

MASTER OF ARTS EN SCIENCES SOCIALES

PLAN D'ÉTUDES DU PILIER MASTER INTERNATIONAL EN

EDUCATION INCLUSIVE (MISEI)

En vigueur depuis la rentrée 2026-2027

STRUCTURE DES ÉTUDES

Bloc/Module	Obl./Opt.	ECTS	Semestre	Compensation	Prérequis
Pilier principal (120 ECTS)					
Université de Lorraine (UL) - Metz (France)	Obligatoire	30	1	Oui	
Università Cattolica del Sacro Cuore (UCSC) - Milan (Italie)	Obligatoire	30	2	Non	
Université de Lorraine (UL) - Metz (France)	Optionnel	30	3	Oui	
Université de Neuchâtel (UniNE) - Suisse	Optionnel			Non	
Université de Lorraine (UL) - Metz (France)	Optionnel	30	4	Oui	
Università Cattolica del Sacro Cuore (UCSC) - Milan (Italie)	Optionnel			Non	
Université de Neuchâtel (UniNE) - Suisse	Optionnel			Non	

Pour le 3ème semestre les étudiant-e-s ont le choix de le valider soit à l'Université de Lorraine, soit à l'université de Neuchâtel

Pour le 4ème semestre les étudiant-e-s ont le choix de le valider dans une des trois universités (Lorraine, Milan ou Neuchâtel)

COMPOSITION DU PILIER

Pilier principal de Master

120 ECTS

1er semestre

Université de Lorraine (UL) - Metz (France)

Obligatoire

30 ECTS

UE701 - Psychologie Sociale (UE705 EC1 Psychologie sociale appliquée & UE903 EC3 Politique d'égalité & de diversité dans les organisations)	A	1			Obligatoire	5 ECTS
UE702 - Méthodes en sciences sociales et recherche appliquée (UE703 EC1 Méthodes en sciences sociales; UE703 EC2 Méthodes participatives et transitions démocratiques; UE703 EC3 Méthodologie du mémoire; UE703 EC4 Méthode et gestion de données informatisées)	A	1			Obligatoire	5 ECTS
UE703 - Interventions et conférences (UE704 EC1 Enquêtes et terrains; UE704 EC2 Accompagnement du projet étudiant; UE704 EC3 Workshop (participation à des conférences et séminaires))	A	1			Obligatoire	8 ECTS
UE704 - Inclusion : cadre normatif, constats et enjeux (ME Introduction générale aux questions de l'éducative inclusives; ME Approche nationale et internationale de l'éducation inclusive)	A	1			Obligatoire	6 ECTS
UE705 - Accessibilité et pratiques inclusives (ME Analyse des situations et des praxéologies professionnelles)	A	1			Obligatoire	6 ECTS

Total 1er semestre

30 ECTS

2ème semestre

Università Cattolica del Sacro Cuore (UCSC) - Milan (Italie)					Obligatoire	30 ECTS
Research on sociology of diversities and intersectional inequalities	P	30 pg			Obligatoire	5 ECTS
Sociology of inclusive education policies in Europe	P	30 pg			Obligatoire	5 ECTS
Neuropsychological foundations of inclusive education	P	30 pg			Obligatoire	5 ECTS
Communication and education for inclusion	P	30 pg			Obligatoire	5 ECTS
Inclusive Educational Design for Disability	P	30 pg			Obligatoire	5 ECTS
Media literacy against hate speech	P	30 pg			Obligatoire	5 ECTS
Total 2èmes semestre						30 ECTS

SUMMER SCHOOL – end of the Semester 2 - 4 days – 2 ECTS

Host and coordination: Milan, Neuchâtel, Lorraine (annual rotation)

Mastering the Path: Crafting Your Inclusive Education Thesis Topic and Internship

(including soft skills on “How to built up your company”, UCSC / “Inclusion-related jobs in international organizations”, UniNE)

