

# Module Catalogue

for the Subject

# Science of Sport

with the degree "Erweiterungsprüfung für das Lehramt an  
Gymnasien"  
( ECTS credits)

Examination regulations version: 2015  
Responsible: Faculty of Human Sciences  
Responsible: Institute of Sport Science  
Responsible: Centre for Sports and Physical Education

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## The subject is divided into

section / sub-section	ECTS credits	starting page
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## 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:

**LASPO2015**

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

**o8-Sep-2015 (2015-114)**

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.

# Scientific Discipline

(92 ECTS credits)

## **Area 1**

(85 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Recognizing essential educational and social issues in sports science		o6-SP-GY1-SPSG-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
<p>In this course we talk about questions and issues of sports science and evaluate them from an interdisciplinary point of view (natural, human and social sciences). We focus on the theoretical examination of central principles of sports education and social sciences and establish connections to topics from movement, game and sports culture. The students acquire interdisciplinary scientific knowledge about the backgrounds and topics of sports. Therefore, they develop the ability to understand and analyse actions of sports and movement culture in view of social and human sciences. In the area of sports education the students learn about the basic principles of physical education in the context of sports activities and acquire basic knowledge about education theory and its historical principles. In the area of the principles of social science and social psychology we discuss central theories, models, methods and concepts of sociology, psychology, and cultural theory and elaborate on their contributions to the understanding of our movement, game and sports culture.</p>		
<b>Intended learning outcomes</b>		
<p>The students have essential professional skills in carrying out research and working in the field of sports science, sports education and sociology/social psychology of sports. They know the principles of movement culture in view of education theory and sport sociology and are able to put these principles into practice. They have acquired differentiated professional and methodological competencies in the area of sports education and sports sociology by examining and comparing central terms, systematics, models, concepts and methods of the disciplines of sports science that are relevant to humanities and social sciences.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (1) + V (1) + V (1) + V (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
written examination (approx. 60 minutes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
210 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 a) (2 ECTS credits) § 83 I Nr. 5 b) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Developing basic competencies in movement, play and sports 1		o6-SP-GY2-BKSH1-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
6	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we use examples from gliding on snow and ice, exercising with sports equipment and exercising in water to discuss, evaluate and apply basic competencies of sport didactics and basic teaching/learning conceptions of movement fields and sports for individuals. We focus on acquiring basic movement and perception competencies in various settings (different media (water, snow), with and without sports equipment) as well as corresponding didactic and pedagogical competencies in teaching and learning with heterogeneous groups (including age, gender, individual condition, inclusion). Furthermore, we discuss and evaluate trans-situational and situation-specific aspects of safety and environmental education. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic movement and perception competencies and know various teaching/learning concepts from the area of exercise settings for individuals and individual sports. They have basic subject-didactic, pedagogical and motor competencies in the field of gliding on snow and ice/winter sports, exercising with sports equipment/gymnastics and exercising in water/swimming and are able to appropriately deal with different target groups in these settings. Furthermore, the students have basic competencies in the field of safety and environmental education.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 5 minutes)		
<b>Allocation of places</b>		
S(1) approx. 12 places, S(2) approx. 16 places, S(3) approx. 16 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
180 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 83 I Nr. 5 e) gg) (2 ECTS credits)          § 83 I Nr. 5 e) ee) (2 ECTS credits)          § 83 I Nr. 5 e) cc) (2 ECTS credits)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Developing basic competencies in movement, play and sports 2		o6-SP-GY3-BKSH2-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we discuss, evaluate and apply basic competencies of sport didactics and basic teaching/learning conceptions of playing, physical education games and movement fields for teams. We study the basics of playing as well as concepts of integrative and special didactics of physical education games and apply them in basketball, volleyball and handball. We focus on acquiring basic movement and perception competencies in physical education games as well as basics of subject didactics in various settings for teams (with and without a ball, target throwing and net/wall games, size of the playing field and number of players) as well as for different groups (including age, gender, individual condition, inclusion). Furthermore, we discuss and evaluate trans-situational and situation-specific aspects of fairness, cooperation and team spirit. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic movement and perception competencies in the field of physical education games and know appropriate teaching/learning concepts of playing with and without a ball. They can apply these concepts in the field of team sports or exercise settings for teams. They have basic subject-didactic, pedagogical and motor competencies in the big physical education games handball, basketball and volleyball and are able to appropriately deal with different target groups in these teaching/learning settings. Furthermore, the students have basic competencies in cooperation and interaction.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 5 minutes)		
