

# **Degree programme for the BA in Educational Science and Pedagogy**

## **Programme summary for international partner universities**

*An updated version (in German) is available at:*

*<http://www.uni-marburg.de/fb21/studium/studiengaenge/ba-erbi/studienverlauf/formundok>*

## ***Objectives and content of the degree programme***

The Bachelor of Educational Science and Pedagogy is a broad-based degree programme providing graduates with a wide range of academic and professional perspectives. Students have a number of options for individually tailoring their course and focussing on particular areas. For example, in their second term, students can elect one of two major fields of study: *Social and rehabilitation pedagogy* or *Adult education and extracurricular education for adolescents*.

The BA in Educational Science and Pedagogy qualifies graduates to work in a range of fields connected to education, pedagogy and welfare. Graduates find employment in such fields as child and youth welfare, paediatric and adolescent psychiatry, children's homes, youth treatment centres, social work, education for the elderly, extracurricular education for adolescents and adults, corporate professional development, education planning, education policy, and consulting.

The degree programme provides students with knowledge about the clientele and target groups, structures and social conditions informing pedagogical practice. Students learn to systematically develop and implement pedagogical concepts, and acquire the skills necessary to use research results to reflect on their work and practice.

## ***Structure of the degree programme***

The programme is taught in modules. Each module comprises several courses (seminars, lectures, etc.) focussing on a particular topic. The modules are:

1. Introduction to the educational science and pedagogy degree programme
2. Basic questions about pedagogy
3. Pedagogic theory and pedagogic praxis
4. Internship
5. Introduction to social and rehabilitation pedagogy
6. Introduction to adult education/extracurricular education for adolescents
7. Empirical pedagogy
8. Minor module (elected by students)
9. Framework conditions for training and education
10. a) Challenges and forms of intervention in social and rehabilitation pedagogy  
b) Lifelong learning: Education of adolescents, adults and seniors
11. Pre-bachelor's thesis
12. *Profile modules*

13. Reflection on professional practical experience
14. Presentation of research work
15. Bachelor's thesis

*Note:* The modules printed in italics are not relevant for exchange students.

Each module comprises a certain number of required courses. To pass a module, students must successfully complete a certain number of course assessments and/or examinations.

## ***Types of courses***

Generally, each of the courses in a module is either a lecture or a seminar.

### ***Lectures***

Lectures provide a compact overview of the topic of each module. Some lectures are assessed with final examinations, others require students to keep journals in which they note down their learning process. Alternately, some other form of assessment may be used.

### ***Seminars***

Most courses in this programme are proseminars and seminars. Whereas lectures provide a broad overview, seminars examine a particular issue or question relating to the module topic in greater depth. Seminars usually combine several forms of instruction: for example, lectures given by the course instructor, student presentations, class discussions, or work in small groups.

## ***Credits***

### ***SWS, ECTS and LP***

ECTS (European Credit Transfer System) points and LP (*Leistungspunkte*, or credit points) are identical. They reflect the workload for a specific course or assessment. One credit point (LP) corresponds to approximately 30 hours of workload.

SWS (*Semesterwochenstunden*, or hours per week per term) designates the number of teaching hours normally devoted to a course each week during term time. For example, a seminar of 2 SWS might be timetabled for one two-hour session each week.

**SWS and LP are independent from one another!** For example, two seminars, each with 2 SWS, can still differ in the number of LP. For instance, one of the seminars may require students to do extensive preparatory and follow-up work, organise their own field trips, conduct minor empirical investigations or extensive coursework in addition to merely attending class.

### ***Earning credit points***

Credit points can be earned in a module as follows:

1. By regularly and **actively attending** a course (for courses with 2 SWS, this normally translates into 2 LP),
2. By completing a **course assessment** (*ungraded* assessment in class) or

3. By completing an **examination** (ungraded assessment, either as a combination of several partial module assessments or as a final module examination).

Both course assessments and examinations can be either written (e.g. in the form of a term paper, a written examination or internship report) or oral (e.g. in the form of a student presentation, or oral examination).

