Module Catalogue
for the Subject
Mathematics
as Unterrichtsfach
with the degree "Erste Staatsprüfung für das Lehramt an Grundschulen"

Examination regulations version: 2015
Responsible: Institute of Mathematics
Contents

The subject is divided into

Abbreviations used, Conventions, Notes, In accordance with

Scientific Discipline

Compulsory Courses
  Elementary Number Theory
  Elementary Geometry
  Elementary Stochastics
  Basic Linear Analysis
  Basic Analysis
  Analytic Geometry
  Basic Differential Equations
  Review Course Mathematics (German Grundschule/Mittelschule/Realschule)

Teaching

  Compulsory Courses
    Didactics of Mathematics - Geometry (German Grundschule)
    Didactics of Mathematics - Arithmetics and Application of Mathematics (German Grundschule)

Paper

  Practical Training in Classroom Teaching including Theory (German Grundschule)
  Freier Bereich (general as well as subject-specific electives)

Mathematics

  Selected Topics in Didactics of Mathematics 1 (German Grundschule)
  Methodology of Teaching in Mathematics 1 (German Grundschule)
  Selected Topics in Didactics of Mathematics 2 (German Grundschule)
  Methodology of Teaching in Mathematics 2 (German Grundschule)
  E-Learning and Blended Learning in Mathematical Teaching (virtual Course)
  Basics in Arithmetics (virtual course)
  Basics in School Geometry (virtual course)
  Stochastics in Sekundarstufe I (virtual course)
  Mathematics in grade 10 (virtual course)
  Basics of Mathematics für German Grundschule 1: Arithmetics and Orders of Magnitude (virtual course)
  Basics of Mathematics für German Grundschule 2: Geometry and Stochastics (virtual course)
  Basic Notions and Methods of Mathematical Reasoning
  Didactics of Geometry (virtual course)
  Didactics of Algebra (virtual course)
  Exam Tutorial Didactics of Mathematics (virtual course)
  Mathematics 1 (virtual course)
  Mathematics 2 (virtual course)
  Methods and Media in Teaching Mathematics 1 (German Grundschule)
  Methods and Media in Teaching Mathematics 2 (German Grundschule)
  School Mathematics from a Higher Perspective

Paper

  Thesis in Mathematics (German Grundschule)
## The subject is divided into

<table>
<thead>
<tr>
<th>section / sub-section</th>
<th>ECTS credits</th>
<th>starting page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Discipline</td>
<td>54</td>
<td>5</td>
</tr>
<tr>
<td>Cumpulsory Courses</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>Teaching</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Compulsory Courses</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Paper</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Freier Bereich (general as well as subject-specific electives)</td>
<td>0-15</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>10</td>
<td>43</td>
</tr>
</tbody>
</table>
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)):


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

(54 ECTS credits)
Cumpulsory Courses

(54 ECTS credits)
Module title | Abbreviation
---|---
Elementary Number Theory | 10-M-ELZT-152-m01

Module coordinator | Module offered by
Dean of Studies Mathematik (Mathematics) | Institute of Mathematics

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

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

Contents
Introduction to fundamental techniques in mathematics. Approach to the number as a basic theme in mathematics, basic topics in elementary number theory and the structure of the number system.

Intended learning outcomes
The student knows the basic ways of thinking and working in mathematics, as well as the fundamental mathematical proof methods. He/She is able to apply these skills to basic problems in the fields of number theory and the structure of the number system.

Courses (type, number of weekly contact hours, language — if other than German)
V (4) + Ü (2)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
written examination (approx. 60 to 90 minutes)
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate) and written exercises (approx. 12 exercise sheets, approx. 3 exercises per sheet).

Allocation of places
--

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 51 I Nr. 3
Module title: Elementary Geometry
Abbreviation: 10-M-ELGE-152-m01

Module coordinator: Dean of Studies Mathematik (Mathematics)
Module offered by: Institute of Mathematics

ECTS: 6
Method of grading: numerical grade
Only after succ. compl. of module(s): --

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

Contents:
Fundamental topics in elementary and Euclidean geometry: axiomatic foundations of Euclidean geometry, congruence geometry, imaging geometry, similarity geometry, basics in analytic geometry in $\mathbb{R}^3$, introduction to basic mathematical techniques.

Intended learning outcomes:
The student knows the basic ways of thinking and working in mathematics, as well as the fundamental mathematical proof methods. He/She is able to apply these skills to basic problems in Euclidean geometry.

