

Course Catalogue 24-25

Bachelor Teacher Education Primary Education (full-time)

Please be aware that the courses are taught in Dutch, except for two international programmes which are taught in English (<https://www.marnixacademie.nl/international>).

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Preface

Welcome to the course catalogue. Please be aware that all courses are taught in Dutch, except the programmes Kids for Change and Special Educational Needs. For more information about those two programmes go to the <https://www.marnixacademie.nl/international>. Please note that all the following abbreviations are in Dutch.

All our courses are included in a programme of one semester (30 ECTS). Taking only a part of a programme, less than 30 ECTS, is impossible. If you are interested or would like to receive more information about a specific course or a specific semester please contact: marnixinternational@hsmarnix.nl.

This will guide you during your studies at the Marnix Academy. You will find a brief description of each course introduction and its learning goals. This course catalogue also indicates how many ECTS you will receive once you complete the course. More information about the content of the courses is available in Dutch.

The content of this course catalogue is fixed for the entire academic year 2024-2025. Although the information in this course catalogue has been prepared with care, changes may occur.

1. Year 1

1.1 OWE1A “Ik als leraar” – Me as a teacher

Introduction The study unit 1A ‘Me as a teacher’ focuses on the very first teaching activities of you as a prospective teacher. In two learning tasks, you grow in different roles of a primary school teacher: role model, didactic skills, expert, pedagogue, and coach. You also practice the social role of a teacher. This semester we link these roles to five school subjects: language, music, physical education, religious and philosophical education, and handwriting development. In the first learning task the emphasis is on the teacher in teacher practice (your first teaching activities as a teacher) and in the second learning task the focus is on the social role of the teacher.		
Learning goals Learning task 1: The teacher in me Learning task 2: The world citizen in me If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactic skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities throughout 14 weeks • Working independently in digital learning-working environments • Training courses • Study coaching: alternating meetings of 1 or 2 hours • Internship included (1 day per week) 	ECTS Part of IAM1 (30 ECTS) and P-ASS (30ECTS)
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected	

1.2 OWE 1B. “Kijken met kinderoogen” – Looking from the perspective of a child

Introduction To design and implement good education you first have to look carefully at children. What makes them happy? How do they think about the world around them? How do they learn? What used to make you enthusiastic at school? What was boring or difficult? By looking carefully at children you will soon be able to design custom-made education!
Learning goals Learning task 1: “Leerlingen in beeld brengen” – Observing children Learning task 2: Prepare, implement, and evaluate a guided teaching activity for a small group of children. If you would like to have more information please contact marnixinternational@hsmarnix.nl .

Skills Pedagogical skills Course content skills Course didactic skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities throughout 14 weeks • Working independently • Training courses • Study coaching: alternating meetings of 1 or 2 hours • Internship included (1 day per week) 	ECTS Part of IAM1 (30 EC) and P-ASS (30EC)
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected	

1.3 OWE 2A. “Oog voor elkaar” – Looking out for each other

Introduction In 1B you looked specifically at one child and a small group of children. In 2A you will look at the pedagogical climate of the entire class. A good teacher can instill confidence in children and establish a relationship with them, guide behaviour, and strengthen mutual relationships between children to contribute to a safe pedagogical climate. In addition, you develop a feeling for the broader context of the school and the task of the school in society. You will work with fellow students on an activity in the school which is connected to this broader theme. The focus is on collaboration. The courses in music and drama are interwoven with the themes mentioned above.		
Learning goals Learning task 1: “Oog voor de groep” – Looking out for the group Learning task 2: “Oog voor de school in de wijk” – Understanding the neighbourhood in which the school is located Learning task 3: “Oog voor Muziek en Drama” – Attention to Music and Drama If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactic skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities throughout 14 weeks • Working independently in digital learning-working environments • Training courses • Study coaching: alternating meetings of 2 hours • Internship included (1 day per week) 	ECTS Part of P-ASS (30EC)
Language of instruction and assessing	Attendance and obligation to participate Active participation is expected	

