Module Catalogue
for the Subject
Pedagogy
as a major in a Bachelor’s degree programme
with the degree "Bachelor of Arts"
(120 ECTS credits)

Examination regulations version: 2011
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy
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  - Systematic pedagogy  
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The subject is divided into

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Content and Objectives of the Programme

Graduates acquire a professional and scientific qualification via a framework of multifaceted and variable curricular.

This enables them to respond to the demands of the labour market in different professional fields of pedagogical work: schools, extracurricular youth work, adult learning and early childhood education. They are able to reflect different pedagogical theories in their respective systematic, historical and sociocultural contexts and are proficient in the design and execution of qualitative and quantitative research projects.

In addition to this graduates possess the ability to make reference to socio-political discourses. They demonstrate outstanding ability to become acquainted with the complexity of different thematic fields and to methodically conceive and organize them in a way that enables the creation of didactical arrangements of teaching and learning.

This acquired professional knowledge, competences and methodologies qualifies graduates for scientific work and for the critical reflection of scientific knowledge/results at a high academic level.
Abbreviations used

Course types: E = field trip, K = colloquium, O = conversatorium, P = placement/lab course, R = project, S = seminar, T = tutorial, Ü = exercise, V = lecture

Term: SS = summer semester, WS = winter semester

Methods of grading: NUM = numerical grade, B/NB = (not) successfully completed

Regulations: (L)ASPO = general academic and examination regulations (for teaching-degree programmes), FSB = subject-specific provisions, SFB = list of modules

Other: A = thesis, LV = course(s), PL = assessment(s), TN = participants, VL = prerequisite(s)

Conventions

Unless otherwise stated, courses and assessments will be held in German, assessments will be offered every semester and modules are not creditable for bonus.

Notes

Should there be the option to choose between several methods of assessment, the lecturer will agree with the module coordinator on the method of assessment to be used in the current semester by two weeks after the start of the course at the latest and will communicate this in the customary manner.

Should the module comprise more than one graded assessment, all assessments will be equally weighted, unless otherwise stated below.

Should the assessment comprise several individual assessments, successful completion of the module will require successful completion of all individual assessments.

In accordance with

the general regulations governing the degree subject described in this module catalogue:

ASPO2009

associated official publications (FSB (subject-specific provisions)/SFB (list of modules)):

16-Feb-2012 (2012-6)

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
Compulsory Courses
(60 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<td>Research in education</td>
<td>06-EBF-112-m01</td>
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<tr>
<td>2 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

In this module we discuss theories, methods and findings of empiric educational research while focusing on competence diagnostics and evaluation research. We will apply these techniques as part of service learning projects.

**Intended learning outcomes**

The students acquire basic knowledge about educational research as evaluation research and about principles and application fields of competence diagnostics. Furthermore, they learn to implement evaluation studies.

**Courses**

(V + V + Ü + Ü + S + S) (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)
<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
<tr>
<td>Foundations of pedagogy</td>
<td>06-GBW-092-m01</td>
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**Module coordinator**

holder of the Chair of Systematic Educational Science

**Module offered by**

Chair of Systematic Educational Science

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**Duration**

1 semester

**Contents**

Basic concepts and processes of educational sciences, scientific knowledge and work, study techniques.

**Intended learning outcomes**

Professional skills: The module introduces basic questions of educational sciences. The students have basic and orientational knowledge of the structure of the subject and the meaning of the concept of education. They are able to find theoretical explanations for concepts of educational sciences. Self- and social competence: By practising selected study techniques, the students become acquainted with scientific understanding in educational sciences and with the demands on scientific work.

**Courses**

V + S + Ü (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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### Module title

Immersion in pedagogy  

### Abbreviation

06-VBW-092-m01

### Module coordinator

holder of the Chair of Systematic Educational Science

### Module offered by

Chair of Systematic Educational Science

### ECTS

10

### Method of grading

Numerical grade

### Only after succ. compl. of module(s)

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### Duration

2 semester

### Module level

Undergraduate

### Other prerequisites

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### Contents

Selected eras of the history of pedagogy, corresponding important representatives and their works; introduction to anthropological and sociocultural principles in view of the conception of man and corresponding ideas of schooling and education.

### Intended learning outcomes

The students have basic knowledge of anthropology and the history of education. They are able to understand concepts of educational sciences in view of its history and to find connections to social culture and current sociopolitical discussions.

### Courses

(S + S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

(a) written examination (approx. 120 minutes) or (b) oral examination of one candidate each (approx. 30 minutes) or (c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages), weighted 1:1 or (d) term paper (approx. 15 to 20 pages) or (e) portfolio (maximum 20 pages)

### Allocation of places

Only as part of "spezielles Studienangebot": 5 places.

### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)
### Module title
Methods of research in education

### Abbreviation
06-FM-092-m01

### Module coordinator
holder of the Chair of Research in Education

### Module offered by
Chair of Research in Education

### ECTS
10

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
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### Duration
2 semester

### Module level
undergraduate

### Other prerequisites
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## Contents
In this module we study the epistemological, methodological and methodical principles of empiric educational research while focusing on teaching qualitative and quantitative research methods in a practice-oriented manner.

