

**Institut für Erziehungswissenschaft
des Fachbereichs Erziehungswissenschaften (FB 21)**

Degree programme

“Bachelor of educational science and pedagogy“

Summarised information for international partner universities

An updated (German) version is available at:

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

Objectives and contents of the degree programme

The bachelor of "Educational science and pedagogy" is a broadly based degree programme and therefore offers a large variety of academic and professional perspectives. At the same time, a number of opportunities exist to develop an independent profile and to set priorities. For example, the second term provides the option of selecting a specialty module in one of the two major fields of study *Social and rehabilitation pedagogy* or *Adult education and Extracurricular education for adolescents*.

Thanks to the academic qualification, graduates of the BA degree programme „Educational science and pedagogy“ are entitled to work in the entire field of education, pedagogy and welfare, e.g. in the fields of child and youth welfare, paediatric and adolescent psychiatry, group home education, social work, working with seniors, as consultants, in extracurricular education for adolescents and adults, corporate further training, education planning and education policies.

For this purpose, the degree programme provides knowledge about the clientele and target groups, structures and social framework conditions associated with pedagogical work, forms and possibilities of intervention; it conveys skills for the systematic development and implementation of pedagogical concepts along with research-guided reflexion skills.

Language of instruction: German!

Structure of the degree programme

The contents of the programme are presented in teaching units (modules), comprising several topic-related classes (seminars, lectures, etc.):

1. Introduction into the degree programme for educational science
2. Basic questions concerning pedagogy
3. Pedagogic theory and pedagogic action
4. *Internship module*

5. Introduction into social and rehabilitation pedagogy
6. Introduction into adult education/extracurricular education for adolescents
7. Empirical pedagogy
8. *Minor subject module (different minors are possible)*
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. *Final paper*
12. *Profile modules*
13. Reflexion on the professional practical experience
14. Presentation of research work
15. *Bachelor thesis*

Note: the modules printed in italic are irrelevant for exchange students.

The modules comprise a different number of compulsory classes as well as course and examination achievements required for the successful completion of the module.

Types of classes

Lecture

The lectures are designed to provide a compact overview of the module topic. The lecturer generally introduces the topic in the form of a lecture. Some lectures also involve final written examinations and accompanying learning journals, etc.

Seminars

The majority of classes for the bachelor of „Educational science and pedagogy“ programme consists of proseminars and seminars. Seminars are designed to provide exemplary in-depth knowledge of topics and questions concerning the module topic for which the lecture merely offers an overview. In the seminars, the topic is usually worked out using a combination of lectures given by the person in charge of the seminar, reports prepared by the students as well as discussions and work done in small groups.

Credits

SWS, ECTS and LP

ECTS (European Credit Transfer System) points and LP (achievement credits) are identical. They reflect the workload required for a specific course or examination achievement. One achievement credit (LP) corresponds to approximately 30 hours.

SWS (hours per term week) designates the number of hours normally held for the seminar every week during the entire semester as hours in attendance. A seminar with 2 SWS is held weekly for 2 hours.

SWS and LP are independent from one another! For example, two seminars both held for 2 SWS can still have a different number of LP because one of the seminars requires the completion of additional extensive independent preparatory and wrap-up work, independently organised excursions, minor empirical evaluations or extensive coursework in addition to the attendance.

Acquisition of achievement credits

Achievement credits can be acquired within the scope of a module as follows:

1. with the regular and **active attendance** in a class (for classes with 2 SWS, these are normally 2 LP),
2. with the **course achievement** (*ungraded* achievement within the scope of a class) or
3. with an **examination achievement** (*ungraded* achievement, either as combination of several partial module achievements or as final module examination).

Both course and examination achievements can be in written (e.g. in the form of coursework, written examination or internship report) or oral format (e.g. in the form of a report, oral examination or presentation). The number of LP granted for an achievement is independent of whether they relate to an examination or course achievement.

Forms of course and examination achievements

Reports

Reports are oral presentations concerning defined topics within the scope of proseminars or seminars. They are presented by individual students or small groups of students according to context provided by the person in charge of the seminar based on joint literature and field studies. The standards issued by the respective person in charge of the course will apply to the actual structure of a report as oral course or examination achievement (scope and form of the presentation, visualisation, scope of the literature to be included, type and scope of a handout or other written outline).

Oral examination (module 10 a/b)

A graded oral examination is intended for B10 a/b. With the oral examination, students have the opportunity to prove that they understand the contents of the examined subject and that they are capable of arranging specific questions into these contents. The result will be communicated to the examinee after the oral examination. Oral examinations will be conducted as individual or group examinations with up to three students in the presence of an observer. The duration of the examination per candidate may not be less than 25 and not more than 35 minutes. Normally, the preparation time for the examination should be 4 weeks (this will be coordinated during the consultation hours).

