

Bachelor in Educational Sciences

Bachelor en Sciences de l'Éducation
(Bachelor professionnel)



□ FACULTY OF LANGUAGE AND LITERATURE, HUMANITIES, ARTS AND EDUCATION

Bachelor in Educational Sciences

General organisation The Bachelor in Educational Sciences (BSCE) at the University of Luxembourg is an innovative integrated four-year study programme (8 semesters of full-time study) which started in 2005. The programme leads to a Bachelor's degree in Educational Sciences with a particular focus on learning and teaching, delivered to students who have successfully completed the course requirements of 240 ECTS credits.

Target population The study programme is conceived for students interested in the field of educational sciences in general and who are minded to develop the competences necessary for the teaching profession in particular. It provides qualifications for teaching in preschool, primary school, in preparatory classes of the technical secondary school and in institutions for children with special needs.

Campus location The programme is run at Campus Walferdange. Integrated internships take place within schools across the Grand Duchy of Luxembourg.

Admission requirements The programme accepts a limited number of students per academic year. Applicants are required to hold a Luxembourgish or international High School degree/certificate. Candidates with foreign education certificates should contact the programme administration for further information about entrance requirements. In addition, applicants are required to pass a written exam in the official languages of the programme. Further information about this procedure can be retrieved from the programme's website <http://bsce.uni.lu>

Guiding principles The Bachelor's degree in Educational Sciences is built along four core objectives:

1. Learning how to learn

Students construct their knowledge within contextualised activities on the basis of their actual needs and questions. The programme strongly encourages the appropriation of theoretical concepts, which will be recurrently used for analysing one's own and others' learning.

2. Developing in a community of learners

Students learn while interacting in social contexts and specifically nurtured learning communities drawing upon all kinds of available resources, i.e. material, technological, conceptual and social. Furthermore, the programme strives to develop a research and learning community among all actors involved.

3. Being a responsible actor and author

Students are accountable for their personal development. The learner's "voice" is encouraged in a broad variety of contexts and through authentic individual and collective productions. The programme emphasises the diversity of individual pathways and encourages pluralistic cultural contribution.

4. Growing and developing

Learners engage in a developmental process where they are allowed to work on their individual concerns and projects. Academic staff supports this development by encouraging processes such as creating, documenting, reflecting and evaluating personal initiatives. Moreover, students get supported via tutorials and peer-tutoring. The main concern of the programme is to develop an actor's critical stance towards his own practice.

A multilingual course

Referring to the languages used at the multilingual University of Luxembourg (French, German, English and Luxembourgish), the BScE programme promotes linguistic and cultural diversity within its modules. Accordingly, most courses are taught in German, some in French or English, still others are bi- or multilingual, i.e. participants may switch between several languages within the same course when interacting, drawing upon references or producing seminar outputs.

Learning in Transdisciplinary Curriculum Lines (TCL)

Teaching and learning processes are triggered within 8 Transdisciplinary Curriculum Lines (TCL). They underpin a collaborative and integrated curriculum stressing crucial learning issues across semesters. The characteristic of these TCL is that they persist throughout the whole study programme.

TCL 1: Becoming a teacher in a learning community - Analysing and coaching the personal and professional development.

TCL 2: Researching learning in context - Analysing ongoing learning processes and professional practice at school.

TCL 3: Learning as practice - Pedagogical, didactical, psychological and gender perspectives on learning processes.

TCL 4: Educating the generations of tomorrow - Pedagogical, psychological, political, sociological & gender perspectives on educational processes.

TCL 5: Schooling in a multicultural society - Pedagogical, sociological, political and gender perspectives on school and society at large.

TCL 6: Signs & signifying practices - Pedagogical, and didactical perspectives on the interdisciplinary field of language, visual arts, media, music and technologies.

TCL 7: Inquiring minds - Pedagogical and didactical perspectives on an interdisciplinary field of elementary science and mathematics.

TCL 8: Developing interest - Approaches to develop and deepen areas of personal interest.

Each TCL is made up of several modules (courses). A module is taught through a range of 5 half-day seminars and several tutorial sessions. These basic training elements explore specific issues of the common subject at the micro level.

Semester themes

Each semester is arranged around a leading semester theme emphasising a core learning topic and is nurtured by mandatory modules, optional modules, tutorials and internships. As a structuring element at the macro level this leading theme orientates the content and the composition of the compulsory modules of a semester.

Semester 1: Making the familiar strange

Semester 2: Culture as a resource for learning

Semester A: Acting in meaningful activities

Semester B: Individual pathways of learning and development

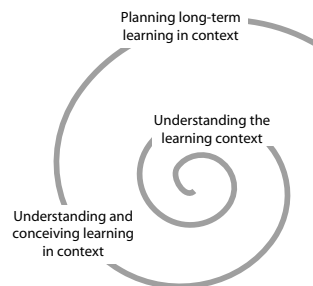
Semester C: Creating and producing together

Semester D: Developing autonomous learners

Semester Y: Creating innovate learning environments for younger children

Semester O: Creating innovate learning environments for older children

A research-oriented programme structure



The programme puts strong emphasis on research activities. Research methodologies are taught in order to develop a basic reflective stance and the ability to observe and analyse learning processes in context. Students start conducting own collaborative and individual enquiries in various educational settings from their first semester onward. These explorations provide data resources for further training activities. The foci of the fieldwork develop like a spiral starting by understanding the learning context and ending up by planning long term learning in context.

Articulating internship and academic work

Fieldwork (research, pedagogical projects and practice) is a recurring part of each semester and starts as early as semester one. During internship the student is focusing on children's learning processes in context which are to be documented for later thorough analysis. In addition, the responsibilities for pedagogical activities will be gradually increased in cooperation with the individual mentors and tutors.

Blended learning

The programme strongly supports a blended learning approach combining F2F interactions with trainers, both individual and collective, and learning within technologically enhanced collaborative spaces.

The total workload of a semester is about 780h. Students are working about one third of the overall study time by interacting with trainers (academic staff, international guest teachers and teachers from local schools) and two thirds in autonomous mode.

Contact

G rard Grets - Course Director - T +352 / 46 66 44 9359

Prof. Helmut Willems - Vice Course Director - T +352 / 46 66 44 9379

Marc Wantz - Coordinator - T +352 / 46 66 44 9322

Bachelor in Educational Sciences
University of Luxembourg - Campus Walferdange
B.P. 2 / L-7201 Walferdange

Web: <http://bsce.uni.lu>
Email: bsce@uni.lu