship needs to be reconsidered. Relational dynamics in the classroom contribute to the development of psychosocial skills, while classroom management is a complex activity involving several dimensions: the relationship with the institution, the social context, learning strategies, group dynamics, conflict resolution, and non-violent communication. Students will thus be able to integrate the theories and challenges related to classroom management and analyze problematic learning situations to prevent and/or address them. Building connections between the integration of active teaching methods and self-management to improve classroom management is fundamental to quality teaching.

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070CMPSM1	21st Century Essential Skills	4 Cr.
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This course aims to raise students' awareness of the need to integrate 21st-century skills into their teaching. It encourages them to develop teaching strategies that promote creativity, critical thinking, cooperation, and communication among learners. By the end of the course, students will be equipped with new professional practices that enable their learners to thrive in the 21st-century world.

070EMOTM2	Neuroscience and Emotions in Education	2 Cr.
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This course draws on scientific foundations to highlight the crucial role of emotions in students' cognitive development and optimize their intellectual and human training. In this course, students, as education professionals, are invited to rethink their educational practices and professional stance in light of neuroscientific data, serving a supportive and fulfilling school framework.

070NSCAM2	Neuroscience and Learning	2 Cr.
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This course aims to equip current or future teachers, school principals/head of cycles, and subject coordinators with the knowledge and tools needed to provide optimal learning conditions for their students based on the contributions of neuroscience.

070SSP1M1	Internship Seminar in Teaching	4 Cr.
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070SSP2M2	Internship Seminar in Teaching and Portfolio	4 Cr.
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070SGEEM2	Teaching Internship	4 Cr.
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The teaching internship seminar groups interns and provides support throughout both the observation and teaching phases, as well as during the development of their portfolio. Its function is to initiate reflection around the internship, to share practices, share experiences, and solve challenges faced by participants. The field teaching internship involves an observation phase and an accompanied practice phase. Throughout the semester, the intern benefits from a support system under the responsibility of the internship supervisor with whom they hold regular meetings according to a provisional schedule.

070CEDEM1	Professional Ethics in Education	4 Cr.
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This course examines the philosophical and regulatory foundations of ethics in education by integrating deontological principles with professional practices through the study of codes of conduct and the legal responsibilities of educational stakeholders, the analysis of ethical dilemmas encountered in school and extracurricular settings, and concrete case studies designed to develop a critical and responsible stance. By the end of the course, students will be able to identify, prevent, and resolve value conflicts while fostering an atmosphere of trust and respect.

Institution's Elective Courses

070SYEFM1	French Education System: Challenges, Resources and Philosophy	4 Cr.
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This course prepares future teachers to take charge of French education in approved schools, and to apply a French-style pedagogy in Label FrancÉducation schools in order to integrate "the programmatic and pedagogical requirements of approval, particularly in cycles 3 and 4." This course was created at the joint instigation of the French Embassy in Lebanon and the Faculty of Education at Saint Joseph University of Beirut, to meet this initial training need. Its objectives and content are complementary to the training in French-language teaching provided by the Faculty.

070DVMFM1	Mindfulness and Personal Development in Education	2 Cr.
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This course is an introduction to the discipline and techniques of «mindfulness.» It aims to modify the automatic habits of the mind, to improve the vigilance of consciousness, and to free oneself from judgment through activities and training exercises. Mindfulness allows better management of our feelings and emotions, an awareness for better hygiene of life, and lasting well-being.

070SMNEM2	Neuroscience and Mental Health in Education	2 Cr.
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The “Neuroscience and Mental Health in Education” course introduces students to the contribution of cognitive neuroscience to education. As part of this course, participants develop skills that enable them to optimize their support of students to enhance their learning.

070CRSCM2	Critical Thinking in the Face of Media and Social Networks	2 Cr.
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This course aims to develop in graduate students a deep understanding of the mechanisms of production, dissemination, and reception of information in contemporary media environments, particularly social media platforms. It emphasizes the development of informed critical thinking in response to information overload, cognitive biases, recommendation algorithms, and phenomena of misinformation and disinformation. Through case studies, media content analysis, and approaches drawn from media and information literacy (MIL), students will learn to assess the credibility of sources, deconstruct media discourse, and identify strategies of influence and manipulation. The course also explores educational issues related to digital citizenship, information responsibility, and the ethical use of social media platforms in school and university contexts. Special attention is given to pedagogical practices that help learners develop a critical, autonomous, and responsible use of digital media.