## ***Types of course assessments and examinations***

Four main forms of assessments are used: student presentations, oral examinations, term papers and written examinations.

### **Student presentations**

A student presentation is an oral presentation on a particular topic given by a student or a small group of students in a proseminar or seminar. They are based on relevant scientific literature and field studies. The course instructor determines what form the student presentation should take (scope and form of the presentation, scope of the literature to be included, type and scope of a handout or other written outline). Student presentations may count as an oral course assessment or examination.

### **Oral examination (Modules 10 a/b only)**

Modules B 10 a/b are assessed with a graded oral examination. Oral examinations allow students to show that they understand the subject matter and are able to pose relevant critical questions. Candidates are informed of the result immediately after the oral examination. Oral examinations are conducted as individual or group examinations (up to three students), and in the presence of an observer. The examination must last no less than 25 minutes and no more than 35 minutes, per candidate. Normally, students will have 4 weeks in which to prepare for the oral examination (the timeframe is to be determined in consultation with the examiner).

### **Term paper**

Term papers are written assessments on a specific topic. The topic and methodology are usually proposed by students for approval by a lecturer. Term papers require students to research a particular question within a specified time period, drawing on independently researched resources as well as existing scientific literature.

### **Written examination (usually Module 7 only)**

The time allowed for a written examination is 90 minutes. Written examinations allow students to show that they are capable of solving problems and discussing topics within a limited period of time. Candidates are expected to relate their answers to basic knowledge in the field and demonstrate an understanding of accepted scientific methods. Written examinations are normally graded.

## ***List of abbreviations***

ECTS	= European Credit Transfer System (ECTS credits = LP credits)
LP	= Credit Points (Leistungspunkte)
PL	= Examination-based assessment (Prüfungsleistung)
PS	= Proseminar
S/SE	= Seminar
SL	= Course assessment (Studienleistung)
SoSe	= Summer term (Sommersemester)
SWS	= Hours per week per term (Semesterwochenstunden)
VL	= Lecture (Vorlesung)
WS	= Winter term (Wintersemester)

## Module B 1

### Introduction to the educational science and pedagogy degree programme

#### Module description

The module helps students structure their degree programme independently and meaningfully. The **orientation unit** (OE) introduces students to the structure and requirements for this major, and provides an overview of all the courses available. *No separate certificate of attendance will be issued. Instead, students attest to having attended the module by signing the B1 module certificate (2 LP) themselves.*

The **proseminar “Introduction to academic research”** introduces students to the basic principles of academic research. Specific skills are trained, such as searching for academic literature, compiling reports, and presenting research results visually. In particular, the use of media as a didactic aid will be taught and practised.

The **proseminar “Exploring pedagogical practice”** introduces students to pedagogical institutions in the greater Marburg area, and includes exploratory visits and job shadowing. Selected institutions will be discussed in terms of their mission and methods of operation. This is intended to guide students in choosing a future professional field and/or internships.

<b>Teaching units</b>	The module comprises three compulsory courses which should all be completed during the first term: <ol style="list-style-type: none"><li>1. Orientation unit (2 LP, without certificate)</li><li>2. Proseminar: Introduction to academic research (2 LP)</li><li>3. Proseminar: Exploring pedagogical practice (2 LP)</li></ol>
<b>Required assessments</b>	1 oral examination (in the PS Introduction to academic research) (2LP) 1 oral course assessment (in the PS Exploring pedagogical practice) (student presentation based on exploration) (1 LP) 1 written examination (in the PS Exploring pedagogical practice) (student presentation based on exploration) (1 LP)
<b>Total number of credits</b>	10 LP

## Module B 2

### Basic questions about pedagogy

#### Module description

This module introduces basic questions and terms associated with educational science and pedagogy. It introduces students to various scientific approaches in the discipline, and helps them to situate pedagogical problems within their historic and social context.

In this way, the module familiarises students with the basic terms of educational science. Students learn to differentiate common-sense ideas from scientific ways of thinking about education. They learn to comprehend and distinguish selected theoretical approaches and apply them to scientific problems in education. Finally, students are introduced to the basic social and structural developments in the history of education and training, and learn about processes of change in fields of pedagogical practice.

