Open Universiteit

Detailed Course Descriptions

Erasmus+ course catalogue | Educational Sciences

Erasmus+ course catalogue of the Open University of the Netherlands. Each course has an English title; the Dutch name, as used in our course offer, is shown as well. Descriptions have been translated into English.

Questions? Please contact subsidieadvies@ou.nl

Each course shows: type, language of the course, ECTS (study credits) and price in euros. A dash instead of a price means that no price is charged.

Educational Sciences

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BLOU-2026-2027 - Teacher training Open Universiteit

Dutch name: Lerarenopleiding Open Universiteit **Type:** Training **Language:** Dutch **ECTS:** 180 **Price:** -

The Bachelor's programme in Teacher Education is the only fully academic teacher education programme for primary education in which you also acquire knowledge, skills and attitudes in education science. One of our spearheads is 'teach as you preach'. We therefore organise our own education the way we expect of you as a future academic primary school teacher.

Structure

The programme starts with the compulsory course Leren in beeld (Learning in focus). In this course, you go through a so-called validation track. In it, we map out your competences. How do these relate to the profile of a starting academic teacher, and which competences still have to be developed to reach this level? You bundle this information in a portfolio. On this basis, we look at whether you may be eligible for exemption(s). In the course you also learn which learning strategies you can use and how these relate to academic insights into effective learning. You get tips on how to study in an effective and efficient way. You also take a few knowledge tests to see whether your level of knowledge of Language and Arithmetic-mathematics is up to standard. Finally, we look together at whether the programme suits you. Do you have an affinity with the profession of academic primary school teacher and with following an academic teacher education programme? Is the programme a good match and does it offer what you are looking for? The courses you follow in this programme belong to one of the four learning lines.

- Learning line Didactics and pedagogy (60 EC): you become acquainted with both subject-didactic and pedagogical action in primary education. The subject didactics are aimed at language, arithmetic, arts and cultural education, and World orientation 1 and 2.
- Learning line Methods and statistics (20 EC): from a sound basis in research methods, you delve into different research designs and qualitative and quantitative methods. You also learn to develop and carry out (practice-oriented) educational research and to report on it according to generally accepted academic guidelines.
- Learning line Introduction to the educational sciences (25 EC and 15 EC free space): in this part, you receive a theoretical introduction to the various basic disciplines of the educational sciences. In doing so, we link (academic) theory and practice.
- Learning line Academic and professional training (15 EC and 35 EC placement): here you develop the academic and professional skills needed for the profession of both academic primary school teacher and education scientist. With theoretical courses and four placements in the different stages of primary education. You complete the programme with the [...]

EVOI01 - Developing and delivering online and blended learning

Dutch name: Ontwikkelen en verzorgen van online en blended leren **Type:** Simple product **Language:** Dutch **Price:** € 150.00

In these times, innovation in education is even more important than ever. From 22 June up to and including 1 July 2021, we are therefore offering a unique online event for staff members, advisers, middle management and teachers who are involved with innovations in the field of education and training. This online event distinguishes itself from a webinar or online information session through a limited group of participants and a lot of interaction. We alternate interactive live online sessions with asynchronous learning activities, and there is an online environment where participants can meet each other. The duration is two weeks, the total study load is about 12 hours. A large part of that time you can spend at a moment that suits you. You receive expert feedback on some assignments that you make, and that you can apply in your own practice. Afterwards you receive a certificate of participation.

On 22 June 2021, you become acquainted with the lecturer, with each other and with the learning environment. We do this, among other things, through a short live online session. If you already have experience with this learning environment, you do not need to spend much time on it. You can also already start studying learning materials.

On 23 June 2021, we go into educational innovation in general. We study a case and we study success and failure factors of educational innovations. On this day, a live virtual classroom session takes place in which we also exchange experiences with educational innovations. You then have a few days to study learning content and to make an assignment on success and failure factors of educational innovations. You become acquainted with approaches to innovations from outside education.

On 28 June 2021, you have the opportunity to ask questions (for example about the final assignment) during a short Q&A session. After that, you spend time on further studying approaches to innovations from outside education. You can also work on the final assignment.

During a second virtual classroom session on 1 July 2021, we go into the elaborations of the assignment on success and failure factors of educational innovations. You become acquainted with a framework for educational innovation. The final assignment must be submitted by 5 July 2021 at the latest.

In this video, Wilfred Rubens talks about the design and content of this online event.

MAOW-2026-2027 - Master's programme in Educational Sciences

Dutch name: Master Onderwijswetenschappen **Type:** Training **Language:** Dutch **ECTS:** 60 **Price:** -

This Master's programme is an interdisciplinary, academic Master's programme that brings together the fields of psychology (in particular the psychology of learning), educational science, educational technology and organisation. The angle is investigating, analysing, designing, setting up and/or improving learning situations and learning environments. The Master's programme focuses on education from a research and design perspective and is competence- and product-oriented. During your studies, you work on concrete assignments. You can also bring in projects of your own (after approval by the supervisor), which you can, for example, carry out in your own work situation.

Structure

The programme starts with the course Educational sciences: theory and research in practice. This is followed by the courses Methods for educational research, Designing education and Effective learning. In the second year, you follow the course Trends and attend, among other things, academic conferences. You conclude by writing a research proposal, which is continued in the graduation research. You give direction to the study yourself through a sound orientation to a few relevant educational themes. During the programme, you look at education from the learning situation and the learning environment offered to pupils and students. Every learning experience, lesson, course, placement or programme is thought about in advance and relevant questions are asked such as: What kind of 'learners' are involved? Where are they? What can they do and know, and what not? What can be better? What do we want to achieve? What is our educational concept? How do we translate that? What is expected of the teachers? How are we going to introduce that? Ultimately, it is about creating an optimal learning environment. In the Master's programme, you look at this from two perspectives: the design perspective and the research perspective. After all, a good design solution also requires sound research. During your learning process, you make all kinds of products and carry out various studies in your own work environment or at another institution. You join a community of students, academics, researchers and designers who meet each other in all kinds of places and via all kinds of channels. In this way you keep building your network for now and the future. In doing so, you translate problems from professional practice into researchable questions for the benefit of further knowledge and praxis development and make research questions empirically researchable, work out a research methodology and carry out the research.

You solve design issues, taking implementation and evaluation into account. Do you want to know more about the content? Request the study guide.