Courses (type, number of weekly contact hours, language — if other than German):
V (4) + Ü (2)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus):
written examination (approx. 60 to 90 minutes)
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate) and written exercises (approx. 12 exercise sheets, approx. 3 exercises per sheet).

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 51 I Nr. 3
Module title: Elementary Stochastics
Abbreviation: 10-M-ELST-152-m01

Module coordinator: Dean of Studies Mathematik (Mathematics)
Module offered by: Institute of Mathematics

ECTS: 5
Method of grading: numerical grade
Only after succ. compl. of module(s): --

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

Contents
Fundamental topics in elementary stochastics: descriptive statistics, probability theory, combinatorics, inferential statistics, stochastic modelling, introduction to basic mathematical techniques.

Intended learning outcomes
The student knows the basic ways of thinking and working in mathematics, as well as the fundamental mathematical proof methods. He/She is able to apply these skills to basic problems in stochastics.

Courses (type, number of weekly contact hours, language — if other than German)
V (3) + Ü (1)

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. 60 to 90 minutes)
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate) and written exercises (approx. 12 exercise sheets, approx. 3 exercises per sheet).

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 51 I Nr. 3
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Linear Analysis</td>
<td>10-M-GRLA-152-m01</td>
</tr>
</tbody>
</table>

**Module coordinator**
Dean of Studies Mathematik (Mathematics)

**Module offered by**
Institute of Mathematics

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

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

**Contents**
Basics in linear algebra: groups, rings, fields, systems of linear equations, vector spaces, matrices and determinants, linear maps, examples and applications.

**Intended learning outcomes**
The student is acquainted with the basic methods and concepts of linear algebra. He/She is able to comprehend the central proof methods, can perform easy mathematical arguments and present them in written form. He/She can analyse basic mathematical problems and employ methods of linear algebra to solve them.

**Courses** (type, number of weekly contact hours, language — if other than German)
V (4) + Ü (2)

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

written examination (approx. 60 to 90 minutes).
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).

**Allocation of places**
--

**Additional information**
--

**Referred to in LPO I** (examination regulations for teaching-degree programmes)
§ 51 I Nr. 2
### Module title
Basic Analysis

### Abbreviation
10-M-GRAN-152-m01

### Module coordinator
Dean of Studies Mathematik (Mathematics)

### Module offered by
Institute of Mathematics

### ECTS
12

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

### Duration
2 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Convergence and divergence of sequences and series, functions, continuity, differentiation and integration (Riemann integral), Taylor approximation and power series, functions in several variables, total and partial differentiability, inverse and implicit function theorem, curves in $\mathbb{R}^n$, curve integrals, integration theorems in higher dimensions (Fubini’s theorem, transformation rule), examples and applications.

### Intended learning outcomes
The student is acquainted with methods and concepts in analysis of one and several variables. He/She is able to comprehend the central proof methods, can perform easy mathematical arguments and present them in written form. He/She can analyse basic mathematical problems and employ methods of analysis in one and several variables to solve them.

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

- V (4) + Ü (2) + V (2) + Ü (2)

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

- written examination (approx. 60 to 120 minutes).
  - If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).

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

- § 51 I Nr. 1
# Module Catalogue for the Subject Mathematics

## LA Grundschulen

### Module title
Analytic Geometry

### Abbreviation
10-M-ANGE-152-m01

### Module coordinator
Dean of Studies Mathematik (Mathematics)

### Module offered by
Institute of Mathematics

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>numerical grade</td>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

### Contents
Applications of linear algebra to analytic geometry: quadrics, characterisation of affine maps and isometries, discussion of Euclidean spaces (scalar products, arcs, orthonormal bases).

### Intended learning outcomes
The students is acquainted with advanced methods, concepts and results in linear algebra and analytic geometry. He/She is able to comprehend the central proof methods, can perform easy mathematical arguments and present them orally and in written form. He/She can analyse basic mathematical problems and employ methods of linear algebra and analytic geometry to solve them.

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

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<th>(4)</th>
<th>(2)</th>
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<tbody>
<tr>
<td>V</td>
<td>+ Ü</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)

- Written examination (approx. 60 to 90 minutes).
  - If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).

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

§ 51 I Nr. 2
Module title | Abbreviation
---|---
Basic Differential Equations | 10-M-GRDG-152-m01

Module coordinator | Module offered by
Dean of Studies Mathematik (Mathematics) | Institute of Mathematics

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

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

Contents
Examples and natural appearances of ordinary differential equations, existence and uniqueness theorems (Picard-Lindelöf, Peano), systems of linear differential equations, applications and examples.