Dutch	
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1.4 OWE 2B. “Doel voor ogen” – Goal in mind

Introduction A good teacher can provide responsible and inspiring education. In this study unit, you learn to look critically at the education you provide, to make adjustments, and to design and provide new education yourself. The course didactics of OJW (orientation on yourself and the world), Mathematics, and Dutch are discussed and pedagogical and educational theories and applications are linked to this. Based on the philosophy of a rich environment, extra emphasis is placed on the use of digital resources.		
Learning goals Learning task 1: The student adapts existing teaching materials Learning task 2: The student executes the adjusted education from learning task 1 and reflects on it Learning task 3: The student designs two lessons and executes these according to the methods offered during learning tasks 1 and 2 If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactic skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities throughout 14 weeks • Working independently in digital learning-working environments • Training courses • Study coaching: alternating meetings of 1 or 2 hours • Internship included (1 day per week) 	ECTS Part of IAM1 (30 EC) and P-ASS (30EC)
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected	

1.5 Study coaching (included in programme and testing)

Introduction During study coaching meetings you will be guided in the process of becoming a self-directed, self-aware, and competent teacher. To work as a self-managing professional, it is important that you gain insight into your learning, that you learn to plan your learning, and that you can reflect. If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Professional identity Broad professionalisation	Language of instruction and assessing Dutch

1.6 2 A Training focus (included in programme and testing)

Introduction With the Focus method, you will bring practice and training together. With the Focus method, we want to ensure that all students at the Marnix Academie, during and after their courses, can learn independently, with fellow students or colleagues from the video recordings of their actions in practice. Through joint analysis, reflection, and feedback, you achieve meaningful learning experiences. If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Professional identity Pedagogical skills Broad professionalisation	Language of instruction and assessing Dutch

1.7 1 A Training voice and expression (included in programme and testing)

Introduction As a prospective teacher, you have probably thought about how you will stand in front of the class. Perhaps you have already spoken to groups or gained experience as a teaching assistant. In this course, you could ask yourself: How do I define a good teacher? What role do voice and expression have in this? Who am I already in terms of voice and expression? What else do I need? If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Professional identity Pedagogical skills	Language of instruction and assessing Dutch

1.8 1A and 2A Training Ukulele (included in programme and testing)

Introduction In this training course, you learn to musically guide yourself on the ukulele while singing a song. You will learn about tuning the instrument, posture, basic chords, strokes, and different songs that you can play in practice. The focus is on learning to play and sing at the same time. The ultimate goal is that you can guide yourself with the ukulele while singing at the same time. If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Professional identity Course content skills Course didactic skills	Language of instruction and assessing Dutch

1.9 Training speaking skills English – Speak up (included in programme and testing)

Introduction In this programme you will work on your speaking skills and Classroom English (the English you speak in class) so you can teach English in English. This module is preceded by a diagnostic
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written test (TELE). This test will test your vocabulary, your grammar, and your use of English and will take place in semester 1. The Speak Up programme prepares you for the oral proficiency test later in the year.

To graduate, you must be able to demonstrate that your speaking skills for English are at level B2 of the Common European Framework of Reference. B2 is the minimum level required to be able to teach (high-quality) English.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills	Language of instruction and assessing
Course content skills	Dutch
Course didactic skills	

1.10 Training “Op weg naar professionele gecijferdheid” – Towards professional numeracy (included in programme and testing)

Introduction

In ‘Towards professional numeracy’, you will work on your mathematic skills.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills	Language of instruction and assessing
Course content skills	Dutch
Course didactic skills	

1.11 1A. Training Handwriting Development – “Eigen vaardigheid” - Personal skill (included in programme and testing)

Introduction

In the course handwriting development – personal skill, you will focus on your handwriting development. In your role as a primary school teacher, you will encounter various types of handwriting. You will write on a blackboard or in children's notebooks.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills	Language of instruction and assessing
Course content skills	Dutch
Course didactic skills	

2. Year 2

2.1 OWE 3 “Creatieve Kracht” - Creative Power

Introduction

Creativity, imagination, and problem-solving skills are important skills in the 21st century. In this study unit, you will work on increasing your knowledge, skills, and insights regarding the creative development of students. You know that creativity can relate to all areas of learning, which is why we work on the study unit Creative Power on mathematics, Dutch, arts, music, drama, dance, and educational science/pedagogy (OP).