OB0004 - Placement

Dutch name: Stage **Type:** Standard product **Language:** Dutch **ECTS:** 10 **Price:** € 820.00

In Placement 2, you take the next step in your development as a teacher by teaching a class under supervision and gaining experience in designing, delivering and evaluating lessons. You apply the knowledge from the programme in educational practice and link your experiences to theoretical insights. During the placement, your focus shifts from general didactic thinking to subject-specific didactic thinking (such as arithmetic, language, spelling and world orientation), learning to deal with the associated learning difficulties. You also develop skills to take account of differences between pupils at a cognitive, social and emotional level. Placement 2 consists of two block placements: one in the lower years with young children and one in the upper years with older children. During each block placement, you work with a workplace supervisor who guides you in teaching.

Learning objectives

After completing Placement 2, you are able to:

- tailor lesson content to the needs and development of pupils and adapt your teaching accordingly;
- apply relevant theories and subject-specific didactics to differentiate and enrich your lessons;
- create a structured and stimulating learning environment in which pupils are motivated to learn;
- guide pupils purposefully and use a variety of teaching methods to support their learning process;
- reflect critically on your own teaching practice and actively and purposefully ask colleagues and experts for feedback and advice;
- create a safe learning climate;
- direct your own professionalisation and take responsibility for your growth as a teacher.

OB0012 - About learning, education and instruction

Dutch name: Over leren, onderwijs en instructie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course offers an introduction to the educational sciences and begins with a study task on how to learn and study effectively. This is followed by a task on learning theories, learning and conceptions of knowledge. Then come three study tasks in which the three main schools of thought in the psychology of learning are discussed extensively: behaviourism, information processing theory and (social) constructivism. As part of the study task on (social) constructivism, we also discuss the theories of three important theorists (Piaget, Bruner and Vygotsky). The next study task then deals with the role of motivation in learning. Finally, there is a study task focusing on self-regulation in education. The emphasis in the course is on acquiring important theoretical knowledge. In addition, there is a focus on connecting insights from different theories and applying this knowledge in educational practice.

Learning objectives

After completing this course, you are able to:

- evaluate the effectiveness of different learning strategies on the basis of empirical data;
- apply knowledge about learning strategies in educational practice and reflect critically on this;
- describe and compare the three main schools of thought in the psychology of learning (behaviourism, cognitivism and constructivism) in terms of their epistemological background;

- explain the three main schools of thought in the psychology of learning on the basis of the theories and models that belong to them, and recognise them in and apply them to practical examples;
- position views on learning and instruction in terms of the school of thought in the psychology of learning from which they originate, and recognise them in and apply them to practical examples;
- explain and compare the developmental theories of Piaget, Vygotsky and Bruner;
- explain how different theories can explain and predict motivation in education;
- explain some important theories on self-regulation and apply them in a given situation.

The above themes are introduced by means of seven study tasks and explored in more depth through processing and application assignments. During the course, a virtual class takes place for each study task, in which the themes in the study task are discussed in more depth, a number of worked-out assignments are reviewed and students' questions are answered.

OB0104 - Placement 3

Dutch name: Stage 3 **Type:** Standard product **Language:** Dutch **ECTS:** 10 **Price:** € 820.00

In Stage 3, you again take an important step in your development as a teacher. You delve further into teaching and learn to take increasingly independent responsibility for the teaching in the class. You will stand in front of the class for whole half-days (a morning or an afternoon part). This gives you the chance to bring more coherence to your teaching and to respond better to pupils' educational needs. Stage 3 takes place in one stage (age group) of your preference. By taking part in the same group for 28 days, you get to know the pupils, the group dynamics and the learning processes better and you get the space to develop your role as a teacher further. Although the placement is to a large extent about gaining practical experience and logging hours in front of the class, your further professional development is also central. You will formulate your own learning goals in a targeted way, delve into what is understood by 'quality of education' at your placement school, get to work with video coaching on lesson transitions and make academic literature accessible for the class.

Learning objectives

After you have completed Stage 3, you are able to:

- formulate personal learning goals that are concrete, measurable and achievable and that match the competence requirements for primary education;
- design and carry out coherent lessons within a half-day, in which the different parts of the lesson connect logically and lesson transitions run smoothly;
- create a safe and stimulating learning environment during half-days, provide positive leadership in the class and ensure involvement and a calm learning environment;
- ask for and use targeted advice to reflect critically on your own pedagogical and didactic actions during lesson transitions and, on that basis, work in a targeted way on your own professional development;
- show insight into quality assurance within primary education, check how it is shaped at the placement school and reflect on your own role and contribution to quality improvement and a learning school culture;
- investigate a relevant theme from educational practice, consult reliable (academic and subject-specific) sources and translate the most important insights into accessible language for colleagues.

OB0312 - Research methods

Dutch name: Methoden van onderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course was developed in the context of the Methods and statistics education in the premaster Educational Sciences and forms the first course within it. In addition, this course is part of the learning line Methods and statistics in the Bachelor's programme in Primary Teacher Education. This course is about the process of doing academic research (qualitative and quantitative), the steps that are gone through, methods that are used, ethical issues that play a role, and the evaluation of research. The following subjects are covered in the course: formulating research questions and hypotheses, drawing a sample from the population, operationalising constructs, drawing up a conceptual model with independent and dependent variables, reliability and validity, observational research versus experimental research, and cross-sectional versus longitudinal research. You learn to choose a design that fits the research question, to evaluate research critically, and you acquire skills to investigate a practical problem. The assignments in the course make use of educational examples, including the ALOUD study.

Learning objectives

After completing this course, you can:

- describe the steps that are gone through when doing research;
- describe differences between quantitative and qualitative research in the various research steps covered in this course;
- delimit a research problem;
- describe which elements a problem outline must contain and assess the quality of a problem outline;
- describe which variables can be distinguished, which relationships they can have, and form a conceptual model;
- draw up research aims, research questions and hypotheses;
- describe different forms of sampling;
- describe what operationalisations are;
- substantiate the choice of measuring instruments;
- give a short description of different research methods and describe key concepts for these methods;
- describe ethical aspects of doing research;
- distinguish different types of research reports;
- describe criteria for evaluating research.