## Intended learning outcomes
After successfully completing this module, the students are able to independently plan and carry out every single step of qualitative and/or quantitative research projects.

## Courses
(V + V + V + S + S) (no information on SWS (weekly contact hours) and course language available)

## Method of assessment
written examination (approx. 120 minutes)

## Allocation of places
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## Additional information
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## Referred to in LPO I
(examination regulations for teaching-degree programmes)

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Module title
Systematic pedagogy

Abbreviation
06-SBW-092-m01

Module coordinator
holder of the Chair of Systematic Educational Science

Module offered by
Chair of Systematic Educational Science

ECTS
15

Method of grading
numerical grade

Only after succ. compl. of module(s)
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
Basic problems of systematic pedagogy, basic problems of schooling and education theory, basic philosophical questions of education and schooling, basic questions of pedagogy regarding standards, actions, culture and scientific theory.

Intended learning outcomes
The students are able to classify and evaluate different theories of pedagogy in a methodical, historical and sociocultural context. They know about the principles of standards, actions, culture and scientific theory of pedagogy and are able to explain them. They gain a general perspective on pedagogy and develop awareness of the problems of pedagogical stipulations and measures. Furthermore, the students are able to debate philosophical and anthropological requirements of pedagogical theories, discourses and actions. They are able to lead arguments on the basis of theories.

Courses (type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.

• 06-SBW-1-092: V + S + Ü (no information on SWS (weekly contact hours) and course language available)
• 06-SBW-2-092: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-SBW-1-092: Theoretical pedagogy

• 10 ECTS, Method of grading: numerical grade
• a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

Assessment in module component 06-SBW-2-092: Philosophy of education

• 5 ECTS, Method of grading: numerical grade
• a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Compulsory Electives

(30 ECTS credits)
Module title | Abbreviation
---|---
Pedagogical action theory | 06-BWH-112-m01

| Module coordinator | Module offered by |
---|---
holder of the Chair of Systematic Educational Science | Chair of Systematic Educational Science

| ECTS | Method of grading | Only after succ. compl. of module(s) |
---|---|---
10 | numerical grade | -- |

| Duration | Module level | Other prerequisites |
---|---|---
2 semester | undergraduate | -- |

Contents

German contents available but not translated yet.

Pädagogisch-didaktisches Handeln unter Berücksichtigung von Lehr-/Lerntheorien in spezifischen pädagogischen Handlungsfeldern.

Intended learning outcomes

German intended learning outcomes available but not translated yet.

Einsichten in zentrale bildungswissenschaftliche Handlungstheorien und Praxiskonzepte zur Erziehung und Bildung in verschiedenen pädagogischen Handlungsfeldern; die Studierenden kennen den aktuellen Stand gängiger Theorien des Lehrens und Lernens und können diese auch methodisch reflektieren.

Courses

(type, number of weekly contact hours, language — if other than German)
S + S (no information on SWS (weekly contact hours) and course language available)

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) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

Allocation of places

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Additional information

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

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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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### Contents

Task fields of educational sciences: Extending our knowledge of selected pedagogical fields of action.

### Intended learning outcomes

The students have knowledge of basic questions of pedagogical task fields and their history in theory and practice. They become acquainted with important structures of specific fields of action in view of questions of profession's theory.

### Courses

(type, number of weekly contact hours, language — if other than German)

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### Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

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Assessment offered: once a year, summer semester

### Allocation of places

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### Additional information

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### Referred to in LPO 1

(examination regulations for teaching-degree programmes)

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<td>Pedagogical-didactical action in early childhood education</td>
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<td>Admission prerequisite to assessment: regular attendance of seminars (a maximum of 2 incidents of unexcused absence).</td>
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</table>

**Contents**

Fields of action of elementary education, pedagogical and didactic types of action.

**Intended learning outcomes**

The students know about the basic requirements of pedagogical actions as well as the importance of playing for learning processes. Furthermore, they know the task fields of elementary education and have competencies in observing and documenting early childhood education processes.

**Courses** (type, number of weekly contact hours, language — if other than German)

S + S (no information on SWS (weekly contact hours) and course language available)

**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) presentation without slides (approx. 15 minutes) and term paper (approx. 15 pages), weighted 1:2 or b) presentation with slides (approx. 15 minutes) and portfolio (approx. 10 pages) or c) written examination (approx. 100 minutes) or d) oral examination of one candidate each (approx. 30 minutes) or e) documentation of an observation assignment (approx. 20 pages)

Assessment offered: once a year

**Allocation of places**

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**Additional information**

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

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<table>
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</table>

**Contents**

Research fields of the elementary sector, education processes, infantile forms of expression.

**Intended learning outcomes**

The students know research fields that are relevant to elementary education and have knowledge of cognitive, social, physical, emotional and aesthetic education processes. They know infantile forms of expression and can evaluate their meaning for child development. Therefore, they are able to understand and support development and education processes of children in a pedagogical manner.

