Module Catalogue
for the Subject

Didactics in Biology (Primary School)
as Didaktikfach
with the degree "Erste Staatsprüfung für das Lehramt an Grundschulen"

Examination regulations version: 2015
Responsible: Faculty of Biology
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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)):


This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
Compulsory Courses
(10 ECTS credits)

Successful completion of modules worth no less than 10 ECTS credits in each subject selected as Didaktikfach (subject studied with a focus on teaching methodology) (mandatory courses) is a prerequisite for admission to the Erste Staatsprüfung (First State Examination) in the subject Didaktik der Grundschule (Didactics for Grundschule). In addition, modules worth another 5 ECTS credits must be successfully completed in one of the subjects selected as Didaktikfach (mandatory electives).
Module title: Didactics in Biology I: Basics DG/DM
Abbreviation: 07-DGDM-FDBIO-1-152-m01

Module coordinator: head of group Didactics of Biology
Module offered by: Faculty of Biology

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

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

Contents:
The lecture *Einführung in die Fachdidaktik Biologie* (Introduction to Biology Didactics) will discuss central concepts and principles of biology lessons as well as methods in biology and teaching aids. Building on this knowledge, students will learn how to outline problem-based biology lessons. The course will discuss topics such as modes of interaction in the classroom, teaching methods and approaches, the definition of learning outcomes, out-of-classroom learning environments, topics and theories in biology didactics etc. The seminar *Biologieunterricht* (The Biology Classroom) will equip students with detailed knowledge on how to plan and design classes for the respective type of school. Students will prepare didactic analyses on topics from the curriculum. They will discuss general aspects of curriculum theory and, working in small teams, will translate the material to be taught, in a didactically reduced manner, into teaching sequences and lessons. At the same time, students will integrate different teaching methods and modes of interaction in the classroom (as well as teaching aids) into their lessons, keeping in mind what is and what is not possible in the respective type of school, and will deliver their lessons or parts of these in the seminar. Didactic aspects will be evaluated and discussed in class. There will be separate seminars for each type of school; please select the seminar for the school type for which you are pursuing a teaching degree. Using examples from the classroom, the seminar *Unterrichtsmittel* (Teaching Aids) will acquaint students with specific teaching aids (originals, preparations and media) for use in the biology classroom and will assess these with regard to the media literacy skills to be developed. The seminar will discuss both traditional aids used in the biology classroom (models, blackboard, OHP, transparencies, textbook and worksheets etc.) and modern aids (computer simulations, ppt presentations etc.). After having received a theoretical introduction to teaching aids, students will be arranged into small teams that will deliver lessons or individual phases of lessons on specific topics from the curriculum. They will focus on a teaching aid of their choice which will subsequently be assessed with regard to aspects of media didactics.

Intended learning outcomes:
Familiarity with relevant aspects of biology didactics
- Ability to design lively biology lessons, using original objects and teaching aids.
- Ability to use methods in biology in a way that promotes the learning processes of pupils.
- Familiarity with both biology-specific and interdisciplinary topics from the curriculum for the respective type of school.
- Ability to prepare scientific analyses on selected topics from the curriculum for the respective type of school and to subsequently present these topics in a manner that is tailored to the target group.
- Ability to prepare didactic analyses on topics from the curriculum for the respective type of school.
- Ability to translate, with the help of didactic analyses, selected topics from the curriculum into teaching sequences and lessons as well as to deliver these teaching sequences and lessons, applying problem-based and/or open teaching methods.
- Knowledge of the fact that the term "teaching aids in the biology classroom" refers to originals, preparations and media.
- Familiarity with a biology-specific, didactic definition of the term "media".
- Overview of classifications of media, factors that influence the choice of media as well as the function of media.
- Familiarity with the limitations and problems associated with the use of media in the classroom.
- Practical skills using media of all kinds (hardware side).
- Ability to independently prepare teaching aids.
- Ability to use teaching aids in classroom situations in a way that is appropriate for pupils and the material taught.
Advantages and disadvantages of specific teaching aids; limitations associated with the use of media in the classroom.