Learning goals Learning task 1: Shape creative processes with course didactics Learning task 2: Determine the starting point of creativity in your group and for yourself Learning task 3: Stimulate the creativity of children with a design If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactical skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities during 14 weeks • Working independently in digital learning-working environments • Training courses • Study coaching: alternating meetings of 1 or 2 lesson hours • Internship included (2 days per week) 	ECTS Part of IAM3 (30 EC)
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected	

2.2 OWE 4A. “Leren voor het leven” - Learning for life

Introduction The study unit Learning for life, is in semesters 4 and 5. In this study unit, you learn how children learn to orient themselves to the world and their place in it. You develop the skills you need as a teacher to support and guide children.		
Learning goals Learning task 1: You know and oversee (part of) the general base of the course content, didactics of the courses OJW, GLV, language, and digital literacy (DG). Learning task 2: You delve deeper into a theme within OJW or GLV education, demonstrating your ability to select and study suitable sources for this Learning task 3: You design and execute a lesson series around a chosen theme, in which you let children discover the world in at least two-course areas within OJW and GLV are discussed and language education, ICT, and digital literacy are integrated. If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactical skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities during 14 weeks • Work independently and with a learning team on education • Training courses 	ECTS Part of IAM4 (30 EC)

	<ul style="list-style-type: none"> • Study coaching: alternating meetings of 1 or 2 hours • Internship included (2 days per week) 	
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected	

2.3 OWE 4B Educational needs

Introduction In this educational unit, we will zoom in on the educational needs of the individual children for the courses physical education, mathematics, English, handwriting education, and language. You will learn how to focus on individual children's needs in a group setting. We will do this by going through the cycle of lesson study in which formative action will play a crucial role.		
Learning goals Learning task 1: Lesson study Learning task 2: Described and research the landscape of education in the Netherlands and abroad If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactical skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities during 14 weeks • Working independently and working together with the learning team on education • School visits • Training courses • Study coaching: alternating meetings of 1 or 2 hours • Internship included (2 days per week) 	ECTS Part of IAM4 (30 EC)
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected	

2.4 Study coaching (included in programme and testing)

Introduction During study coaching sessions, you will be guided in the process of becoming a self-directed, self-aware, and competent teacher. In order to be able to work as a self-directed professional, it is important that you gain insight into your own learning, that you learn to plan your learning, and that you can reflect. If you would like to have more information please contact marnixinternational@hsmarnix.nl .

Skills Professional identity Broad professionalisation	Language of instruction and assessing Dutch
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2.5 Professional Numeracy (included in programme and testing)

Introduction In Professional Numeracy students work on their mathematic skills and analyse children's arithmetic work. If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Course content skills Course didactical skills	Language of instruction and assessing Dutch

2.6 Language and Challenging Education (TUO)

Introduction The TUO training (Language and Challenging Education) is a skill training. The ambition of this training is to teach students to be aware of specific interaction skills, in order to stimulate the language and thought development of children. Conversations that stimulate the language and thinking development of students can be used in subject-matter education. In the TUO training, students learn how to realize these conversations. If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Course didactical skills Broad professionalization	Language of instruction and assessing Dutch

3. Year 3

3.1 OWE 5A “Leren voor het leven” - Learning for life

Introduction In the first part of the educational unit, Learning for life, you focussed on designing, executing, and evaluating subject-integrated education, with which you support children in discovering the world around them. In this continuation of the Educational unit you will once again work with integrated education but now focused on (global) citizenship and learning to be a social entrepreneur. In your role as a teacher, you will help children to think about their place in society and you will teach them skills to actively contribute to society.		
Learning goals Learning task 1: Social entrepreneurship in the classroom Learning task 2: Your vision and your next steps If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills	Method	ECTS

Professional identity Pedagogical skills Course content skills Course didactical skills Broad professionalisation	<ul style="list-style-type: none"> • Learning activities during 14 weeks • Work independently and with a learning team on education • Study coaching: alternating meetings of 1 or 2 hours • Training courses mathematics • Internship included (2 days per week) 	Part of H-ASS (30 EC)
Language of instruction and assessing Dutch	Attendance and obligation to participate Active participation is expected.	

