Module Catalogue
for the Subject
Pedagogy
as a degree subject in a Bachelor’s degree programme with 2 majors
(75 ECTS credits)

Examination regulations version: 2015
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy
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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 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. 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:

ASPO2015

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

22-Jul-2015 (2015-44)

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
(65 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Foundations of pedagogics</td>
<td>06-PÄD-GBW-152-m01</td>
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<th>Module offered by</th>
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<td>1 semester</td>
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</table>

**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 (2) + S (2) + Ü (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) 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 (approx. 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>Systematical-historical methods of research in education</td>
<td>06-PÄD-MBW-152-m01</td>
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**Contents**

In this module we study selected methods and epistemological principles of systematic educational sciences while focusing on the development of non-empirical approaches to the topic.

**Intended learning outcomes**

The students are able to independently plan and conduct research projects.

**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)

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 (approx. 20 pages) creditable for bonus

**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 | Abbreviation
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Methods of research in education | 06-PÄD-FM-152-m01

Module coordinator | Module offered by
holder of the Chair of Research in Education | Chair of Research in Education

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

V (2) + V (2) + V (2) + S (2) + S (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)

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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<td>Regular attendance: Attendance is monitored, regular attendance is a formal prerequisite for admission to assessment. Attendance is considered regular if students missed a maximum of two sessions of courses with 2 weekly contact hours or a maximum of four sessions of courses with 4 weekly contact hours. Block courses: Students must not be absent for more than 20% of class time. Students who did not regularly attend the courses of the module must not be admitted to assessment.</td>
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</table>

**Contents**

In this module we discuss theories, methods and findings of empiric educational research. In doing so, we focus on competence diagnostics and evaluation research and apply them 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 (2) + V (2) + Ü (2) + Ü (2) + S (2) + S (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)

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
Historical education

### Abbreviation
06-PÄD-HP-152-m01

### Module coordinator
holder of the Chair of Systematic Educational Science

### Module offered by
Chair of Systematic Educational Science

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### Contents
Selected eras of the history of pedagogy, corresponding important representatives and their works.

### Intended learning outcomes
The students have basic knowledge of 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 (3)

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

### Abbreviation
06-PÄD-SBW-152-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
1 semester

### Module level
undergraduate

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

### 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 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)
**V (2) + Ü (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) 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 (approx. 20 pages)

### 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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Module title
Theory of education

Abbreviation
06-PÄD-EBT-152-m01

Module coordinator
holder of the Chair of Systematic Educational Science

Module offered by
Chair of Systematic Educational Science

ECTS
5

Method of grading
numerical grade

Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
Theoretical approaches to schooling and education regarding their historical significance and their relevancy for current debates on educational sciences.

Intended learning outcomes
The students have profound scientific knowledge of central education theories. They understand the importance, development and context of central mental figures of education theory and know their connections to current questions of education theory.

Courses (type, number of weekly contact hours, language — if other than German)
S (3)

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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Allocation of places
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Additional information
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**Contents**

Explicit and implicit ideas of man that are requirements for the understanding of schooling and education: Anthropological approaches and their sociocultural connections.

**Intended learning outcomes**

The students gain insights into the connections between the conception of man and education concepts as well as their position in the respective cultural and social context. They acquire a reflective awareness of the possibilities and limits of schooling and education.

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

| S (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) 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 (approx. 20 pages) creditable for bonus

**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

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<td>Fields of pedagogical work and institutions of lifelong-learning</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)

V (2) + Ü (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) 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 (approx. 20 pages)

Assessment offered: Once a year, summer semester

Language of assessment: German and/or English creditable for bonus

**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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## Research in early childhood development

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### Module coordinator

holder of the Chair of Research in Education

### Module offered by

Chair of Research in Education

### ECTS

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### Duration

2 semester undergraduate

### Other prerequisites

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### Contents

Research fields of the elementary sector, education and development processes in early childhood, elementary institutions of pedagogy and their evaluation.