<b>Allocation of places</b>		
S(1) approx. 25 places, S(2) approx. 18 places, S(3) approx. 18 places, S(4) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) aa) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Developing basic competencies in movement, play and sports 3		o6-SP-GY4-BKSH3-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we use examples from running, jumping, throwing, gymnastics and dance as well as exercising with and without sports equipment and exercising in water to discuss, evaluate and apply basic competencies of sport didactics and basic teaching/learning conceptions of movement fields and sports for individuals. We focus on acquiring and extending basic movement and perception competencies in various settings (different media (water, open-air areas, gyms), with and without sports equipment) as well as corresponding didactic and pedagogical competencies in teaching and learning with different groups (including age, gender, individual condition, inclusion). The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic and advanced movement and perception competencies and know various teaching/learning concepts in the field of exercise settings for individuals and individual sports. They have basic subject-didactic, pedagogical and motor competencies in the fields of running, jumping, throwing (athletics) as well as in physical expression and movement creation (gymnastics and dance) and are able to appropriately deal with different target groups in these teaching/learning settings. The students have advanced teaching/learning competencies in the field of exercising in water and are therefore able to flexibly handle other teaching/learning situations and different learning levels as well as different target groups.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 5 minutes)		
<b>Allocation of places</b>		
S(1) approx. 16 places, S(2) approx. 18 places, S(3) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) bb) (2 ECTS credits) § 83 I Nr. 5 e) cc) (2 ECTS credits) § 83 I Nr. 5 e) ff) (1 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Developing advanced teaching competencies in movement, play and sports 1		o6-SP-GY5-EKSH1-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>During this module, the students advance their teaching/learning competencies in the field of games, physical education games and movement fields for teams. They use examples from the target throwing and net/wall games basketball and volleyball to broaden their movement and perception competencies as well as their method and evaluation competencies in the field of integrative and special didactics of physical education games. Furthermore, they acquire basic competencies in the target kicking game soccer. They also focus on teaching in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for teams of an increasing learning level. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced movement, perception, method and evaluation competencies in the field of exercise settings for teams/target throwing and net/wall team sports as well as basic competencies in the field of target kicking games. They have advanced subject-didactic, pedagogical and motor competencies in the big physical education games basketball and volleyball. They are able to apply exemplary teaching/learning competencies to exercise settings for teams/team sports whilst taking into account different learning levels and goals (education to and through sports).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 10 minutes)		
<b>Allocation of places</b>		
S(1) approx. 18 places, S(2) approx. 18 places, S(3) approx. 16 places, S(4) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) aa) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Developing advanced teaching competencies in movement, play and sports 2		o6-SP-GY6-EKSH2-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>During this module, the students extend their teaching/learning competencies in individual sports and movement fields for individuals. They use examples from exercising with equipment/gymnastics, running, jumping, throwing/athletics, exercising in water/swimming and from the creation of movement/gymnastics/dance to broaden their movement and perception competencies as well as their method and evaluation competencies. They focus on teaching in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for teams of an increasing learning level. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced movement, perception, method and evaluation competencies in different exercise settings and individual sports and are able to adjust them to individual learning requirements. They have advanced subject-didactic, pedagogical and motor competencies in gymnastics, swimming, athletics and dance and are able to apply exemplary teaching/learning competencies to various exercise settings whilst taking into account different learning levels and goals (education to and through sports).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 5 minutes)		
<b>Allocation of places</b>		
S(1) approx. 16 places, S(2) approx. 18 places, S(3) approx. 16 places, S(4) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.		
<b>Workload</b>		
210 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 83 I Nr. 5 e) ee) (1 ECTS credits)          § 83 I Nr. 5 e) cc) (1 ECTS credits)          § 83 I Nr. 5 e) bb) (3 ECTS credits)          § 83 I Nr. 5 e) ff) (2 ECTS credits)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Recognizing essentials of sports biology and training science		o6-SP-GY7-BTGV-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Institute of Sport Science