OB0402 - Qualitative research

Dutch name: Kwalitatief onderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course gives an introduction to the theory and practice of qualitative research. In this course, you become acquainted with different forms of qualitative research and practise your skills in them. In addition to conducting in-depth interviews, this course also covers focus groups and an introduction to observational research. The course goes into differences between quantitative research and qualitative research and the theoretical backgrounds of qualitative research. You learn how to collect data through qualitative research: you learn to conduct and transcribe in-depth interviews, analyse qualitative data with Atlas.ti and report on it in an academic report. You also become acquainted with setting up and carrying out research with focus groups and learn about different forms of observational research. The course makes use of educational examples from the research of the departments of the Faculty of Educational Sciences.

Learning objectives

After you have completed this course, you can:

- explain how quantitative research and qualitative research differ from each other and what the similarities are;
- determine when a research question requires qualitative research and when it requires quantitative research;
- conduct and transcribe in-depth interviews;
- analyse qualitative data with Atlas.ti and report on it in an academic report;
- set up and carry out research with focus groups;
- describe different forms of observation and, in a given situation, select and apply the best-fitting observation technique.

OB0502 - Descriptive statistics

Dutch name: Beschrijvende statistiek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

The aim of this course is twofold:

1. to offer an introduction to descriptive statistics on the basis of the following basic concepts: measurement scales and instruments, distributions and measures of distribution, measures of association between variables, testing and tests;

2. to learn to work with the statistical analysis program Statistical Package for the Social Sciences, abbreviated as SPSS.

A central part of the course is describing and analysing measurements on persons: the nature of the measurements, the quality of the measurements, determining the association between the measurements, the instruments with which the measurements are made and the way in which measurements are used to draw conclusions. SPSS is primarily a program for analysing data. This course familiarises you with basic operations: creating variables, manipulating variables, making calculations with variables, carrying out simple analyses such as creating tables and overviews, and reading the output.

Learning objectives

After completing the course, you are able to:

1. a) explain a number of basic concepts from descriptive statistics in your own words and apply them in understanding texts in which they are used; b) summarise quantitative data and present it clearly when reading SPSS output in which techniques from descriptive statistics have been used.

2. a) carry out the basic operations needed to work with a statistical program (creating data files, defining variables and entering data); b) apply the basic operations of descriptive statistics yourself with the help of SPSS.

OB0602 - Inferential statistics

Dutch name: Toetsende statistiek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In this course, various parametric and non-parametric tests are covered from an educational, practical angle. You learn how these tests have to be carried out in SPSS, how to interpret them and how the results have to be reported in an academic way according to the APA 7 guidelines. You learn to demonstrate whether mean differences between groups are significant or due to chance, using various t-tests and analyses of variance. In addition, you learn how to investigate relationships between concepts using correlation and regression

analysis. Finally, you learn how to analyse association between categorical variables using the chi-square test. The course consists of the following study tasks:

- Study task 1: Independent t-test/Mann-Whitney test
- Study task 2: One-way analysis of variance/Kruskal-Wallis test
- Study task 3: Correlation (Pearson's r/Spearman's rho)
- Study task 4: Regression (simple/multiple)
- Study task 5: Dependent t-test
- Study task 6: Repeated measures (one-way repeated measures designs/factorial repeated measures designs)
- Study task 7: Chi-square test

Learning objectives

After completing this course:

1. you have (theoretical) knowledge of the statistical tests in the course;

2. you know when you can apply which statistical test (including conditions);

3. you can carry out the statistical tests in SPSS;

4. you can interpret the results of statistical tests correctly;

5. you can report the results of statistical tests in an academic way according to academic standards, namely according to the APA 7 guidelines.

OB0902 - Learning in focus

Dutch name: Leren in beeld **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course has two main aims. The first aim of the course is to map out, under the guidance of the lecturers, which knowledge and skills you already have and how these relate to the competence requirements of the programme, that is, of an academic primary school teacher. Within this course there is explicit attention to reporting previously acquired competences in a validation track. You describe what you think you need to shape your learning path. Your personal mentor, who is assigned in this course, serves as a sounding board for this. On the basis of the validation track, the assessors of this course issue an advice that indicates whether it is promising to submit an exemption request for one or more courses to the Examinations Committee. The second aim is that you learn what learning entails, how learning works and which learning strategies you can deploy to optimise your self-study. Through a number of meetings and assignments, you are made aware of how you learn and how this relates to the academic literature on effective learning. Through practice and reflection, you learn to optimise your learning process. In addition to these parts, you take a first step in developing your academic skills and take a knowledge test for Language and Arithmetic, to test your subject knowledge of these domains.

Learning objectives

After completing this course, you can:

- describe how your knowledge, skills and attitude relate to the six LOU competence requirements (subject content, subject didactics, pedagogical, educational, research-oriented and professional);
- reflect on your learning strategies on the basis of academic insights into effective learning and self-regulation;
- explain the difference between an academic and a regular teacher;
- explain what an evidence-informed approach entails;
- read and summarise an academic text critically.

OB1002 - Pedagogy and education

Dutch name: Pedagogiek en onderwijs **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

Pedagogy is the academic study of the way in which adults (parents, carers and teaching staff) raise children with a certain aim in mind. In the course Pedagogy and education, the teacher as pedagogue is central. As a teacher in educational practice, you are the active assessor of the effects of certain upbringing actions and issues. For that you need knowledge of the various upbringing processes. The pedagogical actions of the teacher are directed at pupils in a certain age phase with differences in backgrounds and social(-emotional) development. To do justice to these differences, it is important to have a broad basis in the most relevant historical and current pedagogical theories, concepts and key concepts. In this course, the translation to practice is made continuously. Movements in pedagogy are set against the spirit of the time and assessed against current criteria to decide what is usable and in what way. During the course, you form a holistic picture of the characteristics of the developmental phases that children go through from baby to adolescence. In addition, it is important to be able to make use of pedagogical tact, or 'doing the right thing, at the right moment, also in the eyes of the other' in educational practice. Attention is paid to the importance of a good pedagogical climate in the class and how the pedagogical actions of teachers can promote this. Your pedagogical actions as an evidence-informed teacher are grounded in academic research.

Learning objectives

After you have completed this course, you can:

- describe and substantiate in your own words a vision of the pedagogical field and pedagogical action within education, taking into account diverse historical, current and academically substantiated upbringing practices and visions;
- recognise relevant pedagogical and upbringing theories, key concepts and concepts, relate them to your own pedagogical actions and relate them to the present day;
- give a holistic picture of the characteristics of the developmental phases from babies to adolescents within different developmental areas that are relevant to educational practice. You are also able to follow development in these areas and to tailor your pedagogical actions to it;
- take (socio-societal) differences between pupils into account;
- recognise your own prejudices and make reasoned choices to shape inclusive education;
- in cooperation with colleagues, parents and others involved, make reasoned choices and adjustments when it comes to your pedagogical actions in classroom practice and within the current pedagogical climate in the group of pupils;
- reflect critically on your own pedagogical actions;
- a (preliminary) vision sc [...]

