

<b>Module title</b>		<b>Abbreviation</b>
Gaining Confidence in Teaching Skills through Practical Experience in the Teach'n'LearnGarden		07-GH-FDUBI2-121-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of group Didactics of Biology		Faculty of Biology
<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	--
<b>Contents</b>		
<p>This module has a practical focus and will teach participants how to systematically encourage a sense of nature in children and adolescents and thus make a contribution to environmental education. The course will explore how out-of-classroom activities may enhance the learning experience of pupils and will discuss what methods are appropriate. In the practical phase, participants will deliver teaching units to real groups of pupils. In the Botanical Garden of the University (or, optionally, at a school camp), participants will learn how to impart to pupils, in a didactically reduced manner, a knowledge of species and form in the context of the topics "Forest" or "Water" and will practise their skills. Large parts of the course will also be devoted to the discussion and application of a variety of (open) teaching methods that are supposed to encourage pupils, in a playful atmosphere, to develop a positive attitude and act responsibly towards nature. In this context, participants will systematically try to engage pupils on the emotional level. In the final phase of the course, participants will implement their projects with groups of pupils that come to the teach'n'learn garden (or school camp). This will encourage participants to plan their teaching in a practice-oriented manner and will provide them with an opportunity to acquire experience in their new role as teachers.</p>		
<b>Intended learning outcomes</b>		
<p>Familiarity with the principles of environmental education. Familiarity with different factors that may encourage pupils to act responsibly towards nature. Insight into the fundamental scientific principles behind the respective topics. Overview of the individual contents of the teaching units to be designed. Ability to translate topics from the curriculum for the respective type of school, in a didactically reduced manner, into teaching sequences, teaching units and lessons on habitats. Knowledge of how out-of-classroom activities (in particular in a teach'n'learn garden) may enhance the learning experience of pupils. Ability to design experience-based lessons on these topics that are tailored to the age of pupils as well as to the respective type of school and local conditions.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
<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) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
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<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		



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