### Intended learning outcomes

The students know research fields that are relevant to elementary education and have knowledge of physical, cognitive, social, emotional and aesthetic education processes in early childhood. They are able to professionally evaluate concepts and programs of elementary education institutions on the basis of empirical research techniques.

### Courses

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

S (2) + S (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) 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 (approx. 20 pages)

Assessment offered: Once a year, summer semester creditable for bonus

### 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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Thesis

(10 ECTS credits)
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<td>Institute of Pedagogy</td>
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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** (type, number of weekly contact hours, language — if other than German)

No courses assigned to module

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

Bachelor’s thesis (approx. 30 to 50 pages)

Registration on a continuous basis as agreed upon with supervisor.

**Allocation of places**

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**Additional information**

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

--
Key Skills Area
(ECTS credits)

In the two degree subjects, students must achieve a total of 20 ECTS credits in the area of transferable skills. Of these, a total of 5 ECTS credits must be achieved in the two subjects in the area of general transferable skills and a total of 15 ECTS credits (no less than 5 ECTS credits per subject) must be achieved in the two subjects in the area of subject-specific transferable skills.
General Key Skills
(0-5 ECTS credits)

Students must take modules offered as part of the pool of general transferable skills (ASQ) of the University of Würzburg.
Subject-specific Key Skills
(5-10 ECTS credits)
subject-specific key skills, Compulsory Courses
(5 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical internship</td>
<td>06-PÄD-EP-152-m01</td>
</tr>
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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>
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<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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<tbody>
<tr>
<td>5</td>
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<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>undergraduate</td>
<td>Prior to the placement, approval must be obtained from the Chair of Systematic Educational Science.</td>
</tr>
</tbody>
</table>

**Contents**

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

**Intended learning outcomes**

The students acquire professional knowledge of pedagogical fields of action. They acquire general professional competencies and advance their personal and social competencies. In addition, they gain basic knowledge of and insights into institutions/organisations and fields of action during the work placement.

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

P (0)

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

Proof of having completed placement (1 to 2 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)

--
subject-specific key skills, Compulsory Electives
(0-5 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
<tr>
<td>Pedagogical project</td>
<td>06-PÄD-BWP-152-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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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>--</td>
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</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** (type, number of weekly contact hours, language — if other than German)
S (3)

**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) project presentation (approx. 30 minutes) or b) portfolio (10 to 20 pages)
Assessment offered: Once a year, summer semester

**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  | Abbreviation
--- | ---
Pedagogical internship advanced | 06-PÄD-EP-V-152-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 | (not) successfully completed | -- |

| Duration | Module level | Other prerequisites |
--- | --- | ---
undergraduate | Prior to the placement, approval must be obtained from the Chair of Systematic Educational Science. Approval will be granted if the institution at which a student wishes to complete his/her placement is considered suitable, i.e. is considered to be in a position to help the student acquire relevant skills. |

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. They acquire general professional competencies and advance their personal and social competencies. They gain knowledge of and insights into institutions/organisations and fields of action during the work placement. Furthermore, the practical experience also serves as a possibility for the students to evaluate their own professional self-perception and ethics.

Courses (type, number of weekly contact hours, language — if other than German)
P (0)

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

Proof of having completed placement (1 to 2 pages)

Allocation of places
--

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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</thead>
<tbody>
<tr>
<td>Introduction to pedagogical key competencies and training</td>
<td>06-PÄD-ASQ-152-m01</td>
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**Contents**

Principles of communication theory and conversation techniques, moderation and presentation exercises that will be evaluated afterwards.

**Intended learning outcomes**

Key competencies in interaction and communication: Application of various questioning techniques, analysis of body language, moderation and presentation, performance competencies in conversations of various difficulty levels and settings (guidance, conflict, negotiation etc.).

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

S (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) 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 (approx. 20 pages) or
- f) presentation (approx. 15 to 30 minutes)

Assessment offered: Once a year, summer semester

**Allocation of places**

max. 40 places. Should the number of applications exceed the number of available 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. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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