**Courses**

<table>
<thead>
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**Method of assessment**

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Assessment offered: once a year

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)
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<th>Module title</th>
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**Contents**

Theories about teaching and learning, didactic actions in adult education, didactic theory construction, didactic types of action; methodological reflection.

**Intended learning outcomes**

The students know pedagogical theories of teaching and learning and are able to apply them to pedagogical and didactic actions in adult education. They acquire knowledge of the fields and dimensions of didactic actions in adult education and are able to evaluate their methodical approaches.

**Courses** (type, number of weekly contact hours, language — if other than German)

S + S (no information on SWS (weekly contact hours) and course language available)

**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) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

**Allocation of places**

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**Additional information**

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

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<td>Educational and learning counselling in extracurricular youth education and</td>
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### Contents

Educational guidance and learning guidance in scholastic and extracurricular youth education as well as individual and institutional evaluation.

### Intended learning outcomes

Basic knowledge of and insights into theories and proceedings of individual performance evaluation as well as evaluation of institutions of scholastic and extracurricular youth education, insight into professional guidance concepts.

### Courses

S + S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

Assessment offered: once a year

### Allocation of places

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### Additional information

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### Referred to in LPO 1

(examination regulations for teaching-degree programmes)
Module title
Educational and learning counselling in sphere of lifelong-learning

Abbreviation
06-EB3-112-m01

Module coordinator
holder of the Professorship of Adult and Continuing Education

Module offered by

ECTS
Method of grading
Only after succ. compl. of module(s)
10 numerical grade --

Duration
Module level
Other prerequisites
2 semester undergraduate --

Contents
Conditions, theories and requirements of life-long education and learning processes, theories of pedagogical educational guidance and learning guidance, task fields of educational guidance and learning guidance, consulting knowledge.

Intended learning outcomes
The students know paradigms, theoretical approaches and framework conditions of life-long education and understand the implications of orientation. Furthermore, they acquire knowledge of theoretical and practical approaches to educational guidance and learning guidance in adult education and are able to methodically evaluate their knowledge.

Courses
S + S (no information on SWS (weekly contact hours) and course language available)

Method of assessment
a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (maximum 20 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Thesis
(10 ECTS credits)
### Bachelor-thesis in pedagogy

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor-thesis in pedagogy</td>
<td>06-BA-112-m01</td>
</tr>
</tbody>
</table>

**Module coordinator**
Managing Director of the Institute of Pedagogy

**ECTS**
10

**Method of grading**
numerical grade

**Only after succ. compl. of module(s)**
--

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
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**Contents**
The students choose contents from the field of the Bachelor's degree programme of Pedagogy upon consultation with the thesis supervisor. After approving, the examination committee informs the students about their appointed topics.

**Intended learning outcomes**
The students are able to independently and scientifically examine a question from pedagogy within a predetermined processing period.

**Courses**
C (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**
Bachelor's thesis (approx. 20 to 50 pages)

**Allocation of places**
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**Additional information**
Additional information on module duration: 8 weeks.

**Referred to in LPO I** (examination regulations for teaching-degree programmes)
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Subject-specific Key Skills

(15 ECTS credits)
Module title: Professional knowledge: pedagogical internship
Abbreviation: 06-FSQ-112-m01

Module coordinator: holder of the Chair of Systematic Educational Science
Module offered by: Chair of Systematic Educational Science

ECTS: 10
Method of grading: Only after succ. compl. of module(s)

Duration: 1 semester
Module level: undergraduate
Other prerequisites: Prior to the placement, the CSC Pädagogik (CSC Pedagogy) must be consulted to have the planned placement generally approved as being a pedagogically suitable one. After the placement, the placement form must be completed and submitted.

Contents
Work placements in pedagogical fields in order to acquire and advance professional knowledge.

Intended learning outcomes
The students acquire professional knowledge and continue learning on their own authority. In doing so, personal and social competencies are combined with the acquisition of professional knowledge. The students also acquire basic insights into and knowledge of institutions/organisations. The practical experience also serves as a possibility for the students to evaluate their own professional self-perception and ethics.

Courses
P (no information on SWS (weekly contact hours) and course language available)

Method of assessment
placement form (approx. 2 pages)

Allocation of places
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Additional information
Additional information on module duration: 8 weeks.

Referred to in LPO I (examination regulations for teaching-degree programmes)
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## Module Catalogue for the Subject Pedagogy

### major in a Bachelor's degree programme, 120 ECTS credits

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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</thead>
<tbody>
<tr>
<td>Pedagogical project</td>
<td>06-BWP-092-m01</td>
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</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
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</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(not) successfully completed</td>
<td>--</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

### Contents

Scientific examination of self-chosen research questions in team or individual work; documentation of the project progression and the work results; formation of project pairs to evaluate each other’s work; documentation of the evaluation results.

### Intended learning outcomes

Independent scientific work; ability to apply forms of self-organisation and exploratory learning; application of various medial documentation methods; application of evaluation methods and forms of result presentation.

### Courses

S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

a) project presentation (approx. 30 minutes) or b) portfolio (maximum 20 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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