

<b>Module title</b>		<b>Abbreviation</b>
Level two Module Didactics		o4-Geo-AM-Did-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>In the area "Education of Regional Geography", the centre of a competence-oriented investigation is the analysis of a selected region (e.g. surroundings, US, developing countries) among a given issue with technical contents and methods (including maps, statistics, literature). Use of interdisciplinary issues (including economy, society, environment, culture). Critical contemplation of regional constructs and regional reality. In order to realise this, geographical work methods and tools will serve (among others maps and other data collections).</p> <p>The field trip education is designed to provide students with a real encountering with the geographical reality as well as selected regions, to analyse them and to develop issues, which are relevant for the courses, and to investigate them as a construct for pupils. For this purpose, other aspects will be used interdisciplinary next to geographic/geoscientific contents (including history, judicature, sociology, architecture). Essential contents will be the classification of field trips, application of subject-specific work methods, information acquisition on site and from other sources, use of teaching methods in field trips as well as the educational place of the field trip. Moreover: organisational, specialised and educational measures of preparation, implementation and evaluation of a geographic/geoscientific field trip, investigation and reflection of museum educational principles. Analysis of scholarly potential for class under given issues, which for example will be derived from the curriculum, with the help of technical methods. Learning about a museum educational concept by an attendance as an occasional student or a project. The introduction to the understanding of cartography is an important range of subject during geography class (particularly in primary school) and provides students with basic competences regarding the regional orientation. Different approaches and methods, which will lead to the map and map insight will be investigated. Acquisition, analysis and evaluation of a given region (e.g. Lower Franconia) based on "Regional Geography of Germany and Bavaria".</p> <p>Relating to society, the Education for Sustainable Development and Global Learning will merge the aspects environmental assessment and socioeconomic development. Moreover, developmental problems will be discussed, taking account of the physical-geographical as well as anthropogenic aspects against the background of intercultural competence.</p> <p>Educational basics and work methods concerning physical-geographical and/or geological issues of all school types will be consolidated by investigating a themed teaching and learning laboratory and/or educational research. The implementation of a teaching and learning lab with school classes will make it possible for students to practically apply their theoretical knowledge and encourages students to reflect the teaching processes.</p>		
<b>Intended learning outcomes</b>		
<p>Students analyse a space of different scaling (in the range from local to regional up to large-scale cultural spaces) under a given issue with the help of technical contents and methods and evaluate the result as well as regional issues for teaching. They further develop their ability to orientate themselves in real spaces as well as reflect the subjectivity of space perception.</p> <p>The competence of a interdisciplinary approach of the space detection will be deepened. By the practical implementation of a field trip with a school class, students acquire the ability to prepare, conduct and evaluate a geographical/geoscientific field trip of the respective school type.</p> <p>They are able to implement the acquisition and exploration of the spatial potential at extracurricular learning places.</p> <p>Moreover, the students are able to use extracurricular learning sites with view on geographical-educational objective and discipline-specific method.</p> <p>During short field trips at extracurricular learning sites, students reveal through technical working methods a space among teaching-relevant issues.</p>		

The students are acquainted with the antithesis of environmental preservation and socio-economic development and consider future-orientated solutions of sustainability and apply models on the sustainability of space development processes.

They develop the skill to analyse man-environment relationships in different types and sizes of spaces under the principle of sustainability. When conceiving different world views and points of view, they will also be able to change their perspective interculturally. They are able to ethically justify space behaviour competence.

They have the ability to plan geographical-technical learning processes for a specific type of school.

Students are able to reflect in an educational and theory-driven way. Students have the ability to implement geographical-educational theories and geographical/geoscientific contents into specific teaching concepts. They also have the competence to use administrative guidelines (curriculum or educational plans) as a basis and to impart knowledge about spatial structures and processes. Students are able to organise a pupil and type of school-related, effective and adequate spatial competence (spatial behaviour concepts), which is oriented towards the principle of sustainability. Students are able to analyse and evaluate current technical and educational knowledge in a theory-driven way and by taking into account the social and pedagogical objectives.

They explore geographical as well as interdisciplinary historical and folkloric contents for pupils.

Next to maps, students are able to use different ways.

They are able to evaluate a geographical map themed.

They are able to use specialised contents for the lesson planning.

Students are able to conceptualise a lesson in such a way that it meets the requirements of the target group and school type as well as they are able to gain and evaluate geographical/geoscientific relevant information from media (maps, films, statistics etc.).

The students acquire the ability to work in a team, to be familiar with communication and discussion strategies, to be acquainted with intercultural competence, especially empathy and are willing to accept different values.

**Courses** (type, number of weekly contact hours, language — if other than German)

S (4) + Ü (3)

Module taught in: German and/or English

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 30 minutes) or b) presentation (approx. 30 minutes) with written elaboration (approx. 30 pages) or c) portfolio (approx. 30 pages, including 2 maps, 5 logs)

Language of assessment: German and/or English

creditable for bonus

**Allocation of places**

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**Additional information**

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**Workload**

210 h

**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 47 I Nr. 4

**Module appears in**

First state examination for the teaching degree Grundschule Geography (2015)

First state examination for the teaching degree Realschule Geography (2015)

First state examination for the teaching degree Mittelschule Geography (2015)

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