3.2 OWE 5B Educational Needs

Introduction In this education unit, we will zoom in further on the educational needs of the individual pupil for the domains of mathematics, Dutch, and pedagogy. Apart from this, but still part of the alignment with educational needs are the subjects Health Science (Gez) and Speech Therapy and Teacher (L&L). For these subjects, there are two separate learning tasks formulated.		
Learning goals Learning task 1: The student provides appropriate education for all students in their internship group. Learning task 2: Case studies related to the subject of Health Science Learning task 3: Case studies related to the subject of Speech Therapy If you would like to have more information please contact marnixinternational@hsmarnix.nl .		
Skills Professional identity Pedagogical skills Course content skills Course didactical skills Broad professionalisation	Method <ul style="list-style-type: none"> • Learning activities during 14 weeks • Every two weeks a formal feedback moment with a teacher • Working independently and in a learning team on education • Study coaching: alternating meetings of 1 or 2 hours • Internship included (2 days per week) 	ECTS Part of H-ASS (30EC)
Language of instruction and assessing	Attendance and obligation to participate Active participation is expected.	

Dutch	
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3.3 Study coaching (included in programme and testing)

Introduction During study coaching sessions, you will be guided in the process of becoming a self-directed, self-aware, and competent teacher. To be able to work as a self-directed professional, it is important that you gain insight into your learning, that you learn to plan your learning, and that you can reflect. If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills Professional identity Broad professionalisation	Language of instruction and assessing Dutch

Following programmes:

Students choose three minors to study during year 3 and 4. Each semester a student has to do a programme which includes a minor, an internship and study coaching. Each semester a student will earn 30 ECTS when successfully finishing the programme.

3.4 Minor Kids for Change (K4C)

Introduction This English-language minor focuses on the theme of Children's rights in education. Together with international students, you will work to embed children's rights as well as possible in the education at your internship school. Please check: Kids for Change Marnix Academie	
Learning goals Please check: Kids for Change Marnix Academie If you would like to have more information please contact marnixinternational@hsmarnix.nl	
Skills Please check: Kids for Change Marnix Academie	Language of instruction and assessing English

3.5 Minor Science & Technologie (W&T)

Introduction In the main phase, you have become acquainted with various aspects of subject-matter education. In this minor, you will focus more on subject-matter education. You will learn to make conscious choices when designing subject-matter education: integrated or isolated, student- or teacher-driven, inside or outside, with attention to subject-specific skills or generic (21st-century) skills, etc. In this way, you will develop into a specialist in subject-matter education with a Science & Technology perspective.

In addition, to an inspiring offer from the teachers involved, a lot of time is reserved for 'Research & Design': time to work on your plans for the profile alone or together, in consultation with the teachers. Learning from and with each other is the focus of this minor.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional identity

- Express vision
- Inspire and be inspired
- Develop own talents

Subject related

- Determine mastery level
- Explore subject matter in depth
- Start from differences

Course didactical

- Design learning activities
- Use learning resources effectively
- Act in a goal-oriented and motivating way
- Use learning and working methods
- Provide work supervision
- Monitor and evaluate progress

Broad professionalization

- Work together/ Learn together
- Research skills
- Critically consult sources
- Professional accountability
- Dialogical review
- Self-directed development

Language of instruction and assessing

Dutch

3.6 Minor "Pedagogische Kracht" - Pedagogical Power (PK)

Introduction

In this minor, you will learn how to respond pedagogically responsibly in challenging situations that you encounter in practice. You will become aware of the qualities of your pedagogical actions and evolve these qualities.