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
<p>In this module we discuss central principles of sports biology and training sciences and establish connections to sports practice. In this way, the students acquire scientific knowledge about movement and sports. In the field of sports biology, the students learn about the basic principles of human physiology in the context of sports activities and acquire basic knowledge about the body's morphological and functional adaptation to physical stress. In the field of training and movement science, they become familiar with central models, methods and concepts as well as the consequences and possibilities of their practical implementation in schools, in clubs and during recreation.</p>		
<b>Intended learning outcomes</b>		
<p>The students have essential professional skills in sports biology and training science. They know the sport biological principles and the adaptivity of the human organism and are able to establish connections between these principles and sports practice. By examining and comparing central terms, systematics, models, concepts and methods as well as their classification in view of different training goals and target groups, the students have acquired differentiated professional and methodological competencies in the area of training and movement science. They are able to estimate the importance of these competencies for a wholesome promotion of performance and health.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + V (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
written examination (approx. 60 minutes) on contents covered in V(1) Trainingswissenschaft (Exercise Physiology) and V(2) Sportbiologie (Sports Biology)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 d) (2 ECTS credits) § 83 I Nr. 5 c) (3 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Recognizing and applying fundamentals of sports anatomy and human movement science		o6-SP-GY8-ABGV-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this course we discuss the basics of functional anatomy as well as the musculoskeletal system and its overload and injury mechanisms. Furthermore, we survey possibilities and measures for individuals and groups to promote fitness and health. We examine central terms, theories, concepts, methods and models of movement science in the context of sporting activities. We especially focus on various scientific perspectives on movement learning and changes in coordination as well as resulting consequences for teaching and learning movement at and out of school whilst taking into account the target group.</p>		
<b>Intended learning outcomes</b>		
<p>The students have key professional skills in functional anatomy and sports traumatology. They are able to utilise these skills in a manner that is appropriate to the situation and audience in order to plan and conduct measures of health and fitness promotion for individuals and groups. Furthermore, the students have essential professional skills in the fields of movement science and movement learning. They can apply their knowledge about movement science as well as the methods of analysing movement and teaching physical education to various movement fields and types of sports and are able to estimate their importance for a holistic development promotion.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (1) + V (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
written examination (approx. 60 minutes)		
<b>Allocation of places</b>		
S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 83 I Nr. 5 c) (1 ECTS credits)          § 83 I Nr. 5 d) (3 ECTS credits)          § 83 I Nr. 5 e) dd) (1 ECTS credits)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Developing advanced teaching competencies in movement, play and sports 3		06-SP-GY9-EKSH3-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module the students advance and differentiate their teaching/learning competencies in the fields of playing, physical education games and movement fields for teams. They use examples from handball, soccer and volleyball to extend their movement and perception competencies and their method and teaching competencies in the field of integrative and special didactics of physical education games. They focus on teaching physical education games in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for teams of an increased learning level. Furthermore, they learn how aspects of playing and performance are linked to aspects of cooperation and fairness and how they can be promoted. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced their movement, perception, method and teaching competencies in team sports/exercise settings for teams and are able to transfer these competencies to big physical education games. They have advanced subject-didactic, pedagogical and motor competencies in the big physical education games handball, soccer and volleyball. Furthermore, they are able to flexibly apply exemplary teaching/learning competencies to team sports and exercise settings for teams whilst taking into account different learning levels and goals (education to and through sports).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 5 minutes)		
<b>Allocation of places</b>		
S(1) approx. 18 places, S(2) approx. 25 places, S(3) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) aa) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Developing advanced teaching competencies in movement, play and sports 4		06-SP-GY10-EKSH4-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
