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: 2020
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy
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<td>subject-specific key skills, Compulsory Electives</td>
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Content and Objectives of the Programme

German contents and learning outcome available but not translated yet.

Das Bachelor-Hauptfach Pädagogik (Erwerb von 75 ECTS-Punkten) wird von der Fakultät für Humanwissenschaften der JMU im Rahmen eines aus zwei gleichwertigen Hauptfächern bestehenden grundlagenorientierten Studiengangs angeboten. Wird die Abschlussarbeit im Bachelor-Hauptfach Pädagogik (Erwerb von 75 ECTS-Punkten) angefertigt, so wird der Abschluss "Bachelor of Arts" (B.A.) erworben. Ziel des Studiums ist es, dass die Studierenden fundierte Kenntnisse pädagogischer Denkfiguren sowie handlungs- und wissenschaftstheoretischer Konzepte der Pädagogik gewinnen.
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)):

29-Sep-2020 (2020-86)

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

(70 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Introduction to pedagogy</td>
<td>06-PÄD-EP-202-m01</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
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<td>Chair of Systematic Educational Science</td>
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<tr>
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<th>Module level</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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**Contents**

The module introduces main questions within the topics of education. The basic concepts of education are used to discuss scientific basics, problems and figures.

**Intended learning outcomes**

The students have got broad knowledge of the basic elements and structures of this subject. They are able to explain and define the basic concepts of education, learning and socialization on the basis of different authors.

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

V (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. 100 minutes) or
b) oral examination of one candidate each (approx. 30 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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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Systematic, historical methods of research in education</td>
<td>06-PÄD-MP-202-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

**Module level**
undergraduate

**Other prerequisites**
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**Contents**
In this module, selected research methods as well as epistemological basics of historical and systematic education are taught. The focus lies on the development of non-empirical approaches to pedagogical knowledge, to insight into educational sense and meaning and to the forms of expression.

**Intended learning outcomes**
The students are familiar with different scientific approaches in an understanding or explaining way. They understand the requirements for scientific research and are able to classify, compare and apply different methods of humanities and cultural science.

**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. 100 minutes) or
b) oral examination of one candidate each (approx. 30 minutes) or
c) portfolio (10 -to 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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<table>
<thead>
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<th>Module title</th>
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<tbody>
<tr>
<td>Basics of empirical research methods for education</td>
<td>06-PÄD-BFM-202-m01</td>
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</table>

**Contents**

In this module, we discuss epistemological, methodological and methodical basics of empirical educational research. In doing so, we focus on discussing qualitative as well as quantitative research methods.

**Intended learning outcomes**

After completing the module, the students have acquired basic knowledge about qualitative and quantitative research methods in education and understand their differences of potential. They are then able to implement and classify these different methods.

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

V (2) + V (2) + V (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. 100 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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<tr>
<td>Empirical research in education</td>
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**Contents**

Theories, methods and results of empirical educational research are the subject of this module. In addition to basic questions about the structure of the education system and about educational pathways as well as the acquisition of competences, another focus is put on the evaluation research of the education system.

**Intended learning outcomes**

The students have acquired basic knowledge about empirical educational research. They know the instruments and methods in order to gather information about actual circumstances of education as well as the concepts, standards and functions of evaluation in the education system. Furthermore, they are able to carry out evaluation studies on a practical level.

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

- V (2) + V (2) + V (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. 100 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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<th>Module title</th>
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<tr>
<td>History of education</td>
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**Contents**

The module focuses on the main streams, selected eras and on the history of ideas social and institutional history of education as well as central representatives and their work. Basic questions of the subject are discussed, as norms, actions, culture and epistemology of theoretical and practical models of education.

**Intended learning outcomes**

The students have got knowledge about the historical context of education. They are able to deduce educational terms and different theories of education historically, embed them socioculturally and understand connections to current sociopolitical debates. They understand basic questions of the subject, as the aspects of norms, actions, culture and epistemology and are able to explain these.

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

V (2) + 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. 100 minutes)
b) oral examination of one candidate each (approx. 30 minutes) or
c) portfolio (10 to 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

**Basics of pedagogical action**  
**Abbreviation** 06-PÄD-PH-202-m01

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

The module discusses characteristics, main features and dimensions of educational actions. Requirements and guidelines of educational actions, its forms as well as discussions about their normative and ethical basis are focused on.