In addition, you will visualize a child in depth, with whom you experience pedagogical challenges. Based on the data collected about the group and the child, you will develop a pedagogical action plan and an interaction plan. You will put this plan into practice and reflect on it, thereby expanding your pedagogical repertoire of actions. You will experience the effect that your consciously considered actions have on the child, the group, and yourself as a teacher.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills <u>Professional identity</u> <ul style="list-style-type: none"> - Express vision - Understand the mission of education - Showing involvement <u>Pedagogical capacity</u> <ul style="list-style-type: none"> - Noticing development - Use developmental psychological insight - Know developmental problems - Investigate developmental problems - Guide group processes - Substantiated pedagogical action - Act sensitively and responsively <u>Broad professionalization</u> <ul style="list-style-type: none"> - Critically consult resources - Self-directed development - Goal-oriented communication - Working together/ learning together - Dialogical review 	Language of instruction and assessing Dutch
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3.7 Minor Crossing Borders (CB)

Introduction <p>In previous years, you have already gained considerable experience in Dutch education. In this minor, you will broaden your teaching experience in an international context. Crossing Borders, because you will do an internship abroad. But also figuratively, because you will search for the unknown, see other perspectives, get to know yourself better, and further evolve your values and vision of education.</p> <p>The first two weeks of the minor consist of an intensive preparatory programme of four lecture days per week. This is followed by an international internship of approximately 15 weeks.</p> <p>If you would like to have more information please contact marnixinternational@hsmarnix.nl.</p>	
Skills <u>Professional Identity</u> <ul style="list-style-type: none"> - Express vision - Inspire and be inspired - Showing involvement - Be professionally passionate - Understand the mission of education - Develop your own talents - Contribute to society <u>Pedagogical Skills</u> <ul style="list-style-type: none"> - Create a safe learning environment 	Language of instruction and assessing Dutch

<ul style="list-style-type: none"> - Encourage students - Act sensitively and responsively - Guide group processes - Use learning and working methods - Realize appropriate classroom management <p><u>Broad professionalization</u></p> <ul style="list-style-type: none"> - Purposeful communication - Research skills - Dialogical review - Acting in various professional situations - Self-directed development - Professional accountability 	
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3.8 Minor Art & Creativity (KCR)

Introduction

The art courses seek space and give space in your head and in the way you act, they let you look at the world with a new perspective. Unfortunately, many teachers struggle with the place of the art courses within their daily practice. They think it takes a lot of preparation, that there is no time for art courses, or that the children in the class are too restless, and so the art courses remain subordinate.

We will use the didactics of the arts, which means that you do a lot and actively get to work. You will go through a creative process yourself in which you will gradually learn how to strengthen the creative climate (and therefore also the pedagogical learning climate) in your class by using the arts courses.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Broad professionalisation

- Justify vision
- Research skills

Course-related skills

- Profiling in the basic knowledge

Course didactical content

- Designing learning activities
- Using learning and working methods
- Stimulating reflection

Language of instruction and assessing
Dutch

3.9 Minor Specialist Physical Education (BEO)

Introduction

In this minor, you will develop toward a specialist who provides safe and meaningful physical education to groups 3 to 8 and contributes to an active and healthy school environment. To be

qualified to provide physical education lessons to groups 3 to 8, you must complete a course in 'physical education professional skills - "vakbekwaamheid bewegingsonderwijs". In this minor, you can already obtain 2 of the 3 blocks of this course. You can follow the third block in semester 8 alongside another minor (note: this is an additional semester) or you can do the third block after graduating the bachelor degree.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional identity

- Expressing vision
- Inspiring and being inspired

Pedagogical skills

- Creating a safe climate

Course-related skills

- Based on differences
- Determining mastery level
- Exploring subject matter in depth

Course-didactic skills

- Using teaching materials effectively
- Providing work supervision
- Monitoring and evaluating progress
- Stimulating (collaborative) work
- Targeted and motivating action
- Providing understandable instructions
- Designing learning activities

Broad professionalisation

- Self-directed development
- Dialogical review
- Research ability
- Critically consulting sources
- Targeted communication
- Professional accountability

Language of instruction and assessing
Dutch

3.10 ICT and Digital Literacy

Introduction

Since 2024, there have been (draft) core goals for digital literacy in primary education. In addition, a lot of ICT is already being used to strengthen and enrich student learning. Think of software for arithmetic and language such as Snappet, Gynzy, Oefenweb, and apps and tools that the teacher and students use to strengthen and enrich education.