8	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module the students advance and extend their teaching/learning competencies in movement fields and types of sports for individuals and teams. They use examples from playing, exercising with equipment/gymnastics, gliding on ice and snow/winter sports and the creation of movement/gymnastics/ dance to broaden their movement and perception competencies as well as their method and evaluation competencies. Furthermore, they extend these competencies to the area of acrobatics. The students focus on teaching in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for increased learning levels. They thoroughly examine individual learning and performance requirements and their consequences for teaching/learning processes. In the field of winter sports they discuss and study basic aspects of safety and environmental education. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced movement, perception, method and teaching competencies in the field of exercise settings and sports for teams and individuals and are able to flexibly and appropriately estimate their significance for individual learning and performance conditions. They have advanced subject-didactic, pedagogical and motor competencies in gymnastics, snow sports, handball and dance and are able to appropriately apply exemplary teaching/learning competencies to various exercise settings whilst taking into account different learning levels and goals (education to and through sports). The students are able to encourage and apply varied processes of physical expression and movement creation.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1) + S (1) + S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
<p>practical examination: teaching exercise in S(1) (approx. 15 minutes) Assessment offered: Winter semester only</p>		
<b>Allocation of places</b>		
<p>S(1) approx. 12 places, S(2) approx. 12 places, S(3) approx. 16 places, S(4) approx. 18 places, S(5) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.</p>		
<b>Additional information</b>		
If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.		
<b>Workload</b>		
240 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 83 I Nr. 5 e) gg) (3 ECTS credits) § 83 I Nr. 5 e) ee) (2 ECTS credits) § 83 I Nr. 5 e) ff) (2 ECTS credits) § 83 I Nr. 5 e) aa) (1 ECTS credits)</p>		
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<b>Module title</b>		<b>Abbreviation</b>
Developing and applying teaching-learning competencies in trend and leisure time sports 1		o6-SP-GY11-LLTF1-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this course we use basic characteristics, similarities and peculiarities of trend and recreational sports to discuss, evaluate and test various movement forms of the current movement-, game- and sport-cultural practice. The students study gliding on ice/ice skating and various optional types of sports from the field of trend and recreational sports from multiple perspectives. They especially focus on movement, perception and method competencies in the area of trend and recreational sports as well as corresponding aspects of environmental and safety education. The students also learn how trend and recreational sports can be linked to general aspects of cultural education and how cultural education can be promoted. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic knowledge about current trends of movement culture and are able to apply corresponding teaching/learning concepts. They have basic subject-didactic, pedagogical and motor competencies in gliding as well as in the field of trend and recreational sports. The students are able to apply exemplary teaching/learning competencies to other teaching/learning situations for different target groups of trend and recreational sports. They know the basic connections between trend and recreational sports and super-ordinated education goals (esp. cultural education).</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>practical examination (approx. 5 minutes) Assessment offered: Winter semester only</p>		
<b>Allocation of places</b>		
S(1) approx. 16 places, S(2) 12-20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 83 I Nr. 5 e) gg) (2 ECTS credits) § 83 I Nr. 5 e) hh) (3 ECTS credits)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Enhancing expertise in sports pedagogy and sports psychology		o6-SP-GY12-PPFV-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>In this module we elaborate on central topics of the disciplines of sports psychology and sports education/subject didactics, compare them to the current state of research of the respective discipline and determine their effects on movement, game and sport practice at and outside of school. We develop and evaluate disciplinary and interdisciplinary pedagogical-psychological theories, models, methods and concepts and discuss their contribution to and significance for the understanding of movement, game and sport practice. We use examples from current central topics (e.g. school in motion, inclusion, cooperation between schools and clubs, motivation and emotion in sports) to achieve a deeper pedagogical-psychological understanding of the backgrounds and topics of sports.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced professional skills and knowledge about the central topics of subject-didactic sports education and sports psychology and are able to evaluate these topics in view of current research results. They know the essential topic areas of sports education, subject didactics and sports psychology. They are familiar with the corresponding systematics, models, methods and terms of education theories and are able to estimate their importance for well-founded, sophisticated and target group oriented teaching/learning situations. Furthermore, they have technical presentation and communication skills.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (1) + S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
presentation (30 minutes) with written elaboration in S creditable for bonus		
<b>Allocation of places</b>		
S approx. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 b) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Recognizing and enhancing expertise in training and movement related aspects of trend and leisure time sports		o6-SP-GY13-BTFV-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
6	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
