

<b>Module title</b>		<b>Abbreviation</b>
Level Three Module Didactics		o4-DtGy-SM-Did-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of the Didactics of the German Language and Literature		Institute of German Studies
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Consolidation and application of ideas, approaches and methods of the teaching methodology German (linguistic or literature/media teaching incl. children and youth literature) that have not been chosen in the advanced module) including technical contents for the scholastic practice (incl. the preparation for SII and academical preparatory work in SII); Theoretical principles and empirical findings for the linguistic and literary socialisation including the media change (incl. literature for children and young adults and new media) as well as the condition of target-oriented teaching/learning processes; Ideas and practice-oriented contexts of oral or written communication in a cultural context as well as the acquisition processes of literary or linguistic knowledge including the historical change of text production, text reception and language; Differentiated methodical repertoire of actions.</p>		
<b>Intended learning outcomes</b>		
<p>Students consolidate their knowledge and qualifications concerning the sub-discipline didactics, which has not been chosen in the advanced module, in order to extend their subject-didactic competency and contemplation skills for an integrative German class of the secondary education I and II. Next to theory and practice references, students will acquire current empirical findings of the teaching and learning research in particular and apply these findings to contents of a German class in a subject-didactic contouring. For this, they acquire on the basis of current research literature the required knowledge, which they will present during the course in an appropriate way and dialogically interview about possibilities to affiliate the subject teaching. This acquisition, mediation, presentation and evaluation of contents have to be seen as extension of the self-competence considering the technical contents. Moreover, students acquire fundamental knowledge of an educational, empirical and established perception as well as management of technical teaching and learning processes in pedagogic contexts.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
a) term paper (approx. 7 pages) or b) written examination (75 minutes) or c) oral examination of one candidate each (approx. 20 minutes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 63 I Nr. 2 d)		
<b>Module appears in</b>		
First state examination for the teaching degree Gymnasium German (2015)		