

<b>Module title</b>		<b>Abbreviation</b>
Becoming Teacher - Being Teacher		o6-Psy-Lwerdsein-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Professorship of Educational Psychology		Institute of Psychology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Regular attendance (no more than three incidents of absence).
<b>Contents</b>		
<p>Self-perception, self-reflection and resource analysis regarding one's suitability as a teacher and the decision to study a teaching degree programme (demands on teachers; individual stress management strategies; the significance of collegial counselling when dealing with difficult pupils, parents and colleagues). The teacher training courses analyse the teaching behaviour of the participating students and the structure of learning-psychological and socio-psychological alternatives: (usage of video feedback; elements of group dynamics and behaviour regulation in due consideration of different types of pupils.)</p>		
<b>Intended learning outcomes</b>		
<p>The students reflect on their journey leading to the teaching degree studies. They compare the role and tasks of teachers to their expectations and competencies and analyse stress factors and possible coping strategies. They understand the importance of personal attitude and behaviour when dealing with pupils, parents and colleagues and become acquainted with solution-oriented systemic perspectives. After completing the teaching training, the students know advantageous and disadvantageous forms and effects of possible interactions between teachers and children/juveniles as well as alternative behaviour patterns for dealing with pupils based on an appropriate basic attitude taking into account the pupils' individual peculiarities.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
Ü (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)		
<p>practical examination (designing a seminar, approx. 90 minutes). Designing a seminar includes providing subject-specific input, giving instructions for assignments, moderating/coordinating the participants' contributions, summarising these contributions as well as demonstrating/delivering/designing a class.</p>		
<b>Allocation of places</b>		
<p>max. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.</p>		
<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)		
<p>§ 22 II Nr. 1 h) § 22 II Nr. 2 f) § 22 II Nr. 5 h)</p>		
<b>Module appears in</b>		
<p>First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015)</p>		

First state examination for the teaching degree Mittelschule Educational Science (2015)

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

First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))