<p>In this module we discuss basic characteristics and systematics of trend, recreational and health sports as well as corresponding topics from ecology, culture, training science and movement science. We thoroughly examine current literature topics about training science and movement science and establish exemplary connections to trend, recreational and health sports at and out of school. We develop and evaluate disciplinary and interdisciplinary theories, models, methods and concepts of training and movement science and discuss their contribution to and significance for the understanding of trend, recreational and health sports. The students acquire a scientific understanding of the backgrounds and topics of sports and of the current practice of movement culture.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced skills and knowledge about the central topics of training and movement science and know the ecological and movement-cultural backgrounds of trend, recreational and health sports. They are able to evaluate current research results of training and movement science in view of trend, recreational and health sports. The students are especially familiar with the current scientific discourse about central topics, systematics, models and methods of performance/performance diagnostics, training and competition in the application fields of sports. Furthermore, they know the current discourse about the central topics of movement science, motor control, performance and development. They have a profound understanding of varied training and movement actions and know the effects of these actions on health, fitness, recreation and the environment. Furthermore, they have subject-specific competencies in presenting and communicating.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (1) + S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
presentation (30 minutes) with written elaboration in S creditable for bonus		
<b>Allocation of places</b>		
S approx. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
180 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) hh) (2 ECTS credits) § 83 I Nr. 5 d) (4 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Enhancing medical expertise in health and fitness related issues		o6-SP-GY14-GSFV-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
6	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of S1 seminar (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we talk about central topics of the discipline sports biology/medicine and compare them to the current state of research of the respective discipline and determine their consequences for health sports at and outside of school. We develop, test and evaluate disciplinary and interdisciplinary theories, models, methods and concepts of sports science and sports medicine and discuss their contribution to and significance for the understanding of sporting activities in view of health promotion. By extending their knowledge about sports biology and health science, the students acquire a scientific understanding of the backgrounds and topics of sporting activities that promote health.</p>		
<b>Intended learning outcomes</b>		
<p>The students have advanced professional skills and knowledge about the central topics of sports biology/sports medicine and are able to evaluate these topics in view of current research results and health-promoting activities. They have especially extensive competencies in sports biology and are therefore able to evaluate the structures and ways of functioning of the major organ systems in view of acute and chronic physical stress and the resulting individual strain, adjustment and overload. They are able to apply these competencies to compensatory and health-promoting measures for different target groups. Furthermore, they have subject-specific competencies in presenting and communicating.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
presentation (30 minutes) with written elaboration in S2		
<b>Allocation of places</b>		
S approx. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
180 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) dd) (2 ECTS credits) § 83 I Nr. 5 c) (4 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Developing and applying teaching-learning competencies in trend and leisure time sports 2		o6-SP-GY15-LLTF2-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we use examples from various optional types of sports from the field of trend and recreational sports to discuss, evaluate and apply selected movement forms from current movement culture, game culture and sports culture. In doing so, the students examine teaching and learning in the area of trend and recreational sports (education to and through sports) from different points of view. We discuss specific movement and perception competencies, aspects of selected seasonal movement, game and sports offers (winter vs. summer) in view of safety and environmental education as well as special method and teaching competencies of the current movement culture. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.</p>		
<b>Intended learning outcomes</b>		
<p>The students have detailed knowledge about current trends of movement culture and corresponding teaching/learning concepts. They have advanced subject-didactic, pedagogical, motor and ecological competencies in seasonal trend and recreational sports. They know the basic connections between trend and recreational sports and super-ordinated education goals (esp. safety and environmental education). Furthermore, they are able to appropriately apply exemplary teaching/learning competencies to variable exercise settings for trend and recreational sports whilst taking into account different learning levels and goals (education to and through sports).</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (1)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
practical examination (approx. 5 minutes)		
<b>Allocation of places</b>		
S(1) approx. 12-20 places, S(2) 12-20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 e) hh) (5 ECTS credits)		

