

<b>Module title</b>		<b>Abbreviation</b>
<b>Aufbaumodul Geographiedidaktik für das Didaktikfach Grundschule: Geographieunterricht und Kartenverständnis unter Berücksichtigung der regionalen Geographie Deutschlands und Bayerns</b>		09-GeoDG-AM-Did-101-m01
<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>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Educational principles of geography class, psychological and educational aspects of geography class, geographical/geoscientific and disciplinary comprehensive contents and methods in geography class, development and structure of geographical curricula of individual types of school, objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives), methods in geography class (including action and social forms), form of organisation of educational contents, basic features of teaching analysis. Basic idea and implementation of geography class at extracurricular learning places.</p> <p>The introduction to the understanding of cartography is an important range of subject during the subject local history and geography of primary school and provides students with basic competences regarding the regional orientation. Different approaches and methods, which will lead to the maps and understanding of cartography, will be acquired.</p> <p>Acquisition, analysis and evaluation of a given region (f.ex. Lower Franconia) by regional geography of Germany and Bavaria.</p> <p>Integrative acquisition of physical-geographical and human-geographical factors in their interaction concerning the region.</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to conceptualise geographical-technical learning processes for a specific type of school. They have the competence to implement the acquisition and exploration of spatial potential at an extracurricular learning place.</p> <p>They are able to reflect in a theory-driven and educational 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 specific and educational knowledge, considering the social and educational objective in a theory-driven way.</p> <p>As well as they are able to acquire, analyse and evaluate a given region (e.g. Lower Franconia). Students are able to integratively collect influencing factors in their interaction with the region in a physical-geographical and human geographical way. They are also able to analyse individual regions of different size and type concerning specific issues. Students are able to analyse pupil and social relevance of the respective spatial thematic.</p> <p>map understanding: They possess the competence to use different ways, not only the map; Students are able to evaluate a geographical map in a themed way.</p> <p>geographical-educational methods: They are able to implement the lesson planning as target-group and target-oriented implementation of specialist contents. Students are able to use extracurricular learning places under geographical-educational objective with technical working methods.</p> <p>media competence: Students acquire the ability to skilled, target-group and type of school-like course phased use as well as the skill of acquiring and evaluating geographical/geoscientific relevant information from media.</p> <p>Map competence.</p> <p>social competence: Students possess the skill of communication, interaction ability and competence, practising the teacher's role, conflict ability. They must be able to criticise and reflect the own teacher's role.</p>		

<b>Courses</b> (type, number of weekly contact hours, language — if other than German)
S + S + S (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) written examination (approx. 30 minutes) or b) documentation (approx. 5 to 10 pages) or c) oral presentation with slides (approx. 10 minutes) or d) presentation without slides (approx. 15 to 20 minutes) with written elaboration (approx. 5 to 10 pages), weighted 1:1
<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>
keinem Studiengang zugeordnet