

<b>Module title</b>		<b>Abbreviation</b>
Competence in the principles of teaching sports: planning, executing and evaluating physical education		o6-SP-D-SU-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Regular attendance of the S2, S3 and S4 seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we discuss selected aspects of planning classes and of the development of school sports and establish connections to the basic topics of subject didactics. We use examples from various movement fields (playing, running-jumping-throwing, exercising in water) to transfer this knowledge to specific exemplary classes. We focus on acquiring and advancing basic movement and perception competencies in various settings (water, open-air areas, gyms) and corresponding competencies in subject didactics and pedagogy to teach and learn with different groups (e.g. gender, individual condition, inclusion). We plan, conduct and evaluate physical education classes in view of the didactic problem of choosing subjects for physical education.</p>		
<b>Intended learning outcomes</b>		
<p>The students have essential professional skills in reviewing, classifying and evaluating the methodical principles of physical education and school sports in a conceptual manner. They know the effects of subject-didactic concepts on teaching practice and are able to use these concepts in practice to plan physical education classes and conceptualise school sports programmes. At the same time, they are able to be critical of such planning and evaluating guidelines. Furthermore, they are able to apply exemplary teaching/learning competencies to varied exercise settings whilst taking into account different learning levels and goals (education to and through sports, esp. health, safety and environmental education).</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2) + S (1) + S (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)		
presentation (approx. 20 minutes) with handout (approx. 2 pages) or term paper (approx. 10 pages) in S1		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 36 (1) Nr. 7		
<b>Module appears in</b>		
<p>First state examination for the teaching degree Grundschule Didactics in Science of Sport (Primary School) (2015)            First state examination for the teaching degree Sonderpädagogik Didactics in Science of Sport (Primary School) (2015)            First state examination for the teaching degree Sonderpädagogik Didactics in Science of Sport (Primary School) (2020 (Prüfungsordnungsversion 2015))</p>		