## **Area 2**

(7 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Recognizing research fields in sports science: Natural sciences		o6-SP-GY16A-SFNO-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>This module demonstrates the scientific work methods of quantitative sports research with a focus on natural sciences and introduces quantitative and statistical evaluation research. It provides an introduction to database-assisted literature research as well as quantitative and statistical evaluation research. Furthermore, it discusses central problems of diagnosing and evaluating fitness- and health-oriented physical activities and enables the students to independently conduct a study project in the field of fitness, movement and health evaluation during the semester. In doing so, the students acquire theoretical and practical knowledge that enables them to independently determine and analyse psychophysical fitness, movement quality and health condition of various age and target groups in various contexts and evaluate these in view of the current state of research.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic competencies in conducting methodological research in the science-oriented field of fitness and health sports. They are able to systematically examine pre-existing theories and knowledge and can generate, present and discuss new knowledge. They are also able to initiate and evaluate research projects in the area of fitness and health sports that focus on sports biology and movement science. They can deploy quantitative and statistical work techniques in the field of sports science as well as specific measuring methods of diagnosing performance, movement and health. Furthermore, they are able to critically evaluate the goals and tasks of these techniques and methods as well as their meaning for individual target groups and professional fields.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
Project report to be prepared at home (10 to 15 pages)		
<b>Allocation of places</b>		
S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
210 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 a) (2 ECTS credits) § 83 I Nr. 5 d) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Recognizing research fields in sports science: Humanities and social sciences		o6-SP-GY16B-SFGO-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
7	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>In this module we establish connections between the principles of carrying out research as well as working in the field of sports science and sports education/sport didactics or socio-psychological perspectives on sports with the core topics "teaching and learning" and "trends of movement culture". We systemically examine teaching/learning contexts or social development trends in different settings of sports and movement culture according to scientific criteria, using a hermeneutic, qualitative and/or quantitative research paradigm. We use our self-developed research methods to establish connections between the principles of research methods and selected central theories and utilize them to conceptualise a project. In the course of the research project, we conceptualise and conduct or reconstruct and evaluate teaching/learning processes or processes of sports development on a micro and/or macro level in various sports settings in accordance with methodological guidelines. Depending on the research method, we may focus on subject-related core themes and further discuss them regarding the current scientific discourse.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic competencies in conducting methodological research and are able to combine these competencies to work on a thematic priority whilst taking into account technical limits. Furthermore, they can transfer their skills to the conception of a research project. They are able to systematically generate new knowledge in a scientifically controlled way and they participate in teaching/learning research projects that are based on sports education or on the disciplines of sports science that focus on social science. Aside from having competencies in working with hermeneutic methods, the students also know the principles and application fields of qualitative empirical research and/or quantitative research methods.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
Project report to be prepared at home (10 to 15 pages)		
<b>Allocation of places</b>		
S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
210 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 a) (2 ECTS credits) § 83 I Nr. 5 b) (5 ECTS credits)		

## Teaching

(10 ECTS credits)

## **Area 1**

(10 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Analyzing teaching-learning competencies in physical education		o6-SP-GY17-FLL-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
<p>In this module we elaborate on the conceptual basics of sport didactics and choosing topics for physical education on the basis of the connection between goals, contents and methods. We discuss various concepts of sports and didactic approaches to teaching sports as well as their epistemological position whilst taking into account learning and education theories. Further, we discuss the implementation of these concepts into class in various exemplary movement fields and types of sports and evaluate selected central topics of the development of sports and school sports (e.g. gender in sports, integration and inclusion in and through sports etc.) in view of the current discourse on subject didactics.</p>		
<b>Intended learning outcomes</b>		
<p>The students have essential professional skills in teaching physical education and physical education games and are able to apply these skills to various movement fields and types of sports. They know the basics and epistemological backgrounds of various didactic approaches to sports and physical education games and are able to evaluate their phenomena and structures as well as corresponding teaching topics in view of theoretical knowledge about subject didactics. They can apply their knowledge to teaching/learning situations in sports and physical education classes.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (1) + V (1) + S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
presentation (30 minutes) with written elaboration in S creditable for bonus		
<b>Allocation of places</b>		
S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 f) (5 ECTS credits)		

