

<b>Module title</b>		<b>Abbreviation</b>
Level One Module Didactics of German		o4-DtLA-BM-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>Basic range of subjects, ideas, approaches and methods of language, literature and media courses and the respective sub-subject didactics as well as their concretisation in terms of specific tasks concerning the educational institution school; Acquisition and advanced structures of oral and written language acquisition as well as language and reading socialisation and parameters of their influence; Domain-specific aspects of mediation in the light of a teaching goal/learning objective or competence-based subject teaching; Implementation of basics into categories of a lesson sequence that are relevant for planning.</p>		
<b>Intended learning outcomes</b>		
<p>During the course, students acquire fundamental knowledge of subject-specific teaching and learning processes in the sub-discipline didactics (linguistic, literature and media didactics). During this course and on the basis of the associated reading matter, they will be familiar with current problem areas and tasks, which are necessary for the professional skills in order to plan, implement and reflect an own class, of a contemporary specialised class. In doing so and in terms of increasing self-competence, the students develop a differentiated understanding of a theory-driven, practice-oriented, subject related and in pedagogical contexts involved instructional dealing. During the specific type of school tutorial, this professional skill will be further developed by students with regard to specific teaching-related criteria and parameters of planning. In doing so, they consolidate their technical knowledge concerning specific extracts of the professional action in the classroom. Moreover, they extend their self-competence by planning, presenting and evaluating lesson sequences after common developed criteria. Here, they also extend their methodical repertoire of action as well as concerning the communication and interaction types and regarding the action fields that are practical for teaching.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
Ü (1) + T (1)		
<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)		
written examination (approx. 75 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)		
§ 43 I Nr. 2 c) § 63 I Nr. 2 d)		
<b>Module appears in</b>		
<p>First state examination for the teaching degree Grundschule German (2015)            First state examination for the teaching degree Realschule German (2015)            First state examination for the teaching degree Gymnasium German (2015)            First state examination for the teaching degree Mittelschule German (2015)</p>		



Module studies (Bachelor) Orientierungsstudien (2020)

First state examination for the teaching degree Mittelschule German (2020 (Prüfungsordnungsversion 2015))