OB1102 - Didactics and classroom management

Dutch name: Didactiek en klassenmanagement **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you develop the basic knowledge needed both to teach effectively and to create a well-functioning classroom environment. A teacher must not only be didactically strong to optimise the transfer of knowledge, but also be able to shape a learning environment that supports the intellectual and social-emotional development of pupils. This requires insight into didactic principles, instruction models and classroom management strategies. The course goes into both areas of knowledge and their interrelation at length, as well as the influence of the school, parents and other stakeholders. The first part of the course focuses on the principles of didactics. In it, you become acquainted with principles and building blocks of

effective didactics, supported by recent academic literature. These principles are then framed in different instruction models, with a specific focus on the Explicit Direct Instruction model (EDI). EDI is widely used in present-day Dutch primary education. You get to work with this acquired knowledge in a series of preparatory assignments, with the aim of being able to design a didactically substantiated EDI lesson. In the second part of the course, the emphasis is on classroom management. You learn how a structured and stimulating learning environment contributes to effective education. Academic insights are combined with evidence-informed advice and practical tips. An important aspect of classroom management is of course behaviour management. Within this course, the focus here is on preventive measures and encouraging positive behaviour in order to prevent or tackle disruptions in a targeted way. During interactive lessons, different approaches are discussed, so that you can develop a classroom management style that suits your personal vision of education and approach.

Learning objectives

After completing this course:

- you understand a selection of scientifically proven didactic principles and can apply them in lesson practice;
- you can design a lesson according to the Explicit Direct Instruction model (EDI);
- you can create and maintain a safe, structured and stimulating learning environment by applying effective classroom management, tailored to the class;
- you can recognise, prevent and tackle behaviour problems in the class by means of preventive and intervention-oriented classroom management techniques, aimed at a constructive learning environment;
- you are aware of your role as a member of a teaching team and understand the importance of shared agreements on classroom management, behaviour expectations and parental involvement to promote a consistent and supportive learning environment;
- you can explain what classroom management consists of and recognise these components, and associated strategies, in practice; in addition, you can [...]

OB1202 - Language didactics 1

Dutch name: Didactiek taal 1 **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

When children grow up, they usually learn their mother tongue by themselves. Most children, however, only learn to read and write well at primary school. No wonder, then, that a lot of time and energy is spent on language education in primary education. The field of language and language education comprises many different domains in education. Think of (reading comprehension) reading and spelling, but also of oral language skills, vocabulary, language study and children's literature. All these language domains are accommodated in the Bachelor's programme in three courses: Language didactics 1, 2 and 3. Language didactics 1 starts with an introduction to language education at primary school. You become acquainted with the importance of language education, the functions of language and children's language acquisition. You get an overview of the different language domains in education. The language domains 'oral language skills' and 'vocabulary' are worked out further and an introduction is given to the language domain 'children's literature'; the other language domains are covered in Language didactics 2 and 3. In addition to the theoretical subject matter on the learning content, the subject didactics and the academic and social backgrounds are also covered. There is ample attention to applications in educational practice, with practical examples and assignments within each of the domains covered. Within the courses Language didactics 1, 2 and 3, not only didactic knowledge and skills are offered, but you also develop a well-founded vision of language education at primary school, by becoming acquainted with different visions and their academic background.

Learning objectives

After you have completed this course:

- you can describe what knowledge of language and language education a starting teacher must have;
- you can describe how children's language acquisition proceeds and you can make the factors that influence language acquisition concrete for practice;
- you can describe the importance of language education, and the different domains within it, and you can name which requirements effective language education must meet;
- you have didactic knowledge and skills within the language domain 'oral language skills' (speaking, listening, holding conversations) with regard to the themes learning content, subject didactics, foundation and language didactics and language policy, for both the young child and the older child;
- you have didactic knowledge and skills within the language domain 'vocabulary' (vocabulary acquisition, word-learning strategies, mental lexicon), with regard to the themes learning content, subject didactics, foundation and language didactics and language policy, for both the young child and the older child;
- you can describe the functions of children's literature, distinguish the different literary genres and classifications and describe in which different ways children's literature can be used in educ [...]

OB1302 - Didactics of arithmetic and mathematics 1: a strong foundation

Dutch name: Didactiek rekenen en wiskunde 1: een sterke basis **Type:** Standard product **Language:** Dutch
ECTS: 5 **Price:** € 410.00

This course dives into the world of arithmetic education and places a strong emphasis on increasing your theoretical and subject-didactic knowledge in this area. By studying sources and reflecting on practical cases, you discover how arithmetic education is implemented in today's classroom. After an introduction to the national requirements and systems that steer arithmetic education, you zoom in on the reality of the primary school. You get a detailed overview of how the learning line for arithmetic is built up, with a focus on whole numbers, fractions, measuring, geometry and relationships. In this, you learn not only the concepts and the jargon that are essential for a primary school teacher, but also which materials and didactics are common in practice. You are challenged to apply the theory you study in analysing practical cases. After studying these subjects, you have a strong picture of the arithmetic goals and how they can be taught. Finally, you are prepared for designing arithmetic instruction. You process the theoretical knowledge you have gained into a strong arithmetic instruction. This hands-on approach enables you to use your creativity and gain practical experience in planning arithmetic lessons that match the needs of your (future) pupils.

Learning objectives

After you have completed this course:

- you can explain what the importance of arithmetic and mathematics is for the learning and development of the child;
- you can explain what the content and intentions are of the various statutory systems that have been developed for arithmetic and mathematics education;
- you understand the global structure of the arithmetic and mathematics curriculum, in which you can explain the different arithmetic and mathematics domains and continuous learning lines;
- you can explain the place of arithmetic and mathematics components in the curriculum;
- you have a thorough picture of the content of arithmetic and mathematics education, so that you can use the associated arithmetic language, materials and schemes/models in practice;
- you can give examples of the most important subject-didactic approaches per learning line;
- you can design an arithmetic instruction in which you teach learning goals in an age-appropriate way that suits the place of the lesson in the learning line.