<b>Module title</b>		<b>Abbreviation</b>
Applying and evaluating teaching-learning competencies in physical education		o6-SP-GY18-FLLB-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).
<b>Contents</b>		
<p>In this module we discuss, evaluate and transfer basic connections between goals, contents and methods of physical education to specific teaching concepts for various movement fields and types of sports. For this purpose, we examine planning, conception and evaluation processes in the context of subject didactics. Furthermore, we test and evaluate differentiated teaching scenarios for various movement settings and target groups whilst taking into account the possibilities to promote basic infantile development through movement, game and sports offers.</p>		
<b>Intended learning outcomes</b>		
<p>The students have essential professional skills in reviewing, classifying and evaluating the methodical principles of physical education and school sports in a conceptual manner. They know the effects of sport concepts and subject-didactic concepts on teaching practice and can use these concepts in practice to plan physical education classes and conceptualise school sports programmes. At the same time, they have basic evaluation competencies which enable them to be critical of such planning and evaluating guidelines.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
practical examination: teaching exercise (approx. 30 minutes) with written elaboration in S1 or S2		
<b>Allocation of places</b>		
Ü(1) approx. 25 places, Ü(2) approx. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 83 I Nr. 5 f) (5 ECTS credits)		

## **Freier Bereich (general as well as subject-specific electives)**

(0-15 ECTS credits)

## Physical Education

( ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)

<b>Module title</b>		<b>Abbreviation</b>
Evaluating inclusion in and through sports		o6-SP-GY20-IISV-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>This module provides a theoretical and/or practical insight into current central questions and backgrounds of inclusion and integration in and through sports. It addresses and evaluates the possibilities of "special" target groups (e.g. disabled people or people with a migrant background) to participate in movement, games and sports and establishes various connections to sports science and subject didactics. It shows the basic possibilities and opportunities of integration and inclusion in and through sports in a theoretical and practical manner.</p>		
<b>Intended learning outcomes</b>		
<p>The students have selected professional skills and specific background knowledge about integration and inclusion in and through sports and/or about corresponding subject-didactic implementation possibilities in settings at and out of school. They know the corresponding current discourse about the topic and/or possibilities to modify teaching situations as well as implementation possibilities in settings at and out of school. They understand the possible contributions of movement, games and sports to super-ordinated education goals (e.g. intercultural education, tolerance and respect).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
<p>a) presentation (approx. 30 minutes) or  b) term paper (approx. 10 pages) or  c) practical examination (approx. 5 minutes) or  d) practical examination taking the form of a teaching exercise (approx. 10 minutes)</p>		
<b>Allocation of places</b>		
S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 3 f)		

<b>Module title</b>		<b>Abbreviation</b>
Evaluating trends in leisure and health-oriented sports activities		o6-SP-GY21-FTKE-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>In this module we use examples from special topics as well as sports and movement offers of trend and health sports to study, evaluate and test current trends and topics of movement-, game- and sport-cultural practice and health sports. The students acquire exemplary insights into selected scientific and/or didactic principles of special sports, game and movement offers or topics of health sports and understand their scientific backgrounds as well as their didactic implementation possibilities.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic professional knowledge about current trends of movement culture and/or current topics of health sports. They know corresponding teaching/learning concepts and/or have basic subject-didactic, pedagogical and motor competencies and are able to use them for other teaching/learning situations and various target groups of trend and health sports. They understand the possible contributions of movement, games and sports to super-ordinated education goals (e.g. cultural education, environmental education, health promotion).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
<p>a) presentation (approx. 30 minutes) or  b) term paper (approx. 10 pages) or  c) written examination (30 minutes) or  d) practical examination (approx. 5 minutes) or  e) practical examination taking the form of a teaching exercise (approx. 10 minutes)</p>		
<b>Allocation of places</b>		
S approx. 12 to 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.		
<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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