<b>Teaching units</b>	The module comprises three courses: <ul style="list-style-type: none"><li>• Introductory lecture (2 LP)</li><li>• Two proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (2 LP) 1 written examination to complete the module (coursework) (2 LP)
<b>Total number of credits</b>	10 LP

## Module B 3

### Pedagogic theory and pedagogic praxis

#### Module description

This module explores, at introductory level, the interaction between pedagogical theory and practice. Students will learn fundamental skills enabling them to reflect critically on scientific theories relevant to the profession. Fields of pedagogical practice and the associated pedagogical processes are introduced and analysed critically in their relation to praxis. Students explore how pedagogical theory can provide orientation for pedagogical action. The discussion of pedagogical professionalism, including professional ethical concerns, plays an important role here, too.

The compulsory lecture “The relationship between theory and practice in educational science – Research, degree programme and profession”, introduces students to basic perspectives on pedagogy as a science and a profession.

The interrelationship between pedagogical theory and practice is discussed in the proseminars using specific examples. The goal is to give students the skills required to analyse pedagogical processes and to reflect critically on pedagogic practice in various institutional settings. The focus will be either on theoretical concepts or specific practical fields.

<b>Teaching units</b>	The module comprises three courses: <ul style="list-style-type: none"><li>• Introductory lecture (2 LP)</li><li>• Two proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (2 LP) 1 written examination to complete the module (coursework) (2 LP)
<b>Total number of credits</b>	10 LP

## Module B 5

### Introduction to social and rehabilitation pedagogy

#### Module description

This module introduces the practical field of social and rehabilitation pedagogy. It outlines common theoretical approaches and associated methodologies, and introduces the basic forms of social and rehabilitation pedagogical practice.

The lecture (2 SWS) tackles basic topics related to social and rehabilitation pedagogy (including addressees and target groups, didactics and methods of social and rehabilitation pedagogy, financing).

The two seminars (2 SWS each) The seminars are providing the theoretical foundation for examining of and reflecting on social and rehabilitation pedagogic praxis as a profession. They also provide basic historical knowledge about the differentiation of social and rehabilitation pedagogy as a profession, and introduce the basic forms of social and rehabilitation pedagogical practice. Finally, the specific challenges of pedagogic interventions will be illustrated using specific examples, and theoretical knowledge explored in more depth.

<b>Teaching units</b>	The module comprises three courses: <ul style="list-style-type: none"><li>• Introductory lecture (2 LP)</li><li>• Two proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessments (report) (2 LP) 1 written examination to complete the module (coursework) (2 LP)
<b>Total number of credits</b>	10 LP

## Module B 6

### Introduction to adult education/extracurricular education for adolescents

#### Module description

This module introduces students to the practical field of adult education and extracurricular education for adolescents. It outlines the basic forms of adolescent and adult education and examines different theoretical approaches in this field as well as associated methodologies.

The lecture introduces basic topics related to adult education/extracurricular education for adolescents (including addressees and participants, organisational principles, law, institutional field, macro- and micro-didactics, financing, statistics).

The two proseminars lay the theoretical groundwork for viewing adolescent and adult educational praxis as a profession. They also teach basic historical knowledge about the differentiation of adult education/extracurricular education for adolescents as a profession, and introduce the basic forms of pedagogic practice for adolescents and adults. Finally, specific challenges associated with pedagogic work in practice will be illustrated using specific examples, while exploring theoretical knowledge in more depth.

This introductory module aims to provide students with the research-based knowledge and criteria needed to evaluate fields of practice at different didactic levels (system, organisation, interaction).

<b>Teaching units</b>	The module comprises three compulsory courses: <ul style="list-style-type: none"><li>• Lecture (2 LP)</li><li>• Two proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (2 LP) 1 written examination to complete the module (coursework) (2 LP)
<b>Total number of credits</b>	10 LP

## Module B 7

### Empirical pedagogy / Research methods

#### Module description

This module familiarises students with basic questions and research techniques in education science-related research. The main goal of this module is for students to learn about the methodical evaluation of empirical analyses. Students will acquire basic knowledge of research theory, especially qualitative and quantitative research methods and statistics for the social sciences.