3ème semestre

Université de Lorraine (UL) - Metz (France) - Track: Intercultural

Optionnel

30 ECTS

UE902 - Concepts appliqués: xenophobie, racisme, discriminations	A	3			Obligatoire	5 ECTS
UE903 - Recherches en sciences sociales: epistemologie, gestion des données informatisées, méthodologie du mémoire	A	3			Obligatoire	6 ECTS
UE903 - Consolidation de projet: accompagnement, évènements scientifiques sur les migrations	A	3			Obligatoire	5 ECTS
UE904 - Interventions et conférences (Enquêtes et terrains; Accompagnement du projet étudiant; Workshop (participation à des conférences et séminaires)	A	3			Obligatoire	8 ECTS
Projet et institutions d'enseignement et de formation (méthodologie de projet; De l'analyse des besoins à un projet partagé en territoire local, national ou international)	A	3			Obligatoire	6 ECTS

Université de Neuchâtel (UniNE) - Suisse - Track: Social Interactions and development					Optionnel	30 ECTS
Studio I	A	28 pg + Personal work	Seminar	Pass/Fail	Obligatoire	5 ECTS
→ bilingual French-English						
Analysis of professional practice	A	28 pg + Personal work	Seminar	Eval. notée	Optionnel	5 ECTS
→ in French						
Analysis of training programs	A	28 pg + Personal work	Seminar	Eval. notée	Optionnel	5 ECTS
→ including 8h on-site carried by UCSC, in French						
Arts-based Research and Teaching for Inclusive Education	A	28 pg + 3 jours	Seminar	Eval. notée	Optionnel	5 ECTS
→ 3-days training trip in Naples (in French and English)						

Critical Theories and Methodologies of Learning and Education	A	28 pg	Seminar	Eval. notée	Optionnel	5 ECTS
→ in English						
School from civil religion to human rights: positions against racism in disruptive times	A	28 pg	Seminar	Eval. Notée	Optionnel	5 ECTS
→ including 8h on-line carried by UL, in English						
Xenophobia (in English)	A	28 pg	Seminar	Eval. Notée	Optionnel	5 ECTS
→ in English						
Migration, citizenship and the state: A comparative historical perspective (in English)	A	28 pg	Seminar	Eval. Notée	Optionnel	5 ECTS
→ in English						
Analyse des données verbales en psychologie-éducation	A	28 pg	Seminar	Eval. Notée	Optionnel	5 ECTS
→ in French						

The annex presents the current study plan (with courses at 5 ECTS). In that case, the students will follow the course Studio (mandatory, 5 ECTS) and Analysis of professional practice (mandatory, 5 ECTS) and then select 4 elective courses, according to the course offer in the list below.

When the study plan will change (in August 2027), the master courses will be credited 3 or 6 ECTS. In that case, the students will follow the course Studio (mandatory, 3 ECTS) and Analysis of professional practice (mandatory, 3 ECTS), then they will select as many elective courses as requested to match 24 ECTS, according to the course offer in the list of optional courses.

Total 3èmes semestre **30 ECTS**

4ème semestre

Université de Lorraine (UL) - Metz (France) - Master Thesis					Optionnel	30 ECTS
Applied and cooperative research methods in social sciences	P	70 pg			Obligatoire	7 ECTS
Internship and Master Thesis	P				Obligatoire	23 ECTS

Université de Neuchâtel (UniNE) - Suisse - Master Thesis					Optionnel	30 ECTS
Studio II – Research Seminar	P	42 pg			Obligatoire	5 ECTS
Internship	P	300 pg			Obligatoire	9 ECTS
Master Thesis	P				Obligatoire	15 ECTS
Master Thesis seminar (in French and English)	P				Obligatoire	1 ECTS

→ The Master thesis topic and specific requirements are discussed with the supervisor. Participation in the thesis symposium (colloque des mémorant-e-s) is a mandatory part of the thesis process.