Intended learning outcomes
The student is acquainted with methods and concepts of ordinary differential equations. He/She is able to comprehend the central proof methods, can perform easy mathematical arguments and present them in written form. He/She can analyse basic mathematical problems and employ methods of differential equations to solve them.

Courses
(type, number of weekly contact hours, language — if other than German)
V (3) + Ü (2)

Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
written examination (approx. 60 to 90 minutes).
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).
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)
§ 51 I Nr. 1
<table>
<thead>
<tr>
<th><strong>Module title</strong></th>
<th><strong>Abbreviation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Course Mathematics (German Grundschule/Mittelschule/Realschule)</td>
<td>10-M-M3GMR-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Module coordinator</strong></th>
<th><strong>Module offered by</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Studies Mathematik (Mathematics)</td>
<td>Institute of Mathematics</td>
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<thead>
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<th><strong>ECTS</strong></th>
<th><strong>Method of grading</strong></th>
<th><strong>Only after succ. compl. of module(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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</table>

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

**Contents**

Revision and consolidation of the topics in analysis, ordinary differential equations, linear algebra and analytic geometry by completing exercises and answering past state examination questions.

**Intended learning outcomes**

The student has advanced knowledge in the topics stated in LPO I (examination regulations for teaching degree programmes), §51 (2) 1, 2, and is able to apply them on the level of the state examination.

**Courses**

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

Ü (4)

**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) talk (approx. 45 minutes) or b) project (10 to 15 pages)

**Allocation of places**

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**Additional information**

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

§ 51 special branch of science without assignment
Teaching
(12 ECTS credits)
Compulsory Courses

(12 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactics of Mathematics - Geometry (German Grundschule)</td>
<td>10-M-DGGS1-152-m01</td>
</tr>
</tbody>
</table>

**Module coordinator**
Dean of Studies Mathematik (Mathematics)

**Module offered by**
Institute of Mathematics

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>numerical grade</td>
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</tbody>
</table>

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

### Contents
In-depth discussion of topics in teaching geometry in Grundschule, taking didactic aspects into account (aims of geometry, spatial visualisation ability, planar figures, symmetries, 3-dimensional solids, geometric drawing). Possibilities of implementation in the classroom and employment of materials and media, including modern technologies.

### Intended learning outcomes
The student knows about the objectives of teaching geometry in elementary school, basics in developmental psychology and didactics of mathematics, fundamentals in elementary school mathematics, as well as important models, presentations and media which can be employed in elementary school teaching of mathematics. She/he knows about common difficulties and problems of pupils in the acquisition of mathematical skills, and can employ and assess didactical principles and teaching and learning strategies.

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

V (2) + Ü (2)

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

written examination (approx. 60 to 90 minutes).

If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).

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)

§ 51 I Nr. 4
Module title | Abbreviation
--- | ---
Didactics of Mathematics - Arithmetics and Application of Mathematics (German Grundschule) | 10-M-DGGS2-152-m01

Module coordinator | Module offered by
Dean of Studies Mathematik (Mathematics) | Institute of Mathematics

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>numerical grade</td>
<td>Only after succ. compl. of module(s)</td>
</tr>
</tbody>
</table>

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

Contents
In-depth discussion of topics in teaching arithmetics and application-oriented mathematics in Grundschule, taking didactic aspects into account (aims of teaching arithmetics, didactic principles, sets, numbers, positional notations, arithmetic models, elementary arithmetic, mental calculation, half-written and written calculations, aims of teaching applications of mathematics, treatment of quantities, representation of data, possibilities of teaching application-oriented mathematics, heuristic principles, strategies and tools, modelling, mappings, typical difficulties in solving text problems, possibilities of promoting competences in applied calculation). Possibilities of implementation in the classroom and employment of materials and media, including modern technologies.

Intended learning outcomes
The student knows about the objectives of teaching mathematics in elementary school, basics in developmental psychology and didactics of mathematics, fundamentals in elementary school mathematics, as well as important models, presentations and media which can be employed in elementary school teaching of mathematics. She/he knows about common difficulties and problems of pupils in the acquisition of mathematical skills, and can employ and assess didactical principles and teaching and learning strategies.