In this minor you explore more topics related to ICT and digital literacy, to become an even better teacher and to be able to help your future school with developments in this area. You

will work in learning teams with (where possible) a similar learning question. Finally, you will reflect on your development in this minor and on your vision regarding ICT and digital literacy.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional identity

- Expressing vision
- Inspired and be inspired

Pedagogical skills

- Notice developments

Course content skills

- Explore the learning materials in depth

Course didactical skills

- Knowing the learning development and course didactics
- Designing learning activities
- Use learning resources effectively
- Use learning and working methods

Broad professionalization

- Targeted communication
- Working together/ learning together
- Research skills
- Critically consulting sources
- Professional accountability
- Dialogical review
- Self-directed development

Language of instruction and assessing

Dutch

3.11 Minor Specialised Education (minor GO)

Introduction

Children in various forms of specialised education deserve the best teachers. About which children are we talking? We are talking about children who have difficulty learning and/or have a disability, and children with serious behavioural problems. If you are going to give practical training in specialised education (so, "speciaal onderwijs"), special primary education (sbo, "speciaal basisonderwijs"), special secondary education (vso, "voortgezet speciaal onderwijs") or practical education (pro, "praktijkonderwijs"), then this is a suitable minor.

In this minor, we will work practically with children in specialised education. We focus on vision development and research in practice. The learning tasks and learning outcomes are formulated openly so, you have plenty of room to fill in your learning in your way. Because the minor is openly designed, this minor is also open via "Kies op Maat", a customised minor (KOM), for all students who want to focus more on specialised education from the educational practice. The minor is part of "Utrecht leert programme" - Utrecht learns programme, and is

run by lecturers from practice, the Marnix Academy, and the HU (University of Applied Sciences Utrecht).

This minor is practical: developed together with schools for specialized education. This means that, in addition to theoretical knowledge, you will learn from knowledge and skills that have been acquired in practice. You will therefore learn from your practical school, but also from the schools that we visit.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional identity

- 2 competency requirements

Pedagogical skills

- 2 – 6 competency requirements

Course didactical skills

- 2 - 6 competency requirements
- Using learning and working methods

Broad professionalisation

- Research skills

4 competency requirements completely free to choose

Language of instruction and assessing

Dutch

3.12 Minor Studying Abroad (SBU)

Introduction

Please note: in the graduation phase of the full-time programme, it is possible to follow a semester of education at a partner higher education institute of the Marnix Academy.

In this minor, you will pursue a programme abroad of 30ECTS, which will be added to your current study programme at the Marnix. It is not possible to pursue the minor Studying abroad as the last part of your study programme.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Language of instruction and assessing

(Mostly) English

3.13 Mathematics & Motivation

Introduction

During this minor, you will research the motivation during math lessons in your internship together with your students. What makes them enjoy the subject and what makes them less interested and motivated? Do the students feel sufficiently confident and convinced that they can learn mathematics? Or does the fear of making mistakes hinder their growth? Do the students feel sufficiently owner of their learning process?

During this minor, you will visualize what is going on in the group and experiment with beautiful interesting mathematics education in which there is space for the motivation and needs of the students. Mathematics education can be sustainable and fits within your daily educational practice where children can learn with self-confidence.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional identity
Pedagogical skills
Course content skills
Course didactical skills
Broad professionalisation

Language of instruction and assessing

Dutch

3.14 Minor Urban Education (minor UE)

Introduction

Not all children enter your class with the same starting position. There can be major differences in socio-economic background, language, skills, and the experiences they carry with them, which can create bigger inequality in opportunities. Within the metropolitan context, the above-mentioned differences are even more present.