The four activities are mandatory for the students. Studio II is 5 ECTS, the Master thesis seminar is 1 ECTS, the Internship is 9 ECTS and the Master thesis is 15 ECTS. The annex presents the current study plan. When the study plan will change (probably in August 2027), the Studio course will be credited 3. In that case, the students will follow the course Studio (mandatory, 3 ECTS) and the remaining credits will be split between Internship (9 ECTS, around 250 hours of work), Master thesis seminar (3 ECTS) and Master thesis (15 ECTS).

Università Cattolica del Sacro Cuore (UCSC) - Milan (Italie) - Master Thesis					Optionnel	30 ECTS
Applied-research methodology	P	60 pg			Obligatoire	6 ECTS
Internship and Master Thesis	P				Obligatoire	24 ECTS

Total 4ème semestre **30 ECTS**

Total 1ère et 2ème années **120 ECTS**

Les spécificités de chaque enseignement sont précisées dans les descriptifs des cours en ligne.

Légendes

A : semestre d'automne

P : semestre de printemps

Ph : période(s) hebdomadaire(s)

CB : cours bloc

Eval. : évaluation

Ex E : examen écrit

Ex O : examen oral

Remarque

Les crédits pris en compte pour le calcul de la réussite sont les crédits des modalités d'évaluation prévues pour les différents enseignements, telles qu'elles sont fixées par le plan d'études et précisées par les descriptifs des cours. En cas de session d'examens en ligne prévue par le Rectorat, la modalité d'évaluation fixée par ce plan d'études pour chaque enseignement est prévue comme suit:

- les examens écrits sont passés sous la forme d'examens écrits en ligne en principe de la même durée;
- les examens oraux sont passés sous la forme d'examens oraux en ligne en principe de la même durée.

Si la modalité d'évaluation a lieu hors session d'examens (évaluation interne, notée ou non notée), la même modalité est réalisée en cas d'une évaluation en ligne. Si nécessaire, la modalité précise sera adaptée à la situation particulière selon les indications décrites par les responsables de l'enseignement dans le descriptif du cours en début de semestre.

Extra Curriculum Activities

Observation of real settings	• Université Catholique Milan: classroom observations in the TU 804 « Didactics and media education » and TU 805 « Pedagogical aims and strategies in special education » (semester 2) • University of Neuchâtel: Observations of educational settings in "Analysis of Training Programs" (TU 903); analysis of real work experience of the students (TU 902); participation to educational programs in the field trip (TU 904).
Organization of events, either scientific or aimed at the general public	• Université de Lorraine: TU 903 « <i>Projects on migratory issues</i> » (semester 3) Inclusion is also a question of representations and public discourse. Participating in the organization of a scientific or general public event allows students to familiarize themselves with event procedures and processes. This is an essential step if we want to change individual and collective mindsets for a more inclusive society. • Université de Neuchâtel (TU 1001): organisation of scientific events in relation to the Studio II, internship and master thesis; organisation of events for children
Training trip	• Université de Lorraine: 3-day training-trip during TU "Interventions et conférences" – Marseille (semester 1) • Université de Neuchâtel: 3-days training-trip during TU 904 "Arts-based Research and Teaching" – Naples (semester 3) Thanks to these courses, the students spend several days in direct contact with the issues on the ground in two cities (Marseille TU 703 and Naples TU 904) that have solid experience in popular education and co-education. Travel and accommodation are included in the project budget, and the associations will help to find affordable accommodation.

**Summer school Mastering the Path: Crafting
 Your Inclusive Education Thesis Topic and
 Internship
 (Milan, Neuchâtel Universities)
 Plus career guidance training**

The summer school is organized by all MISEI consortium partners and associated partners (4 days). The aim is to enable Master's students to understand how to develop a Master's thesis that straddles academic and non-academic environments, and to open up avenues to the job market. The main objective is to help students make the link between the master's thesis and the internship.