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + Ü (1) + V (2) + Ü (2)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) oral examination of one candidate each (approx. 30 minutes) or b) oral examination in groups (groups of 2 candidates, approx. 15 minutes per candidate) or c) written examination (approx. 60 to 120 minutes)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 51 I Nr. 4
Paper

(4 ECTS credits)

Students studying for a teaching degree Grundschule must complete a practical training in didactics and teaching methodology (studienbegleitendes fachdidaktisches Praktikum) which refers to one of the subjects they selected as vertieft studiertes Fach (subject studied with a focus on the scientific discipline) pursuant to Section 34 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes). The obligatory accompanying tutorial is offered by the respective subject. The ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 3 LASPO (general academic and examination regulations for teaching-degree programs).
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Training in Classroom Teaching including Theory (German Grundschule)</td>
<td>10-M-SFDPGS-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator: Dean of Studies Mathematik (Mathematics)</th>
<th>Module offered by: Institute of Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECTS</td>
<td>Method of grading</td>
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<tr>
<td>4 (not) successfully completed</td>
<td></td>
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<tr>
<td>Duration</td>
<td>Module level</td>
</tr>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>The module introduces the student to the classroom practice of his/her Unterrichtsfach (subject studied with a focus on the scientific discipline) or Didaktikfach (subject studied with a focus on teaching methodology). Using specific teaching models, examples and projects in different grades, the module introduces the student to subject-specific techniques. In the university course accompanying the placement, the student reflects and structures what he/she has learned during his/her teaching placement and explores additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching mathematics in accordance with applicable guidelines and curricula. The course focuses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual designs.</td>
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<thead>
<tr>
<th>Intended learning outcomes</th>
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<tbody>
<tr>
<td>The student is acquainted with the most important components of planning and organising teaching. He/She is able to teach the relevant topics for different forms, and can critically reflect the recent developments in the educational system. He/She is able to connect ideas from school pedagogy and learning psychology with didactical cognition and incorporate them in the mise-en-scène of his/her teaching.</td>
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<table>
<thead>
<tr>
<th>Courses (type, number of weekly contact hours, language — if other than German)</th>
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<tbody>
<tr>
<td>P (0) + S (2)</td>
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<thead>
<tr>
<th>Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)</th>
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</thead>
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<tr>
<td>a) presentation (30 to 45 minutes) with position paper (1 to 2 pages) or b) term paper (10 to 15 pages)</td>
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</table>

| Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. |

<table>
<thead>
<tr>
<th>Allocation of places</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
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</table>

<table>
<thead>
<tr>
<th>Additional information</th>
</tr>
</thead>
<tbody>
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<td>--</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>§ 34 I 1 Nr. 4</td>
</tr>
</tbody>
</table>
Freier Bereich (general as well as subject-specific electives) (0-15 ECTS credits)

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below.

Freier Bereich -- interdisciplinary: The interdisciplinary additional offer for a teaching degree can be found in the respective Annex "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt".
Mathematics

(ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)
**Module title**  
Selected Topics in Didactics of Mathematics 1 (German Grundschule)  

**Abbreviation**  
10-M-DAGS1-152-m01

<table>
<thead>
<tr>
<th>Module coordinator</th>
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**Contents**

Discussion of basic topics in mathematics didactics with a focus on didactic aspects (e.g. dyscalculia, evaluation of teaching materials for mathematics in Grundschule, using computers for teaching mathematics in Grundschule, selected topics and research results in modern mathematics didactics, theoretical foundations of mathematics didactics, dealing with heterogeneity in the classroom, organising substantial learning environments).

**Intended learning outcomes**

The student is acquainted with theoretical concepts in the didactics of mathematics, knows important aspects of planning and analysing teaching of mathematics, masters different strategies for teaching and learning and can assess and employ them.

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

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

a) talk (approx. 45 minutes) or b) term paper (5 to 10 pages) or c) project (10 to 15 pages)  
Assessment offered: Every two years, 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)

§ 22 II Nr. 1 h)
Module title | Abbreviation
---|---
Methodology of Teaching in Mathematics 1 (German Grundschule) | 10-M-DMGS1-152-m01

Module coordinator | Module offered by
---|---
Dean of Studies Mathematik (Mathematics) | Institute of Mathematics

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

Contents
Discussion of topics in the methodology of teaching mathematics; e.g. support for pupils who are particularly weak or particularly strong in mathematics, dealing with heterogeneity in the classroom, organisation of substantial learning environments as well as possibilities of implementation in the classroom, also including modern technologies.

Intended learning outcomes
The student knows about possibilities to promote mathematical skills, criteria for assessing media and their use in teaching mathematics and important aspects in planning and analysing the teaching of mathematics. He/She is acquainted with learning and teaching strategies and can employ and assess them.

