

<b>Module title</b>		<b>Abbreviation</b>
Special Didactics in Biology: Learning Places outside School		07-LA-FDASL1-092-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	Admission prerequisite to assessment: regular attendance of exercises, seminars and lab courses (weekly courses: a maximum of one incident of unexcused absence and one excused absence for a legitimate reason; fortnightly courses: one incident of unexcused absence) and successful completion of the respective exercises (required percentage as specified at the beginning of the course). The preparation of logs (10 to 15 pages) is an admission prerequisite to assessment.
<b>Contents</b>		
<p>This module will explore general aspects on how students may incorporate field trips to out-of-classroom learning environments into their teaching. In addition to the scientific identification and characterisation of plant and/or animal communities in their natural habitats, the seminar will discuss didactic and pedagogical criteria for the selection of out-of-classroom learning environments that are relevant for the respective type of school. In this context, the course will also discuss the opportunities and limitations of out-of-classroom learning in <i>Grundschule</i>. Designing practice-oriented teaching units, students will practise teaching the identification of indigenous animals and plants to fellow students and/or groups of pupils in selected out-of-classroom learning environments.</p>		
<b>Intended learning outcomes</b>		
<p>[Version 1: - Overview of the duties and responsibilities of teachers. - Insight into the following acts and regulations: BayEUG, LDO, GSO, VSO and RSO. - Insight into causes of disruption as well as ways to deal with disruptive pupils and prevent disruption. - Overview of disciplinary measures. - Overview of methodical variations in the implementation of open methods for teaching biology. - Ability to prepare a range of teaching aids for the biology classroom.] [Version 2: - Knowledge on the emergence and types of typical health-impairing conditions. - Insight into selected theories that may help explain why children and adolescents adopt typical health-impairing behaviours. - Overview of older and current approaches to the prevention of specific behaviours. - Subject-specific and didactic knowledge necessary to teach topics in health education. - Insight into the scientific principles behind these topics. - Ability to translate topics in the area of health education from the curriculum for the respective type of school, in a didactically reduced manner, into teaching sequences, teaching units and lessons. - Ability to design an interdisciplinary prevention programme, to be taught over the course of one school year, that is tailored to the type of school and the respective group of pupils. - Ability to implement measures to support the personal development of pupils.]</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)		
seminar paper (10 to 15 pages)		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
--		



**Teaching cycle**

--

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

§ 41 (1) 6. Biologie Fachdidaktik

**Module appears in**

First state examination for the teaching degree Grundschule Biology (2009)

First state examination for the teaching degree Hauptschule Biology (2009)

First state examination for the teaching degree Mittelschule Biology (2013)