In this minor, we focus on promoting equal opportunities by providing inclusive education in a multilingual context. You will learn which knowledge, skills, and attitude you need as a teacher to ensure that every child can develop further and feel safe in your class.

This minor is practical: developed together with schools within the metropolitan context. This means that, in addition to theoretical knowledge, you will learn from knowledge and skills gained in practice. You will therefore learn from your own internship school, but also from the schools that we visit.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional skills

3 competency requirements

Pedagogical skills

4 competency requirements

Course didactical skills

2 competency requirements

Broad professionalisation

6 competency requirements

Within 3 learning tasks

4 competency requirements are completely free to choose

Language of instruction and assessing

Dutch

4. Year 4

Many of the programmes (minors) in year 3, can also be pursued in year 4.

4.1 Minor Young Child

Introduction

The focus of this minor is the specific approach that belongs to the development of children aged between 2-7, learning while playing! In this minor, you will learn the power of play and how to use it to support and promote the broad development of young children. In the first weeks of the minor, you will become acquainted with play as a leading activity, the visions of the young child, and every week you will try out something new in the field of play in your internship. At the end of the minor, you will be able to play along in a substantiated way to achieve certain goals with the children in your group (focused on broad development) and you will have learned to respond to the involvement during the play of young children. You can inspire colleagues and fellow students and have enriched and strengthened your vision of the young child.

Note: for this minor, you must do an internship in a group with children aged between 4 and 7 years old (group 1 to group 4).

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Pedagogical skills
Course content skills
Course didactical skills
Broad professionalisation
Professional identity

Language of instruction and assessing

Dutch

4.2 Minor Older Child

Introduction

In this minor, you will learn more about the older child. Having conversations with the older child is important because you work on the language, thinking, and knowledge development of the child. Within this minor, you will apply and try out different conversation forms. In doing so you will develop your interaction skills. In addition during this minor, you will delve into the transition between primary and secondary education.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills

Professional identity
Pedagogical skills
Course didactical skills
Broad professionalisation

Language of instruction and assessing

Dutch

4.3 Minor Culture & Identity

Introduction In the minor profile Culture & Identity, you will learn how you can design meaningful education around diversity and you learn to develop yourself as a culture-sensitive teacher. After completing this minor you can create an inclusive pedagogical climate in which each student, with any cultural background, feels seen and heard, and the students feel connected to each other (Alhanachi, 2023; Heemskerk-Van der Sprong, 2023). Cultural backgrounds include aspects that influence a person's identity, such as religion, ethnicity, socio economic background, sexual preference, and gender (Loeffen & Tigchelaar, 2013). If you would like to have more information please contact marnixinternational@hsmarnix.nl .	
Skills <u>Pedagogical skills</u> <ul style="list-style-type: none"> - Respond sensitively and responsively <u>Course didactical skills</u> <ul style="list-style-type: none"> - Using learning and working methods - Encourage reflection <u>Course content skills</u> <ul style="list-style-type: none"> - Start from differences <u>Broad professionalisation</u> <ul style="list-style-type: none"> - Research skills - Dialogical retrospective - Self-directed development - Critically consult sources <u>Professional identity</u> <ul style="list-style-type: none"> - Showing involvement - Contributing to society - Expressing vision 	Language of instruction and assessing Dutch

4.4 Customised minor "Kies Op Maat"(KOM)

Introduction In the graduation phase of the full-time programme, it is possible to follow a semester of education at another higher education institution in the Netherlands via "Kies op Maat". If you would like to have more information please contact marnixinternational@hsmarnix.nl .
Language of instruction and assessing Dutch

4.5 Study coaching (included in programme and testing)

Introduction During study coaching sessions, you will be guided in the process of becoming a self-directed, self-aware, and competent teacher. To be able to work as a self-directed professional, it is
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important that you gain insight into your learning, that you learn to plan your learning, and that you can reflect.

If you would like to have more information please contact marnixinternational@hsmarnix.nl.

Skills	Language of instruction and assessing
Professional identity	Dutch
Broad professionalisation	

After completing 210 ECTS students will do a final assessment (30 ECTS) to complete their bachelor of 240 ECTS.