

keinem Studiengang zugeordnet

## Module description

Intended learning outcomes  Students have experienced the pedagogical work in schools as a process that is subject to a constant development. They know the principles of educational evaluation models as instruments of educational development. They have basic knowledge using evaluation instrument, their application, implementation, and evaluation. The are able to choose appropriate intervention models on the basis of evaluation results.  Courses (type, number of weekly contact hours, language — if other than German)  R (2)  Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)  a) report (approx. 10 pages) or b) presentation (approx. 30 minutes)  Allocation of places	Module title					Abbreviation	
Centre for Teacher Training and Educational Research (Zft.)   Centre for Teacher Training and Educational Education. (Zft.)   Centre for Teacher Training and Education. (Zft.)   Centre for Teacher Training and Educational Education. (Zft.)   Centre for Teacher Training	Further development of pedagogical competences in schools 43-LA-Evalu-152-mo1						
arch (ZfL)    Method of grading   Only after succ. compl. of module(s)	Module coordinator				Module offered by		
Module level   Other prerequisites	head o	f Profe	ssional School of Educati	on (PSE)	_		
Duration   Module level   Other prerequisites    1 semester   undergraduate    Contents    Pedagogical concepts in schools are constantly developed further To that end different instruments and the committees included in this process are portrayed in their collaboration. Theoretical principles of educational development and evaluation; sitting in classes while visiting schools, application of evaluation instruments and analysis of evaluation results; planning of intervention methods in the planning of educational development.  Intended learning outcomes  Students have experienced the pedagogical work in schools as a process that is subject to a constant development. They know the principles of educational evaluation models as instruments of educational development. They have basic knowledge using evaluation instrument, their application, implementation, and evaluation. The are able to choose appropriate intervention models on the basis of evaluation results.  Courses (type, number of weekly contact hours, language – if other than German)  R (2)  Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus) a) report (approx. 10 pages) or b) presentation (approx. 30 minutes)  Allocation of places  12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated as they become available.  Additional information   Workload  90 h  Teaching cycle   Referred to in LPO I (examination regulations for teaching-degree programmes)	ECTS	Method of grading		Only after succ. compl. of module(s)			
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