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) talk (approx. 45 minutes) or b) term paper (5 to 10 pages) or c) project (10 to 15 pages)
Assessment offered: Every two years, 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 coordinator**
Dean of Studies Mathematik (Mathematics)

**Module offered by**
Institute of Mathematics

**ECTS**
2

**Method of grading**
Only after succ. compl. of module(s)

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

**Contents**
Discussion of basic topics in mathematics didactics with a focus on didactic aspects (e. g. dyscalculia, evaluation of teaching materials for mathematics in Grundschule, using computers for teaching mathematics in Grundschule, selected topics and research results in modern mathematics didactics, theoretical foundations of mathematics didactics, dealing with heterogeneity in the classroom, organising substantial learning environments).

**Intended learning outcomes**
The student is acquainted with theoretical concepts in the didactics of mathematics, knows important aspects of planning and analysing teaching of mathematics, masters different strategies for teaching and learning and can assess and employ them.

**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) talk (approx. 45 minutes) or b) term paper (5 to 10 pages) or c) project (10 to 15 pages)
Assessment offered: Every two years, 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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**Contents**

Discussion of topics in the methodology of teaching mathematics; e.g. support for pupils who are particularly weak or particularly strong in mathematics, dealing with heterogeneity in the classroom, organisation of substantial learning environments as well as possibilities of implementation in the classroom, also including modern technologies.

**Intended learning outcomes**

The student knows about possibilities to promote mathematical skills, criteria for assessing media and their use in teaching mathematics and important aspects in planning and analysing the teaching of mathematics. He/She is acquainted with learning and teaching strategies and can employ and assess them.

**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) talk (approx. 45 minutes) or b) term paper (5 to 10 pages) or c) project (10 to 15 pages)

Assessment offered: Every two years, 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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**Contents**

In a course offered by Virtuelle Hochschule Bayern (vhb), the student becomes acquainted with and reflects on techniques in e-learning and blended learning for teaching mathematics.

**Intended learning outcomes**

The student is acquainted with basic methods of e-learning and blended learning in teaching mathematics, as well as their potentials and limitations.

**Courses**

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

Ü (2)

Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

**Method of assessment**

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

project (web-based, 15 to 20 hours)

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)

§ 22 II Nr. 1 h)
§ 22 II Nr. 2 f)
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**Contents**

Basic topics on teaching arithmetics in school, e.g. divisability theory, prime numbers, set theory.

**Intended learning outcomes**

The student learns basic topics in the teaching of arithmetics and the related mathematical backgrounds and proofs. He/She is acquainted with the employment of new technologies for teaching arithmetic in school.

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

**Ü (2)**

Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

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

project (web-based, 15 to 20 hours)

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)

§ 22 II Nr. 1 h)

§ 22 II Nr. 2 f)

§ 22 II Nr. 3 f)
### Module title

Basics in School Geometry (virtual course)

### Abbreviation

10-M-VHBGeo-152-m01

### Module coordinator

Dean of Studies Mathematik (Mathematics)

### Module offered by

Institute of Mathematics

### ECTS

2

### Method of grading

Only after succ. compl. of module(s)

### (not) successfully completed

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

--

### Contents

Revision and consolidation of the fundamental topics in elementary geometry that are prerequisites for the subject-specific and didactic courses (in particular teaching degrees Grundschule, Hauptschule, Realschule) in geometry.

### Intended learning outcomes

The student has basic knowledge of school geometry, as required for the study of mathematics and its didactics. He/She is acquainted with the employment of new technologies for teaching geometry in school.

### Courses

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

- Ü (2)
  - Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

### Method of assessment

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

- project (web-based, 15 to 20 hours)
  - 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)

- § 22 II Nr. 1 h)
- § 22 II Nr. 2 f)
- § 22 II Nr. 3 f)
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**Module coordinator**
Dean of Studies Mathematik (Mathematics)

**Module offered by**
Institute of Mathematics

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**Duration**
1 semester

**Module level**
undergraduate

**Contents**
Revision and consolidation of the fundamental topics in stochastics that are prerequisites for the subject-specific and didactic courses in stochastics.

**Intended learning outcomes**
The student has basic knowledge of stochastics, as required for the study of mathematics and its didactics. He/She is acquainted with the employment of new technologies for teaching stochastics in school.

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

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Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

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

project (web-based, 15 to 20 hours)
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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**Contents**

Basic topics on teaching mathematics in tenth grade in Hauptschule, Realschule and Gymnasium.