OB1402 - Placement 1

Dutch name: Stage 1 **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In Stage 1, you begin gaining experience in educational practice. This placement is mainly exploratory in nature, in which you not only look at the pupils and the organisation of education at the school, but also develop a vision of the profession and connect this with the knowledge you have acquired during the programme. Observing lessons, exploring the school, holding conversations and carrying out assignments that arise from courses of the programme are central. In addition, you take the first small steps in front of the class by delivering a few separate teaching activities for (small) groups of pupils.

Learning objectives

After you have completed Stage 1, you can:

- describe and reflect on the didactic and pedagogical approach within the group/school, with attention to the school's vision;
- design lessons with an introduction, core and conclusion, and in doing so choose suitable learning materials and working methods that match the pupils' level;
- explain subject matter in an understandable and appealing way;
- reflect on types of approach in education, both didactic and pedagogical, in which, on the basis of observations and feedback, you can make simple adjustments in your own lessons;
- reflect on the delivery of your own activities and set personal goals for development;
- compare your own professional identity with that of others.

OB1502 - Evidence-based teaching and learning

Dutch name: Evidence-based onderwijzen en leren **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

In this course, you delve into the academic insights about effective learning and teaching, based on the book Visible Learning: The Sequel by John Hattie. Educational practices are often influenced by intuition, tradition and personal experiences, but what does research actually say about what really works? Hattie's work offers an answer to this through a meta-meta-analysis - a systematic synthesis of thousands of studies - which gives us a clear picture of the teaching strategies that have a strong, small or even negative influence on learning. A core aspect of the course is the critical interpretation of meta-analyses: how are these studies carried out, what does an effect size mean, how can conclusions from meta-analyses be weighed and which factors actually influence learning outcomes? Through this knowledge, you develop a critical perspective on educational interventions and strategies. The focus is on the factors over which you yourself, as a teacher, have influence. Themes that are covered include:

- effective instruction strategies (e.g. explicit instruction, direct feedback);
- learning strategies that demonstrably work (e.g. spaced practice, integrating prior knowledge);
- didactic approaches that have less impact than is often thought (e.g. concept mapping for very young children);
- practices that can even have a negative influence (e.g. grade retention).

In addition, a critical look is taken at the role of digital technology in education. When does technology really contribute to learning and when is it mainly a distraction? Besides analysing research, the emphasis is on translation to practice. How can you use academic insights to make your teaching more effective? Which choices really make a difference in the class? By systematically assessing and applying educational research, you learn how to make considered decisions, so that as a teacher you have the greatest possible impact on your pupils' learning. This course offers not only a solid academic basis, but also stimulates an inquiring and critical attitude towards educational practices. You learn how to keep up to date with new developments and

how you can use academic knowledge to make substantiated decisions. In this way, you build a well-founded vision of effective teaching and know how you can support your pupils optimally in their learning.

Learning objectives

After you have completed this course:

- you are aware of effective learning strategies: you can distinguish between scientifically substantiated learning strategies and education myths, and can evaluate their impact on learning critically;
- you have knowledge of predictors of learning performance: you know the most important positive and negative predictors of learning perfor [...]

OB1702 - Language didactics 2

Dutch name: Didactiek taal 2 **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

How do children learn to read, write and spell? That is what Language didactics 2 is about. In the first years of life, the child mainly acquires oral language skills (listening and speaking). Most children only learn to read and write at primary school. An important role is reserved here for you as a teacher; as a teacher, you largely determine the success of reading and writing education. In the course Language didactics 2, which follows Language didactics 1, learning to read, write and spell is central. The following domains are covered: emerging and early literacy and technical reading, writing education and spelling. You also continue building a children's literature portfolio. In addition to the theoretical subject matter on the learning content, the subject didactics and the academic and social backgrounds are also covered. There is ample attention to applications in educational practice, with practical examples and assignments within each of the domains covered.

Learning objectives

This course is currently still in development. Keep an eye on this course page, because this information will follow soon.

OB1802 - Variations in arithmetic and mathematics didactics

Dutch name: Variaties in de reken- en wiskunde didactiek **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course focuses on the broad development of arithmetic and mathematical proficiency... and that goes far beyond being able to do sums! You learn about acquiring knowledge of procedures and concepts, developing problem-solving ability and strengthening metacognitive skills. There is also explicit attention to motivational factors that influence pupils' learning process, such as mathematical attitude and maths anxiety. The first study tasks cover various theoretical models that describe how arithmetic and mathematical knowledge is built up. From this theoretical basis, the course goes on to examine what it means to learn arithmetic, seen from developmental psychology and various learning theories. This is followed by a closer look at metacognition, problem-solving ability and motivation. We look at the meaning of these processes for both the pupil's learning and the teacher's actions. You learn how to recognise, stimulate and integrate these skills and processes in your own teaching, for example by designing rich learning activities and creating a motivating learning environment. In short: the course offers an in-depth perspective and supports you in further developing well-founded, rich and goal-oriented arithmetic and mathematics education!

Learning objectives

After completing this course, you can:

- explain which factors determine and influence the development of arithmetic and mathematical proficiency;

- describe the development of arithmetic and mathematical knowledge from different theories;
- design arithmetic and mathematics education that contributes to the development of problem-solving ability and metacognitive skills;
- identify motivational and affective factors (such as maths anxiety and mathematical attitude) and know how to support them in your own teaching.

OB1902 - World orientation 1

Dutch name: Wereldoriëntatie 1 **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course centres on the subjects of geography, history, nature and technology. On the basis of academic substantiation and societal discussions, you get tools for teaching these subjects in primary education. We cover the content and didactics of world orientation, but also what this actually demands of you as a teacher. You learn about children's view of the world at different ages, how to stimulate curiosity, critical thinking and perspective-taking, and how to make sure that world orientation becomes truly meaningful within the primary school curriculum. By the end of this course, you are able to prepare meaningful world orientation lessons, from setting learning goals to assessing and evaluating those lesson goals. The basis and structure of World orientation 1 are extended and deepened in the course World orientation 2, for example by looking at differentiation and subject integration.

Learning objectives

This course is currently still in development. Keep an eye on this course page, because this information will follow soon.