The seminar titled “Introduction to empirical pedagogy and its research methods”, introduces students to basic approaches in empirical education science. Other main topics include research designs, random sampling and the path from research question to data evaluation.

The seminar includes an project-based exercise, in which students will conduct an education science-related project in small groups by way of a practical case study.

The “Introduction into social scientific statistics” (combination of lecture, seminar and tutor-supervised project) provides students with a basis for critically evaluating education and social science-related research, while teaching them to handle the empirical resources they will need in their future professions.

<b>Teaching units</b>	The module comprises two courses and one project. <i>The teaching units must be attended in this order:</i> <ul style="list-style-type: none"><li>• Seminar (2 LP)</li><li>• Lecture and seminar (7 LP)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (1 LP) 1 written examination to complete the module (2 LP)
<b>Total number of credits</b>	10 LP

## Module B 9

### Framework conditions for training and education

#### Module description

This module deals with the social, cultural, gender and migration-inflected conditions influencing education and training. It comprises one lecture and two seminars. It aims to provide students with theoretical foundations for examining social and institutional conditions affecting education and training, and will include international comparison. It also prepares students for the profile module B 12, where certain issues (e.g. counselling, gender, migration, etc.) and fields of practice discussed here will be addressed in greater depth. It is also possible for minor subject modules to be tied in with this.

<b>Teaching units</b>	The module comprises three courses: <ul style="list-style-type: none"><li>• Introductory lecture (2 LP)</li><li>• Two proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (2 LP) 1 written examination to complete the module (coursework) (2 LP)
<b>Total number of credits</b>	10 LP

## Module B 10a

### Challenges and forms of intervention in social and rehabilitation pedagogy

#### Module description

This module will revise the main topics associated with social and rehabilitation pedagogy and helps students acquire skills relating to specific forms of intervention in these fields of work.

The lecture provides a systematic framework for addressing the main problems and forms of intervention in social and rehabilitation pedagogy. It discusses historic processes which would produce specific social problems and needs, as well as the formation of new social infrastructures and specific modes of support. Discussion will also address critiques of certain forms of support as well as debates about possible alternatives.

Field-specific forms of intervention are discussed and further explored based on examples in the three seminars.

<b>Teaching units</b>	The module comprises four courses: <ul style="list-style-type: none"><li>• Introductory lecture (2 LP)</li><li>• Three proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (2 LP) 1 oral examination* (2 LP) 1 written examination to complete the module (coursework) (coursework) (3 LP)
<b>Total number of credits</b>	15 LP

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\* Information about oral examinations can be found in section 10, subsection 5 of the StPO (study and examination regulations) and here in the Module Manual, Chapter 2

## Module B 10b

### Lifelong learning: Education for adolescents, adults and seniors

#### Module description

This module deals with topics related to the career training and professional development of various target groups. The approach is informed by the increasingly popular notion of lifelong learning.

The lecture provides an overview of individual developmental tasks, learning practices and teaching/learning arrangements that respond to varying educational needs at all stages in life (for example, education for adolescents, adults, seniors), and introduces different approaches for analysing these needs.

The three seminars explore this material and associated methodologies in greater depth, examining specific examples and fields of practice.

Possible topics include:

- Peer-group and youth-culture affiliations
- Theories concerning adult socialisation and lifelong learning
- Education for adolescents, adults and the elderly
- Networks of learning and learning in networks
- Needs assessment and programme development

<b>Teaching units</b>	The module comprises four courses: <ul style="list-style-type: none"><li>• Introductory lecture (2 LP)</li><li>• Three proseminars (2 LP each)</li></ul>
<b>Required assessments</b>	1 oral course assessment (student presentation) (2 LP) 1 oral examination* (2 LP) 1 written examination to complete the module (coursework) (3 LP)
<b>Total number of credits</b>	15 LP

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\* Information about oral examinations can be found in section 10, subsection 5 of the StPO (study and examination regulations) and here in the Module Manual, Chapter 2