### Intended learning outcomes

The students understand the central theories of educational actions and practical concepts. They are able to characterize educational actions and have gotten insight into the forms as well as into the dimensions. Furthermore, they can consider the contingency of educational actions and analyze the relation between action and power within educational fields of action.

### 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. 100 minutes)  
b) oral examination of one candidate each (approx. 30 minutes) or  
c) term paper (approx. 15 pages)  
creditable for bonus  
Language of assessment: German and/or English

### 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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Theory of education | 06-PÄD-EBT-202-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) |
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5 | numerical grade | -- |

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

Contents

The module discusses central positions and approaches of education and learning theories while considering their historical relevance for current discussions. The focus lies on ideas and positions which have a great impact on ideas of pedagogical and educational sciences.

Intended learning outcomes

The students have got profound scientific knowledge of central education/learning theories, they are able to classify and discuss these. They understand the importance, development and context of central figures within educational sciences and are able to connect these to current questions.

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. 30 minutes) or
b) presentation (15 to 30 minutes) with term paper (10 to 15 pages) or
c) term paper (approx. 15 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

**Being human between nature, culture and society**

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<th>Abbreviation</th>
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### Module coordinator

holder of the Chair of Systematic Educational Science

### Module offered by

Chair of Systematic Educational Science

### ECTS

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

The module discusses the explicit and implicit concepts of a human-being which are connected to the structure of educational thinking as well as acting and which have got an impact on the understanding of education and learning. It focusses on the conditions and potentials of being a human-being in specific historical, cultural and biographic forms.

### Intended learning outcomes

The students understand the potential of a person within his or her sociohistorical variabilities. They have got insight into the relation of the ideas of education/learning and into the dimensions which are characteristic for a human-being. They have got acquired a critically-reflexive awareness considering the potentials and limits of the question of what defines the human-being.

### 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) oral examination of one candidate each (approx. 30 minutes) or
b) presentation (15 to 30 minutes) and term paper (10 to 15 pages)
c) term paper (approx. 15 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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<table>
<thead>
<tr>
<th>Module title</th>
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<td>Pedagogy of the senses</td>
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**Contents**

The module discusses the influence of emotional and cognitive perception in education and learning processes. It gives insight into aesthetic, for the senses comprehensible dimensions of education and learning. Development, modelling as well as effects of the human’s central perception are discussed in this context.

**Intended learning outcomes**

The students understand the relevance of meaningful experiences through the senses for processes of education and learning. They are capable of discussing aesthetic phenomena considering the meaning for education and learning and then can pose questions with a relevance for education.

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

<table>
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<tr>
<th>Type</th>
<th>Number of weekly contact hours</th>
<th>Language — if other than German</th>
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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. 100 minutes)
b) oral examination of one candidate each (approx. 30 minutes) or
c) term paper (approx. 15 pages)
   creditable for bonus

Language of assessment: German and/or English

**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
(5 ECTS credits)
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<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Forms of action in early childhood education</td>
<td>06-PÄD-HF-202-m01</td>
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### Contents

The module discusses specific forms of action within early education. It especially focusses on function, methods and instruments of diagnostics and on support of development processes during the early childhood.

### Intended learning outcomes

The students understand relevant fields and forms of action which are relevant for the subject of early education. They have got knowledge of physical, social and emotional development processes of the early childhood and are able to use empirical and diagnostical techniques in order to classify and evaluate concepts for early education and support programmes.

### 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) term paper (approx. 15 pages)
b) presentation (15 to 30 minutes) and term paper (10 to 15 pages)
c) portfolio (10 to 20 pages)

creditable for bonus

Assessment offered: Once a year, winter 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 Catalogue for the Subject Pedagogy

Bachelor's degree programme with 2 majors, 75 ECTS credits

<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
<tr>
<td>Forms of action in adult education</td>
<td>06-PÄD-HE-202-m01</td>
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### 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)
--- | --- | ---
5   | numerical grade | -- |

### Duration | Module level | Other prerequisites
--- | --- | ---
1 semester | undergraduate | -- |

### Contents
Subject of the module are specific educational activities in adult and continuing education. The module deals with didactical theories and concepts as well as ways and methods for the development of teaching and learning in the field of adult and continuing education.

### Intended learning outcomes
Students know theories of teaching and learning in adult and continuing education. They are able to apply them to educational-didactical settings and reflect them. Students are able to differentiate fields and dimension of didactical acting in adult and continuing education.