Program:

- First day – **presentation of student's master's thesis projects that have been developed during the RPIL**: 10" per students with poster or ppt, 15" collective discussion with teachers, associated partners and students.
- Second day – seminars about methodology to link master thesis to internship carried by MISEI teaching staff and associated partners: aims of the master thesis and aims of the internship, manage cases study, student as medium between academic supervisor and internship partner.
- Third day – face to face sessions between students, academic supervisors and internship partners
- Fourth day – the multidisciplinary approach: particular attention will be paid to the multi-disciplinary approach, which is now emphasized as an imperative when dealing with profoundly multi-dimensional issues such as the societal questions posed by inclusive education (European Research Council). To this end, a full day will be led by one of the most important specialists on links between social and genetic factors in explaining success and failure at school:

[Melinda Mills, Professor at Oxford University](https://www.demography.ox.ac.uk/people/melinda-mills) <https://www.demography.ox.ac.uk/people/melinda-mills>

During the summer school there will also be two half-days on soft skills organized in hybrid mode by the career guidance services of UCSC and UniNE:

- How to set up your business (UCSC)
- Inclusion-related job positions in international organizations (UniNE)

The Summer school also includes recreational activities, and students will have the opportunity to share lunch and dinner with the teaching team.

The Summer school will be organized by Lorraine, Milan or Neuchâtel on an annual rotation basis.

Seminars with guest lecturers	A wide range of mandatory seminars led by guest lecturers, who may have the status of partners associated with the MISEI project, and who come from the academic and non-academic world. This helps to: a) open up theoretical frontiers, b) create connections between theory and practice, c) get to know the multitude of actors working on inclusive and socio-educational education, d) get suggestions for the topic of the master's thesis and the internship. These seminars will take place in a hybrid format, making them accessible to students in all years of each cycle of annual seminars which will corresponds to 2 ECTS (4 ECTS in total) that students can use to integrate into their semester's credits, in agreement with the teaching staff. of the Master's program as well for all the students of the partners universities. NB: <i>there will be 2 weeks per year of each cycle of annual seminars which will corresponds to 2 ECTS (4 ECTS in total) that students can use to integrate into their semester's credits, in agreement with the teaching staff.</i>
Job fair All full Partners	Organization of a Job Fair at the end of the Master 2 S4 (in July or September), where graduates will be able to meet people from the professional world who offer jobs and who will be able to select MISEI Master students. This is a very rare initiative in the field of human and social sciences. MISEI consortium will launch a call to the main international actors working on inclusive and socio-educational education. Each partner hosts his students and the professional actors interested in meeting them. The meetings between recent graduates and professionals will take place in person or online.

Research Project Internship Line (RPIL)

The Research Project Internship Line (RPIL) will represent an innovation in the learning experience. It consists in preliminary work in S1-S2-S3 to establish the basis of a successful Master thesis in S4. All along S1, they will be offered thesis topics by the consortium, including also topics offered by APs. They can of course propose their own topic to be validated by the pedagogical team. Once topics are chosen, they will work in S2 to deepen their thesis. Students will present their initial thesis topics during the summer school beginning of September. S3 will serve to go deeper in the definition of the thesis scope and lines of research. Through this activity, students will (i) experience a collaborative work over a long period of time (ii) have the opportunity to report their work in a professional environment (oral presentation, written report) and adapt their roadmap to meet the objectives. This activity will be monitored by academic supervisors (professors) provided by the full partners.

The Personal Career Development Plan

The PCDP will boost an effective path to the Master diploma and job market integration. At their arrival in S1, an individual assessment of the competencies of the students will be jointly made between the local coordinators and the students. **On the basis of this assessment, the students will build their PCDP together to ensure a successful personalized mobility plan in line with their career plan.** There will be an update of the PCDP every 3 months. This plan will follow the EC template and include short term and long-term career objectives (2 to 5 years), Master thesis and internship objectives back-up with the RPIL work, the soft-skills training plan necessary for career needs and skills requirements for the chosen career. A community of former students (alumni) will be created to foster networking.