Coursework

Coursework is a written presentation of defined topics usually proposed and treated by the students (in consultation with an instructor and with the use of scientific working methods). The students are asked to scientifically process and present a written document concerning a specific topic within a defined period of time and with the use of independently researched resources and technical literature.

Written examination (routinely module 7 only)

The duration of the written examination is 90 minutes. The written examinations provide the candidates with the opportunity to prove that they are capable of solving problems and treating topics based on the required basic knowledge within a limited period of time and with the application of common methods of the subject. Written examinations are normally graded.

List of abbreviations

ECTS	= European Credit Transfer System (ECTS credits = LP credits)
LP	= Achievement credits
PL	= Examination achievement
PS	= Proseminar
S/SE	= Seminar
SL	= Course achievement
SoSe	= Summer term
SWS	= Hours per term week
VL	= Lecture
WS	= Winter term

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Module B 1

Introduction into the degree programme educational science and pedagogy

Contents

The module is designed to enable the students to structure their degree programme independently in a meaningful way with respect to organisation and content. Therefore, the study major, structure and requirements will be discussed in the **orientation unit** (OE) and an overview of the entire academic calendar will be provided. *No separate certificate for enrolment will be issued, but the attendance will be entered on the module certificate for B1 with 2 LP by the students themselves.*

In the **proseminar „Introduction into research work“**, the students will be introduced to the basics of research work. The focus is on specific exercises for conducting literature searches, the compilation of reports as well as the visual presentation of work results. In particular, the use of media as didactic aid will be taught and practised.

The **proseminar „exploration of the practical field“** is designed to get acquainted with pedagogic institutions in the greater Marburg area, with the inclusion of exploratory visits and job shadowing. This will be used to discuss objectives as well as modes and methods of operation of select institutions and to develop decision criteria for the selection of fields of practice and internship positions.

Teaching units	The module comprises three compulsory classes which should all be completed during the first term: <ol style="list-style-type: none">1. Orientation unit (2 LP, without certificate)2. Proseminar: introduction into research work (2 LP)3. Proseminar: exploration of the practical field (2 LP)
Required achievements	An oral examination (in the PS Introduction into research work), (2 LP) An oral course achievement (in the PS Exploration of the practical field) (exploration report) (1 LP) A written examination (in the PS Exploration of the practical field) (exploration report) (1 LP)
Total number of credits	10 LP

Module B 2

Basic questions concerning pedagogy

Contents

The module is an introduction into the basic questions and basic terms associated with educational science and pedagogy and familiarises the students with different approaches of the discipline based on scientific theory and helps them understand pedagogic problems within their historic and social context.

In doing so, the students are acquainted with the basic terms of educational science. They acquire the skills that allow them to differentiate between the worldly pedagogic ideas and educational scientific ways of thinking, to comprehend and distinguish select theoretical approaches and use them to understand educational scientific problems. In addition, they are introduced to the basic social and structural historic developments of education and training and are familiarised with the change processes associated with pedagogic fields of action.

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

Module B 3

Pedagogic theory and pedagogic action

Contents

The module is designed to introduce the correlation between theory and practice in pedagogy. The fundamentals for the critical reflexion on profession-relevant scientific theories are conveyed, pedagogic fields of practice and the associated pedagogic processes described in a practice-oriented way (conceptually and systematically) and analysed critically and the orientational function of pedagogic theory for pedagogic action is explored. The discussion of pedagogic professionalism including professional ethical concerns is an important element.

Within the scope of the compulsory lecture „the relationship between theory and practice in educational science – research, degree programme and profession“, students are introduced to the basic perspectives of pedagogy as science and profession.

The correlation between pedagogic theory and pedagogic practice is dealt with in the proseminars based on examples. The goal is to convey the skills required to analyse pedagogic processes and for the critical reflexion on pedagogic action in different institutional areas. The focus is either on theoretical concepts or specific practical fields.

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

Module B 5

Introduction into social and rehabilitation pedagogy

Contents

This module conveys the basic knowledge about the action field social and rehabilitation pedagogy, illustrates the theoretical approaches and corresponding methodological/methodical consequences and introduces the basic forms of social and rehabilitation pedagogy-related actions.

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

The two seminars (2 SWS each) form the basis for the theoretical profession-related view of social and rehabilitation pedagogic action, provide historic basic knowledge about the differentiation of social and rehabilitation pedagogy as profession and introduce the basic forms of social and rehabilitation pedagogic activities. In addition, specific challenges of pedagogic activities will be illustrated in the form of examples and the theoretical knowledge deepened.