**Intended learning outcomes**

The student learns basic topics in the teaching of mathematics in tenth form at German Mittelschule and Realschule, as well as the related mathematical backgrounds and proofs. He/She is acquainted with the employment of new technologies for teaching mathematics in tenth form.

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

Ü (2)

Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

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

project (web-based, 15 to 20 hours)

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)**

§ 22 II Nr. 1 h)
§ 22 II Nr. 2 f)
§ 22 II Nr. 3 f)
### Module title

**Basics of Mathematics für German Grundschule 1: Arithmetics and Orders of Magnitude (virtual course)**

### Abbreviation

10-M-VHBAuG-152-m01

### Module coordinator

Dean of Studies Mathematik (Mathematics)

### Module offered by

Institute of Mathematics

### ECTS

2

### Method of grading

Only after succ. compl. of module(s)

### (not) successfully completed

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

--

### Contents

Fundamental topics in teaching arithmetics in Grundschule, e.g. positional notation, elementary arithmetics, arithmetic laws, divisibility. Additional selected topics in application-oriented mathematics on the quantities covered in Grundschule.

### Intended learning outcomes

The students know the subject-related contents in arithmetic in elementary school, and are able to structure the notions and methods within a conceptual map. They know the subject-related contents in application-oriented mathematics related to quantities, and are able to structure the notions and methods within a conceptual map. They know strategies for development of understanding of the central notions of arithmetic in elementary school. They are able to assess and value the importance of digital technology with respect to today's and future design of instruction. They know various fields of application of arithmetic concepts, and are able to perform modelling independently.

### Courses

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

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### Method of assessment

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### Allocation of places

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### Additional information

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(examination regulations for teaching-degree programmes)

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Module title
Basics of Mathematics für German Grundschule 2: Geometry and Stochastics (virtual course)

Abbreviation
10-M-VHBGuS-152-m01

Module coordinator
Dean of Studies Mathematik (Mathematics)

Module offered by
Institute of Mathematics

ECTS
2

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

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
Fundamental topics in teaching geometry (planar figures, solids, congruence and symmetry) and application-oriented mathematics (statistics, probability and combinatorics) in Grundschule.

Intended learning outcomes
The students know the subject-related contents in geometry in elementary school, and are able to structure the notions and methods within a conceptual map. They know the subject-related contents in application-oriented mathematics related to statistics, probability and combinatorics, and are able to structure the notions and methods within a conceptual map. They know strategies for development of understanding of the central notions of geometry and application-oriented mathematics in elementary school. They are able to assess and value the importance of digital technology with respect to today’s and future design of instruction. They know various fields of application of geometry and application-oriented mathematics concepts, and are able to perform modelling independently.

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

Ü (2)
Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

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

project (web-based, 15 to 20 hours)
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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Institute of Mathematics

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**Contents**

Introduction to the basic notions and proof techniques in mathematics: approach to sets, formal logic and maps.

**Intended learning outcomes**

The student gets acquainted with the basic working techniques which are prerequisites for the further courses in the Bachelor’s degree study programme.

**Courses**

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

| V (1) + Ü (1) |

**Method of assessment**

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

| project (10 to 15 pages) |

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)

| § 22 II Nr. 1 h |
| § 22 II Nr. 2 f |
Module title
Didactics of Geometry (virtual course)

Abbreviation
10-M-VHBDG-152-m01

Module coordinator
Dean of Studies Mathematik (Mathematics)

Module offered by
Institute of Mathematics

ECTS Method of grading Only after succ. compl. of module(s)
2 (not) successfully completed --

Duration Module level Other prerequisites
1 semester undergraduate --

Contents
Geometry didactics is about learning and teaching geometry. This course focuses on topics which are central and important for all of geometry and mathematics, namely proving and problem solving. It also addresses topics which are usually discussed only briefly or not at all in university lectures and in the literature. Among these are chapters on space geometry, trigonometry and similarity geometry.

Intended learning outcomes
The students are acquainted with the subject-specific contents of school geometry, and are able to structure the notions and methods within a conceptual map. They know strategies of short, middle and long term development of understanding of the central concepts of geometry in teaching mathematics. They are able to develop and justify learning units and learning sequences for the important topics in school geometry independently. They are able to assess and value the importance of digital technology with respect to todays and future design of instruction. They know various fields of application of geometric concepts, and are able to perform modelling (in the sense of modelling cycles) independently.