OB2602 - Developmental psychology: from theory to teaching practice

Dutch name: Ontwikkelingspsychologie: van theorie naar onderwijspraktijk **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 396.00

This course centres on the field of developmental psychology, which focuses on the systematics of psychological change in childhood and adolescence. The course focuses on toddlerhood and the preschool years, the school years and early adolescence. On the basis of biological, individual and environmental influences, it attempts to describe and explain the varied and complex changes in thinking, reasoning, behaviour and functioning that occur with increasing age. You learn which physical, cognitive, personal and social-emotional developments take place during each of these periods. Knowing this enables you, as a teacher, to teach more effectively and to support pupils' overall development.

Learning objectives

After completing this course, you can:

1. explain the most important concepts and issues within developmental psychology, and understand how this knowledge can be applied to support your pupils' development in the class;

2. recognise the most important theoretical perspectives in developmental psychology and translate them into practical strategies you can use to stimulate pupils' development;

3. understand how academic insights from developmental psychology can help to recognise development-related effects in the class, and apply this knowledge in educational practice;

4. explain how genetic factors and environmental factors (including prenatal factors) influence each other in pupils' development, and apply this knowledge to understand and support diversity among pupils;

5. recognise the most important physical, cognitive, emotional, social and personality developments during infancy, and translate them into the behaviours and learning needs of young pupils;

6. recognise the most important physical, cognitive, emotional, social and personality developments during toddlerhood and the preschool years, and understand how these aspects of development influence the learning and behaviour of young children in the class;

7. recognise the most important physical, cognitive, emotional, social and personality developments during the school years, including early adolescence, and understand how these aspects of development influence pupils' learning and social interactions in the class.

OB2612 - Developmental psychology: from infancy to adolescence

Dutch name: Ontwikkelingspsychologie: van babytijd tot adolescentie **Type:** Standard product **Language:** Dutch **ECTS:** 5 **Price:** € 410.00

This course centres on the field of developmental psychology, which focuses on the systematics of psychological change in childhood and adolescence. The course focuses on toddlerhood and the preschool years, the school years and early adolescence. On the basis of biological, individual and environmental influences, it attempts to describe and explain the varied and complex changes in thinking, reasoning, behaviour and functioning that occur with increasing age. You learn which physical, cognitive, personal and social-emotional developments take place during each of these periods. Knowing this enables you, as a teacher, to teach more effectively and to support pupils' overall development.

Learning objectives

After completing this course, you can:

1. explain the most important concepts and issues within developmental psychology and understand how this knowledge can be applied to support your pupils' development in the class;

2. recognise the most important theoretical perspectives in developmental psychology and translate them into practical strategies that teachers can use to stimulate pupils' development;

3. understand how academic insights from developmental psychology can help to recognise development-related effects in the class and apply this knowledge in educational practice;

4. explain how genetic and environmental factors (including prenatal factors) influence each other in pupils' development, and apply this knowledge to understand and support diversity among pupils;

5. recognise the most important physical, cognitive, emotional, social and personality developments during infancy and translate them into the behaviours and learning needs of young pupils;

6. recognise the most important physical, cognitive, emotional, social and personality developments during toddlerhood and the preschool years and understand how these aspects of development influence the learning and behaviour of young children in the class;

7. recognise the most important physical, cognitive, emotional, social and personality developments during the school years, including early adolescence, and understand how these aspects of development influence pupils' learning and social interactions in the class.

OM0003 - Educational Sciences: the basics

Dutch name: Onderwijswetenschappen: de basis **Type:** Standard product **Language:** Dutch **ECTS:** 7.5 **Price:** € 615.00

In this course, you deepen your knowledge of the basic concepts and theories of educational sciences at micro, meso and macro level. You use this knowledge when carrying out qualitative academic research in an authentic educational situation. You investigate this authentic situation at different levels. At micro level, for

example, you observe a lesson situation and analyse this observation and the educational material used for the instruction principles and underlying learning principles applied. You interview the teacher about the background to the choices made. At meso level, you analyse relevant documents and policy guidelines relating to the vision of the educational institution in question. You compare the results at meso level with the results at micro level. You present the results of your research in the form of a poster during a virtual poster session and discuss them with your fellow students and lecturers. To conclude the course, you write an academic article reporting on the research. You practise the basic skills of academic writing by means of a series of formative assignments and when writing the final report. In the course, you work together with your fellow students on your own research. You also receive and give feedback. You also reflect on your own progress and on your learning goals and the progress made.

Learning objectives

- Design skills: using the behaviourist, cognitivist and constructivist conceptual frameworks, you can analyse and evaluate lesson situations, curricula and vision documentation.
- Research skills: you can apply the research methods of observation, interview and document analysis to answer a research question; you can develop instruments with which to collect and analyse your data. You can evaluate the instructional situation investigated with regard to implicit or explicit curriculum starting points and learning-theory principles.
- Academic writing skills: you can present your evaluation in an academic poster and in an article that meets the requirements of an academic text.
- Academic communication skills: you can explain your research orally by means of a poster presentation, and give others feedback on their research and presentation. You can conduct an academic discussion about the results and implications of your own and others' research.
- Reflection skills: you can reflect on your own performance, study skills and study options.

OM0113 - Designing education

Dutch name: Ontwerpen van onderwijs **Type:** Standard product **Language:** Dutch **ECTS:** 7.5 **Price:** € 615.00

Educational designers can have a great deal of impact on the quality of education and are key players in designing, implementing and evaluating learning experiences. Being able to design good education is therefore an important skill for an educational scientist. In this course Designing Education, you acquire basic knowledge and skills for educational design. During the course, you get a broad orientation to a number of design models and learn to design education in a systematic way. You are also encouraged to make an effort to make explicit and refine your own views as an educational designer. To do so, you can choose from several design approaches in which you can develop. This can be, for example, a track in which education is designed according to the Four-Component Instructional Design (4C/ID) model for training complex skills. Or you can choose to tackle a real educational problem according to the Design Thinking method or according to Educational Design Research (EDR or DBR; in Dutch Ontwerpgericht Onderzoek). Whichever approach you choose, you study the design principles underlying the model and learn to apply the model's design steps in creating a concrete educational design.

Learning objectives

After completing this course:

- you have articulated a professional identity as an educational designer and formulated a well-founded vision of designing good education;
- you have knowledge and understanding of (the theory behind) important educational design models and current developments in them;

- you can describe what the 4C/ID model, Educational Design Research (EDR) and Design Thinking (DT) entail, name the main components of the models and, for each component, recognise and describe the main design principles applied;
- you can apply the most important principles of the 4C/ID model, EDR or DT in a reasoned way, based on your own vision of designing good education;
- you can reflect on applying your vision of designing good education on the basis of your experience with the design problem, the design produced, choices made within the design and the usability and feasibility of the design for the specific problem context;
- you can evaluate your learning experiences during the course in a personal reflection, describe your learning needs and name sources that can be used to meet those needs.

