Julius-Maximilians-
UNIVERSITÄT
WÜRZBURG

Module Catalogue

for the Subject

Pedagogy

as a minor in a Bachelor's degree programme

(60 ECTS credits)

Examination regulations version: 2010
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy

Contents

The subject is divided into 3
Content and Objectives of the Programme 4
Abbreviations used, Conventions, Notes, In accordance with 5
Compulsory Courses Subsidiary Subject 6
Research in education 7
Intercultural education 2 8
Pedagogical action theory 9
Foundations of pedagogical professional- and action fields for minor field of study 10
Foundations of pedagogy 12
Immersion in pedagogy 13

The subject is divided into

section / sub-section	ECTS credits	starting page
Compulsory Courses Subsidiary Subject	60	6

Content and Objectives of the Programme

Graduates acquire a professional and scientific qualification via a framework a of multifaceted and variable curricular. They are able to reflect different pedagogical theories in their respective systematic, historical and socio-cultural 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. 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)):

12-Apr-2011 (2011-35)

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 Subsidiary Subject

(60 ECTS credits)

Module title			Abbreviation
Research in education			06-EBF-102-m01
Module coordinator		**Module offered by**	
holder of the Chair of Research in Education		Chair of Research in Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
15	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

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

V + Ü + Ü + R + 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)

written examination (approx. 120 minutes)

Allocation of places

--

Additional information

--

Workload

--

Teaching cycle

--

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

--

Module appears in

Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2010)

Module title			Abbreviation
Intercultural education 2			06-IB-60-102-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)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Basics of intercultural education; didactics of intercultural education, intercultural competencies.

Intended learning outcomes

The students are provided with an overview of the theories and lines of argument of cultural and intercultural education. They are able to find cultural differences and similarities by studying theories of culture, inter-culturalism and foreignness. They become acquainted with structures of cultural knowledge as well as questions and methods of intercultural communication and learn how to convey this knowledge. Furthermore, they acquire competencies by trying and practising general and subject-specific intercultural didactic competencies.

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

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 (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 pool of general key skills (ASQ): maximum 10 places. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot.

Additional information

--

Workload

--

Teaching cycle

--

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

--

Module appears in

Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2010)

Module title			Abbreviation
Pedagogical action theory			06-BWH-102-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). Note: Portfolios record the learning process and progress of students. The compilation of documents includes preliminary considerations put down in writing and first drafts as well as reflections on both progress and obstacles in the learning process itself. In addition to acquiring knowledge and skills, the main aim of the portfolio is to develop metacognitive skills that will help students direct their own learning processes independently and/or with the support of their learning groups.

Allocation of places

--

Additional information

--

Workload

--

Teaching cycle

--

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

--

Module appears in

Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2010)

Module title			Abbreviation
Foundations of pedagogical professional- and action fields for minor field of study			06-GPBH60-102-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**	
1 semester	undergraduate	--	

Contents

Theories of education with special focus on individual phases or aspects such as elementary education, youth education or adult education, corresponding intercultural education etc., task fields of education: 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)

This module has 4 components; information on courses listed separately for each component.

- 06-EB1-1-102, 06-EL1-1-102, 06-SB1-1-102, and 06-PAF-1-102: S (no information on language and number of weekly contact hours 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)

This module has the following 4 assessment components. Unless stated otherwise, students must pass all of these assessment components to pass the module as a whole.

Assessment in module component 06-EB1-1-102: Grundfragen der Erwachsenenbildung (Fundamental Questions of Adult Education), **in module component 06-EL1-1-102:** Grundfragen der Elementarbildung (Fundamental Questions of Early Childhood Education), and **in module component 06-SB1-1-102:** Grundfragen der schulischen und außerschulischen Jugendbildung (Fundamental Questions of Youth Education at School and in Non-School Environments) **:**

- 5 ECTS credits, numerical grading
- 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). Note: Portfolios record the learning process and progress of students. The compilation of documents includes preliminary considerations put down in writing and first drafts as well as reflections on both progress and obstacles in the learning process itself. In addition to acquiring knowledge and skills, the main aim of the portfolio is to develop metacognitive skills that will help students direct their own learning processes independently and/or with the support of their learning groups.

Assessment in module component 06-PAF-1-102: Pädagogische Aufgabenfelder (Fields of Pedagogical Work)

- 5 ECTS credits, pass / fail
- 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) or f) presentation (approx. 30 minutes). Note: Portfolios record the learning process and progress of students. The compilation of documents includes preliminary considerations put down in writing and first drafts as well as reflections on both progress and obstacles in the learning process itself. In addition to acquiring knowledge and skills, the main aim of the portfolio is to develop metacognitive skills that will help students direct their own learning processes independently and/or with the support of their learning groups.

Allocation of places
--
Additional information
Additional information listed separately for each module component. • 06-PAF-1-102: If approved by module coordinator, seminar may be replaced by attendance of 1 to 4 CSC workshops (depending on workload). • 06-EB1-1-102: -- • 06-SB1-1-102: -- • 06-EL1-1-102: --
Workload
--
Teaching cycle
--
Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module appears in
Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2010)

Module title			Abbreviation
Foundations of pedagogy			06-GBW-092-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**	
1 semester	undergraduate	--	

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

V + S + Ü (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

--

Additional information

--

Workload

--

Teaching cycle

--

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

--

Module appears in

Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2010)
Bachelor's degree (1 major, 1 minor) Pedagogy (2011)
Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2011)
Bachelor's degree (1 major, 1 minor) Pedagogy (2009)
Bachelor's degree (2 majors) Pedagogy (2011)
Bachelor's degree (2 majors) Pedagogy (2009)

Module title			Abbreviation
Immersion in pedagogy			06-VBW-092-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

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 (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), 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

--

Workload

--

Teaching cycle

--

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

--

Module appears in

Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2010)
Bachelor's degree (1 major, 1 minor) Pedagogy (2011)
Bachelor's degree (1 major, 1 minor) Pedagogy (Minor, 2011)
Bachelor's degree (1 major, 1 minor) Pedagogy (2009)
Bachelor's degree (2 majors) Pedagogy (2011)
Bachelor's degree (2 majors) Pedagogy (2009)
No final examination Special study offering (2010)