Courses (type, number of weekly contact hours, language — if other than German)
Ü (2)
Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
project (web-based, 15 to 20 hours)
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)
§ 22 II Nr. 1 h)
§ 22 II Nr. 2 f)
§ 22 II Nr. 3 f)
## Didactics of Algebra (virtual course)

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### Contents

Algebra didactics is about learning and teaching algebra. This course focuses on the central and important topics in school algebra: extensions of number domains, variables and terms, equations and functions.

### Intended learning outcomes

The students are acquainted with the subject-specific contents of school algebra, and are able to structure the notions and methods within a conceptual map. They know strategies of short, middle and long term development of understanding of the central concepts of algebra in teaching mathematics. They are able to develop and justify learning units and learning sequences for the important topics in school algebra independently. They are able to assess and value the importance of digital technology with respect to today's and future design of instruction. They know various fields of application of algebraic concepts, and are able to perform modelling (in the sense of modelling cycles) independently.

### Courses

<table>
<thead>
<tr>
<th>Course type</th>
<th>Number of weekly contact hours</th>
<th>Language</th>
<th>Method of assessment</th>
<th>Scope</th>
<th>Language</th>
<th>Examination offered</th>
<th>Module is creditable for bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ü (2)</td>
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<td></td>
<td></td>
<td></td>
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</table>

Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

### Method of assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Scope</th>
<th>Language</th>
<th>Examination offered</th>
<th>Module is creditable for bonus</th>
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<tbody>
<tr>
<td>project</td>
<td>web-based, 15 to 20 hours</td>
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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

<table>
<thead>
<tr>
<th>Examination regulations for teaching-degree programmes</th>
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<tbody>
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</tr>
<tr>
<td>§ 22 II Nr. 3 f)</td>
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**LA Grundschulen Mathematics (2015)**

JMU Würzburg • generated 17-Sep-2019 • exam. reg. data record Lehramt Grundschulen (Unterrichtsfach) Mathematik - 2015

Page 36 / 44
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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</thead>
<tbody>
<tr>
<td>Exam Tutorial Didactics of Mathematics (virtual course)</td>
<td>10-M-VHBEx-152-m01</td>
</tr>
<tr>
<td>Module coordinator</td>
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<tr>
<td>Dean of Studies Mathematik (Mathematics)</td>
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<tr>
<td>Module offered by</td>
<td></td>
</tr>
<tr>
<td>Institute of Mathematics</td>
<td></td>
</tr>
<tr>
<td>ECTS</td>
<td></td>
</tr>
<tr>
<td>Method of grading</td>
<td>Only after succ. compl. of module(s)</td>
</tr>
<tr>
<td>2</td>
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</tr>
<tr>
<td>Duration</td>
<td>Module level</td>
</tr>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
</tr>
<tr>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>Revision of basics (definitions of mathematical notions, formulation and proving of theorems) in preparation for the Erstes Staatsexamen für Lehramt Gymnasium (first state examination for teaching at a Gymnasium) as well as basic guidelines for answering exam questions (with a special focus on the state examination in Bavaria).</td>
<td></td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td></td>
</tr>
<tr>
<td>The student learns about the structure of the state exams and different methods for solving the exam problems.</td>
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<tr>
<td>Courses</td>
<td></td>
</tr>
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<td>(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)</td>
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<td>project (web-based, 15 to 20 hours)</td>
<td>Assessment offered: Once a year, winter semester</td>
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<tr>
<td>Allocation of places</td>
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<tr>
<td>Additional information</td>
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</tr>
<tr>
<td>Referred to in LPO I (examination regulations for teaching-degree programmes)</td>
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</tr>
<tr>
<td>§ 22 II Nr. 1 h)</td>
<td></td>
</tr>
<tr>
<td>§ 22 II Nr. 2 f)</td>
<td></td>
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<tr>
<td>§ 22 II Nr. 3 f)</td>
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# Mathematics 1 (virtual course)

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<td>Mathematics 1 (virtual course)</td>
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<table>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tr>
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## Contents

Discussion of basic topics on teaching mathematics in a Gymnasium, in particular verbal and subject-specific fundamentals concerning the organisation of classes.

## Intended learning outcomes

The student is able to discuss selected topics and questions on teaching mathematics at German Gymnasium, considering both subject-related and methodical aspects.

## Courses

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<th>Type</th>
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**Course type:** eLearning, mostly Virtuelle Hochschule Bayern (vhb)

## Method of assessment

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<tr>
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<td>15 to 20 hours</td>
<td>Every two years, winter semester</td>
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## Allocation of places

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## Additional information

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## Referred to in LPO I

§ 22 II Nr. 1 h)  
§ 22 II Nr. 2 f)  
§ 22 II Nr. 3 f)
<table>
<thead>
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<td>Mathematics 2 (virtual course)</td>
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<th>Module coordinator</th>
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<td>Dean of Studies Mathematik (Mathematics)</td>
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Discussion of central topics on teaching mathematics in a Gymnasium, in particular didactic analyses and possibilities of implementation in the classroom.