OM0223 - Methods for educational research

Dutch name: Methoden voor onderwijsonderzoek **Type:** Standard product **Language:** Dutch **ECTS:** 7.5
Price: € 615.00

This course gives a systematic overview of academic methods in educational research. Both quantitative and qualitative research methods are covered. While working in study groups, you carry out assignments to process the subject matter actively. Attention is also paid to validity and its importance for conducting academic research. Together with the study group, you then write a research proposal. By describing in very concrete terms how a beginning researcher designs and carries out a study, you acquire the tools to eventually work out a research proposal yourself. In this way, you develop insight into the practical side of doing research.

Learning objectives

After taking this course, you can:

- name and distinguish the characteristics of quantitative and qualitative research;
- distinguish the different research methods;
- describe the characteristics of the different research methods;
- distinguish the different types of the different research methods;
- describe the steps that have to be taken in the different research methods;
- describe which ethical issues can arise when doing research;
- make a responsible choice for a specific research method and substantiate that choice;
- draw up a reasoned design for a specific study;
- evaluate a research design critically.

OM0323 - Atelier

Type: Standard product **Language:** Dutch **ECTS:** 7.5 **Price:** € 594.00

The course Atelier is made up of an elective block and serves as deepening or broadening. By making a choice, you give direction to your own studies. You do this through a thorough orientation to a number of relevant educational themes (the research themes of the Faculty of Educational Sciences) in order to make a choice for one of the elective blocks on that basis. Within it, you develop more specialist knowledge by means of specific study tasks, including your own (short) literature study. One shared study task focuses on developing knowledge, skills and attitudes around ethical aspects that can play a role in educational research and design. The course Atelier is concluded with an authentic task. Depending on the specific elective block, this may involve writing a research proposal (aimed at a grant application), an advisory report or a design. The elective blocks on offer are described below.

Elective block ‘Conditions for learning: brain, lifestyle, motivation and emotion’

In this elective block, the biological and psychological determinants of learning are central. Biological determinants concern the influence of lifestyle factors (exercise, nutrition, sleep) on how the brain functions and thus on learning. We also distinguish psychological determinants (motivation, emotion regulation) that influence learning. Motivation, for example, is an important underlying process in learning, which explains effort, perseverance and depth in learning. In this elective block, you become acquainted with different theoretical perspectives on learning from different fields (neuroscience, psychology, health sciences) and combine them with the educational-science perspective to create knowledge of learning and, on the basis of that knowledge, improve educational practice. You also become acquainted with a wide range of methodological approaches, varying from the tightly controlled laboratory experiments that are characteristic of the neuroscientific approach to research into 'learning' in more realistic settings. You will be encouraged to reflect critically on the current enthusiasm for education organised around brain development. What are myths and what are the promising directions? This elective block is concluded with a research proposal aimed at a grant application.

Elective block 'Effective learning: instruction, practice and testing'

This elective block puts the emphasis on the individual learner, the (online) context in which they learn and the material used. The focus is not so much on the learning outcome (i.e. the grade), but mainly on the learning process and how to optimise it. Effective forms of instruction, practice and testing are central as components of this process. The elective block does not focus on lab research but pays attention to authe [...]

OM0333 - Effective learning

Dutch name: Effectief leren **Type:** Standard product **Language:** Dutch **ECTS:** 7.5 **Price:** € 615.00

In this course, you acquire knowledge about effective learning and learn how to apply and investigate this knowledge in educational practice as a scientist practitioner. The basis in this course is the individual's learning process viewed from cognitive psychology and educational psychology. The focus is on how this process works and how we can optimise it. We take different empirical angles. A first angle is the learning process itself: how does learning work and how can we influence the learning process in a positive way? This basic knowledge can then be used to investigate the learning process in educational practice. In this second angle, the question is how we can use this knowledge about learning in authentic learning situations in education and how we can investigate and apply specific learning strategies and didactic strategies in complex situations. A third angle is how we, as learners and teachers, deal with this information. What is the state of knowledge and skills on this subject in the practice of learning, among both learners and teachers? And how can we influence that? To acquire knowledge about these subjects, you study literature describing various types of research. You study experimental research on the effects of specific learning strategies and didactic strategies in specific situations, but also descriptive research into how learners and teachers think about effective learning. In assignments, you apply this knowledge in authentic learning situations to bridge the gap between theory and practice. The course also pays attention to ethical aspects of educational design and research.

Learning objectives

After studying this course:

- you have knowledge and understanding of (meta)cognitive aspects of the individual learning process;
- you have knowledge and understanding of how basic knowledge about learning can be translated and investigated in educational practice;
- you can apply the knowledge and insights gained about effective learning when analysing educational and learning situations and/or tools that support them;

- you can identify ethical aspects of educational design and research and interpret and follow related guidelines.

OM0423 - Trends in education and educational sciences

Dutch name: Trends in onderwijs en onderwijswetenschappen **Type:** Standard product **Language:** Dutch
ECTS: 7.5 **Price:** € 615.00

In this course, you are expected to attend a conference. The Open University offers Trends conferences that you can use within this course. You can also attend other conferences; these are external conferences. The costs for these are at your own expense. The Trends conferences are free or accessible for a small contribution. The Trends conferences, whose content differs each time, are usually organised twice a year. The dates of these conferences are planned and communicated per academic year. You are expected to have read up on the conference theme on the basis of a limited literature study, so that you go to the conference well prepared. The assignments in the course guide you in this. You can also write a review of an external conference of your own choice, provided that the conference has an academic character. The course offers an overview of approved conferences. If your intended conference is not among them, you must submit a request to your lecturer in advance. In the first part (Trends 1) of the course, you go through the preparation and writing process step by step on the basis of recordings of a previously held conference. In this way, you practise writing an academic review. In part 2 of the course (Trends 2), you delve into an educational theme of your choice. It is important that your theme fits the conference you want to attend. On the basis of this theme, you carry out a literature study that serves as the academic basis for the review to be written (Trends 2.1 and 2.2). Ideally, this literature study (partly) ties in with your thesis topic. You then attend the academic conference of your choice (Trends 2.3) and write an academic review (Trends 2.4). In it, you integrate the knowledge from the literature study with the new insights gained during the conference. In addition, you show an active contribution during the conference, such as asking a question or taking part in a discussion. Information about themes and dates of upcoming conferences is provided via the course site in the online learning environment. Peer feedback plays an important role while you carry out the assignments. At various moments, you work with a peer, so that not only does the quality of your work improve, but you also get to know more fellow students.