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of weekly contact hours</th>
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</thead>
<tbody>
<tr>
<td>S</td>
<td>(2)</td>
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</table>

### 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) term paper (approx. 15 pages)
- b) presentation (15 to 30 minutes) and term paper (10 to 15 pages)
- c) portfolio (10 to 20 pages)

Language of assessment: German and/or English

Allocatable for bonus: Yes

Assessment offered: Once a year, winter 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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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of action in pedagogical</td>
<td>06-PÄD-HPP-202-m01</td>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
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<tr>
<td>practice</td>
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<tr>
<td>ECTS</td>
<td>Method of grading</td>
<td>Only after succ. compl. of module(s)</td>
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<tr>
<td>5</td>
<td>numerical grade</td>
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<tr>
<td>Duration</td>
<td>Module level</td>
<td>Other prerequisites</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

**Contents**

The module discusses basic forms of action in the educational practice. It talks about the various dimensions of educational actions which all intend the enabling of learning and the establishing of educational offers in different ways.

**Intended learning outcomes**

The students understand the current status of common theories of teaching and learning, of counseling and arranging and are also able to reflect these methodically. They have understood central educational forms of action and concepts of practical work in different educational action fields and are able to evaluate these.

**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) term paper (approx. 15 pages)
b) presentation (15 to 30 minutes) and term paper (10 to 15 pages)
c) portfolio (10 to 20 pages)
creditable for bonus
Assessment offered: Once a year, winter 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)

--
Thesis

(10 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor-thesis in pedagogics</td>
<td>06-PÄD-BA-202-m01</td>
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</table>

<table>
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<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>Managing Director of the Institute of Pedagogy</td>
<td>Institute of Pedagogy</td>
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**Contents**

Contents must be chosen from the topics of the Bachelor “Pädagogik” and be agreed upon with the mentor of the thesis.

**Intended learning outcomes**

The students are able to choose and phrase an educationally relevant question/ work hypothesis and to realize this academically and independently within the given time period.

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

--

**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 (30 to 50 pages)
Time to complete: 10 weeks

**Allocation of places**

--

**Additional information**

Registration on a continuous basis as agreed upon with supervisor

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

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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>
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<tbody>
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<td>Pedagogical internship 1</td>
<td>06-PÄD-P1-202-m01</td>
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</table>

**Contents**

The internship in an educational field helps the students to acquire educational professional knowledge. It allows practical experience within a professional pedagogical context and is reason for the scientific analysis of practical problems.

**Intended learning outcomes**

The students have acquired professional knowledge and insight into the requirements of professional educational actions. The students are able to apply knowledge, which they have gotten from their studies, to the educational practice and thereby further deepen it.

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

| P (o) |

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

| placement report (1 to 2 pages) |

**Allocation of places**

| -- |

**Additional information**

Duration of practical course: no less than 4 weeks. 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.

**Referred to in LPO 1** (examination regulations for teaching-degree programmes)

| -- |
subject-specific key skills, Compulsory Electives
(0-5 ECTS credits)
Module title | Module coordinator | ECTS | Method of grading | Module offered by
--- | --- | --- | --- | ---
Pedagogical internship 1 | holder of the Chair of Systematic Educational Science | 5 | Only after succ. compl. of module(s) | Chair of Systematic Educational Science

Contents

The module features the extension of educational professional knowledge. Doing an internship in professional pedagogical work fields and institutions, broadens and deepens the generic knowledge concerning conditions, possibilities, goals and requirements of professional educational actions.

Intended learning outcomes

The students have acquired insight into questions connected to practical work and have broadened and widened the demands of pedagogical profession. They have developed their scientific focus concerning practical work and are able to critically reflect questions about pedagogical work with the help of their theoretical knowledge. Furthermore, they are able to analyze and process even unknown problems, which come up within practical work.

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)

placement report (1 to 2 pages)

Allocation of places

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Additional information

Duration of practical course: no less than 4 weeks.

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.

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

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<td>Project workshop</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>
</table>

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
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**Contents**

Within this module, students have to scientifically examine a question or problem which they have decided on in small groups. The work offers not only theoretical access but practical references as well. Thereby, the independent conception, execution and evaluation of the project as well as the documentation of the project's progress and the essential work results are central.

**Intended learning outcomes**

The students are able to analyze, reason, independently work on, document and present educational topics. They understand evaluation and assessment standards in order to plan, independently execute, reflect and evaluate educational projects.

**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) presentation (20 to 30 minutes) with handout (1 to 2 pages) or
b) log (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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