**Intended learning outcomes**

The student is able to discuss and analyse selected topics and questions on teaching mathematics at German Gymnasium from a didactical point of view.

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

Ü (2)

Course type: eLearning, mostly Virtuelle Hochschule Bayern (vhb)

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

project (web-based, 15 to 20 hours)

Assessment offered: Every two years, 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)

§ 22 II Nr. 1 h)
§ 22 II Nr. 2 f)
§ 22 II Nr. 3 f)
<table>
<thead>
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<tr>
<td>Methods and Media in Teaching Mathematics 1 (German Grundschule)</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<td>Dean of Studies Mathematik (Mathematics)</td>
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<tbody>
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<td>1 semester</td>
<td>undergraduate</td>
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</table>

Contents
Topics in the methodology of teaching mathematics (e.g. support for pupils who are particularly strong or particularly weak in mathematics, dealing with heterogeneity in the classroom, organisation of substantial learning environments) and the use of media in the classroom (e.g. real objects, the use of computers) are discussed with a focus on practical implementation in the classroom.

Intended learning outcomes
The student knows the possibilities, limitations, advantages and disadvantages of methods and media for employment in teaching mathematics.

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) talk (approx. 45 minutes) or b) term paper (5 to 10 pages) or c) project (10 to 15 pages) 
Assessment offered: Every two years, 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)
§ 22 II Nr. 1 h)
<table>
<thead>
<tr>
<th>Module title</th>
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<tr>
<td>Methods and Media in Teaching Mathematics 2 (German Grundschule)</td>
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<td>Dean of Studies Mathematik (Mathematics)</td>
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<tr>
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<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>--</td>
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</tbody>
</table>

**Contents**

Further topics in the methodology of teaching mathematics (e.g. learning materials, in-depth employment of media in the classroom) are discussed and tested in practice.

**Intended learning outcomes**

The student knows the possibilities, limitations, advantages and disadvantages of comprehensive methods and media for employment in teaching mathematics.

**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) talk (approx. 45 minutes) or b) term paper (5 to 10 pages) or c) project (10 to 15 pages)

Assessment offered: Every two years, 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)

§ 22 II Nr. 1 h)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<td>School Mathematics from a Higher Perspective</td>
<td>10-M-SCH-152-m01</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>Dean of Studies Mathematik (Mathematics)</td>
<td>Institute of Mathematics</td>
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>--</td>
</tr>
</tbody>
</table>

### Contents
Discussing of selected topics in school mathematics with respect to their integration into wider theories and their didactic implementation at both school and university levels.

### Intended learning outcomes
By means of selected examples, the student gains insight into the interaction between school mathematics and advanced mathematical theories. He/She is able to discuss these under mathematical, didactical and methodical aspect.

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

V (2) + Ü (2)

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

- a) talk (approx. 45 minutes) or b) term paper (10 to 15 pages) or c) project (15 to 25 hours)

Assessment offered: In the semester in which the course is offered and in the subsequent semester

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)

§ 22 II Nr. 1 h)
§ 22 II Nr. 2 f)
§ 22 II Nr. 3 f)
Paper
(10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). In accordance with the provisions of Section 29 LPO I, students studying for a teaching degree Grundschule may write this thesis in the subject Didaktik der Grundschule (Didactics of Grundschule), in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline) or in the subject Erziehungswissenschaften (Educational Science). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.
<table>
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<tr>
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<th><strong>Abbreviation</strong></th>
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<tbody>
<tr>
<td>Thesis in Mathematics (German Grundschule)</td>
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<td>Dean of Studies Mathematik (Mathematics)</td>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>undergraduate</td>
<td>--</td>
</tr>
</tbody>
</table>

**Contents**

Independently researching and writing on a topic in mathematics or mathematics didactics selected in consultation with the supervisor.

**Intended learning outcomes**

The student is able to work independently on a given mathematical topic and apply the skills and methods obtained during his/her studies in the teaching degree programme. He/She can write down the result of his/her work in a suitable form, incorporating aspects of the didactics of mathematics.

**Courses**

No courses assigned to module

**Method of assessment**

Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) (250 to 300 hours)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes) § 29