Learning objectives

After studying part 1 of this course, you can:

- at academic level (in preparation and processing), take note of current trends in the field of education and training;
- take part in a conference in an academic setting and know how to get answers to the learning questions posed;
- show an academic attitude when taking part in activities in an academic setting, that is, that your preparation, participation [...]

OM0513 - Designing and innovating education with ICT

Dutch name: Onderwijs ontwerpen en innoveren met ICT **Type:** Standard product **Language:** Dutch
ECTS: 7.5 **Price:** € 615.00

In this course, you deepen your knowledge of, and insight into, the methods and learning and instruction theories used in designing education. On this basis, you analyse an existing educational situation for opportunities for improvement through the use of Educational Technology (EdTech). Think of (re)designing a course or serious game in an electronic learning environment. You first design this improvement on paper. You then explore the possibilities of, among other things, generative AI tools for generating and implementing

your design as an EdTech solution, in both form and content. You test this implementation in a feasibility study. The aim is, on the basis of your design knowledge, to gain insight into the (im)possibilities of converting that knowledge into workable education with the help of AI and EdTech tools. Your final product is a report in which you describe your analysis, design and findings during the feasibility study. You present your final product and EdTech implementation to your fellow students and lecturers.

Learning objectives

After studying this course:

- you have knowledge of, and insight into, the holistic 4D model (Reigeluth & An, 2021) for instructional design, the Conversational Framework (Laurillard, 2009) and the Multimedia learning principles (Mayer, 2017);
- on the basis of an analysis of an existing educational situation, you can make a (re)design for the structure and content of an educational unit with multimedia content;
- you have knowledge of, and insight into, the (im)possibilities of using generative AI to develop the structure and content of an educational unit as a prototype;
- you can design, carry out and report on an appropriate evaluation design and your findings.

OM9903 - Thesis plan

Dutch name: Scriptieplan **Type:** Standard product **Language:** Dutch **ECTS:** 7.5 **Price:** € 615.00

This course is a preparation for carrying out your own thesis research in the course OM9906 Master's Thesis, and together with this follow-up course, the graduation research comprises 22.5 EC in total. In the course Thesis Plan, you delve into the subject your thesis will be about. On the basis of an exploration of relevant literature, you formulate research questions. You then make a range of methodological choices that must enable you to answer the research questions. Unlike this description of successive steps may suggest, this is by no means a simple linear process: this makes the graduation track more complex than earlier courses. Thinking through methodological choices often leads to further sharpening of the problem statement and/or research questions. The final result of this cyclical process is a concrete plan for your research, on the basis of which you can start carrying it out in the course Master's Thesis. An experienced researcher guides you throughout the process and the choices you make in it: from problem statement to research method. The supervisor is also a critical reader of your work.

Learning objectives

To write a thesis, you gain experience in independently setting up and carrying out academic research and in presenting it in writing. More specifically, you learn to:

- work on a research task over a longer period;
- choose a thesis topic and creatively turn it into a manageable aim and research question;
- draw relevant information for the research question from various sources;
- select and organise this information;
- use previously acquired knowledge and skills to work out a research question into sub-questions or hypotheses;
- choose or design suitable measuring instruments;
- choose an appropriate research design;
- describe the theoretically substantiated research questions and the technical design of the research in a research plan;
- collect data systematically in a research field;
- choose suitable techniques to analyse the data;
- discuss the results of the data analysis and place them in a broader framework;

- formulate your own conclusions and opinions; link any recommendations to research results;
- organise a complex body of data into a clear and systematic argument;
- present the research in writing.

OM9906 - Master's thesis

Dutch name: Masterthesis **Type:** Standard product **Language:** Dutch **ECTS:** 15 **Price:** € 1,230.00

In the course Master's Thesis, you carry out the research proposal that you worked out earlier in the course OM9903 Thesis Plan. Carrying out research and writing a thesis is a cyclical process. While carrying out your plans, you may study further literature or otherwise run into things that give rise to adjusting/sharpening the theoretical framework, the research questions and/or methodological choices. You will look critically at chosen research instruments and, where necessary, adapt them. Sometimes you have to design an instrument yourself, which also has to meet quality requirements. After you have carried out the research and the results and conclusions have been worked out (in draft), another phase of confrontation with the literature follows. To what extent are your results in line with other research results? What are the strengths and shortcomings of your research? What are the implications of your research results for practice? In short, you are then ready for the phase of discussion and integration. While carrying out, analysing and reporting, you receive guidance from an experienced researcher. Your supervisor acts as your sounding board when making choices and is a critical reader of your thesis.

Learning objectives

To write a thesis, you gain experience in independently setting up and carrying out academic research and in presenting it in writing. More specifically, you learn to:

- work on a research task over a longer period;
- choose a thesis topic and creatively turn it into a manageable aim and research question;
- draw relevant information for the research question from various sources;
- select and organise this information;
- use previously acquired knowledge and skills to work out a research question into sub-questions or hypotheses;
- choose or design suitable measuring instruments;
- choose an appropriate research design;
- describe the theoretically substantiated research questions and the technical design of the research in a research plan;
- collect data systematically in a research field;
- choose suitable techniques to analyse the data;
- discuss the results of the data analysis and place them in a broader framework;
- formulate your own conclusions and opinions; link any recommendations to research results;
- organise a complex body of data into a clear and systematic argument;
- present the research in writing.

SMAOW-2026-2027 - Bridging programme Educational Sciences

Dutch name: Schakelprogramma Onderwijswetenschappen **Type:** Training **Language:** Dutch **ECTS:** 0
Price: -

In the premaster, you become acquainted with science, its methods and its way of working. You get a general introduction to the Master's programme in Educational Sciences, which covers the main currents in the psychology of learning, ideas about the human being as a learner and the design of education. You become

familiar with the most important statistical concepts and techniques for research and learn to work with SPSS. You also develop your skills in qualitative research methods and learn to carry out a literature study.