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

Module B6

Introduction into adult education/extracurricular education for adolescents

Contents

This module provides basic knowledge about the practical field of adult education and extracurricular education for adolescents, introduces the basic forms of pedagogic actions for adolescents and adults and shows different theoretical approaches to the field of activity and the associated methodological/methodical consequences.

The lecture introduces the basic topics concerning adult education/extracurricular education for adolescents (including addressees and participants, organisational principles, law, institutional field, macro and micro didactics, financing, statistics, science, degree programme).

The two proseminars form the basis for the theoretical profession-related view of adolescent and adult educational actions, convey historic basic knowledge about the differentiation between adult education/extracurricular education for adolescents as profession and introduce the basic forms of pedagogic activities for adolescents and adults. In addition, specific action challenges associated with pedagogic work will be illustrated in the form of examples and the theoretical knowledge deepened.

The goal of the introduction is the acquisition of research-based knowledge and criteria to evaluate the practical fields on different didactical levels (system, organisation, interaction).

Teaching units	The module comprises three compulsory classes: <ul style="list-style-type: none">• Lecture (2 LP)• Two assigned proseminars (2 LP each)
Required achievements	1 oral course achievement (report) (2 LP) 1 written examination to complete the module (coursework) (2 LP)
Total number of credits	10 LP

Module B 7

Empirical pedagogy / research methods

Contents

This module is designed to familiarise the students with the basic questions and research techniques involving education science-related research. The main goal of this module is the acquisition of knowledge about the methodical evaluation of empirical analyses. Basic knowledge of research theory in qualitative and quantitative research methods and social science-related statistics is acquired.

In the seminar entitled „Introduction into empirical pedagogy and its research methods“, students are acquainted with the basic approaches of empirical pedagogy. Other main topics include research designs, random sampling construction and the path from research question to data evaluation.

An exercise project teaching the conduct of an education science-related project based on an example in small groups is part of the seminar.

The „Introduction into social scientific statistics“ (combination of VL, seminar and exercise project) forms the basis for the competent reception of education and social science-related research work and conveys the basic knowledge for dealing with empirical knowledge required for the future occupation.

Teaching units	The module comprises two classes and one project. <i>The teaching units must be attended in the specified order:</i> <ul style="list-style-type: none">• Seminar (2 LP)• Lecture with integrated teaching research project (7 LP)
Required achievements	1 oral course achievement (report) (1 LP) 1 written examination to complete the module (written examination)
Total number of credits	10 LP

Module B 9

Framework conditions for training and education

Contents

This module deals with the social, cultural, gender and migration-specific conditions of education and training. It comprises one lecture and two seminars. The qualification goal is the acquisition of theoretical fundamentals with respect to the social and institutional framework conditions of education and training, including in an international comparison. The mentioned accentuations (e.g. consultation, gender, migration, etc.) also serve as preparation for profile module B12 in which students have the opportunity to deal with certain contents or problems and fields of practice in a more in-depth and specialised manner at a later date during their course of studies. It is also possible that the minor subject modules tie in with this.

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

Module B 10a

Challenges and forms of intervention in social and rehabilitation pedagogy

Contents

This module is designed to consolidate main topics associated with social and rehabilitation pedagogy and provides the students with the opportunity to acquire skills with respect to specific forms of intervention in these fields of work.

The lecture provides a systematic framework for the main problems and forms of intervention in social and rehabilitation pedagogy. It discusses historic social processes resulting in the formation of social support networks on the one hand and the addressees' specific needs for support on the other hand. The criticism of certain forms of support is part of the debate as is the question about possible alternatives.

Field-specific forms of intervention are discussed, consolidated and examined based on examples in the three seminars.

Teaching units	The module comprises four classes: <ul style="list-style-type: none">• Introductory lecture (2 LP)• Three assigned proseminars (2 LP each)
Required achievements	1 oral course achievement (report) (2 LP) 1 oral examination* (2 LP) 1 written examination (coursework) (3 LP)
Total number of credits	15 LP

* 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

Contents

The module is designed to consolidate the main topics associated with resume-related education of different target groups against the backdrop of the increasingly popular social biographic guiding principle of lifelong learning.

The lecture provides an overview of development tasks, learning practices and teaching/learning arrangements based on the stages of life (education for adolescents, adults, seniors) and introduces different approaches for analysing attendees and addressees.

The three seminars provide a content and field-specific consolidation based on examples along with the corresponding methodical implementation.

Possible topics include:

- Youth culture-related forms of gathering
- 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

Teaching units	The module comprises four classes: <ul style="list-style-type: none">• Introductory lecture (2 LP)• Three assigned proseminars (2 LP each)
Required achievements	1 oral course achievement (report) (2 LP) 1 oral examination * (2 LP) 1 written examination (coursework) (3 LP)
Total number of credits	15 LP

* 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