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<tr>
<th>Courses</th>
<th>type, number of weekly contact hours, language — if other than German</th>
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<td>V (2) + S (3)</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 minutes)
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)

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title
Didactics Biology II: Special Didactics DG/DM

Abbreviation
07-DGDM-FDBIO-2-152-m01

Module coordinator
head of group Didactics of Biology

Module offered by
Faculty of Biology

ECTS
5 (not) successfully completed

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

Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
In the seminar Arbeitstechniken und Schulversuche (Methods and Experiments in the Classroom), students will be arranged into small teams and will perform a variety of experiments on classic topics in biology. The experiments, which will be tailored to the requirements of the respective type of school, will subsequently be assessed in class with regard to didactic aspects and/or will be integrated into concrete classroom situations. Students will thus acquire techniques and background knowledge that will enable them to deliver lively and motivating lessons to different age groups. The seminar Freilandbiologie (Outdoor Biology) will explore general aspects on how students may incorporate field trips to out-of-classroom learning environments into their teaching. In addition to the scientific identification and characterisation of plant and/or animal communities in their natural habitats, the seminar will discuss didactic and pedagogical criteria for the selection of out-of-classroom learning environments that are relevant for the respective type of school. In this context, the course will also discuss the opportunities and limitations of out-of-classroom learning. Designing practice-oriented teaching units, students will practise teaching the identification of indigenous animals and plants to fellow students and/or groups of pupils in selected out-of-classroom learning environments.

Intended learning outcomes
- Ability to implement experiments typically performed in the biology classroom and to integrate them into activity and problem-based lessons.
- Ability to define research methods in the natural sciences and to match these up with selected classroom experiments.
- Ability to analyse and evaluate the practical implementation with experiments in the classroom as well as research methods in the natural sciences, taking didactic aspects into account.
- Ability to evaluate the significance of original encounters with nature in out-of-classroom learning environments as key elements of biology lessons.
- Ability to prepare and deliver a session in an out-of-classroom learning environment and to perform the respective follow-up work.
- Ability to impart a knowledge of species and form in a didactically reduced manner that is tailored to the needs of the respective group of pupils.

Courses (type, number of weekly contact hours, language — if other than German)
S (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)
portfolio (approx. 30 hours) 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)
§ 36 I Nr. 7
§ 38 I Nr. 1
Compulsory Electives
(0 or 5 ECTS credits)
Module title: Habitats of Germany
Abbreviation: 07-LA-FB-EL-152-m01

Module coordinator: head of group Didactics of Biology
Module offered by: Faculty of Biology
ECTS: 5
Method of grading: Only after succ. compl. of module(s)

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

Contents
The exercise *Einheimische Lebensräume im Biologieunterricht* (*Indigenous Habitats in the Biology Classroom*) will provide students with an opportunity to explore the topic “teaching biology in out-of-classroom learning environments” in more detail. The course will focus on the methodological aspect of environmental education. Students will adapt existing teaching units on water, forest, grassland, farmland and/or hedgerow habitats, will deliver the respective units to groups of pupils, preferably during a project day at an environmental education centre, and will subsequently evaluate the sessions. Students will develop an activity and problem-based lesson on a concrete topic related to the respective habitat, a lesson that is tailored to their target group and develops their pupils’ affective, methodological and cognitive skills.

Intended learning outcomes
- Ability to develop activity-based and multisensory lessons in out-of-classroom learning environments that are tailored to the target group as well as ability to adapt and evaluate lessons.
- Ability to independently organise and run project days.
- Ability to critically reflect on the respective lessons, taking aspects of environmental education into consideration.

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

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) written examination (approx. 45 to 90 minutes) or b) oral examination of one candidate each (30 to 60 minutes) or c) term paper (approx. 10 to 30 pages) or d) portfolio.
Students will be informed about the method and length of the assessment prior to the course.

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
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".
Extra Skills Teaching Biology at the German Grundschule
(ECTS credits)

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

**Additional Qualification MINT 2**

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<td>JMU Würzburg • generated 03-Apr-2021 • exam. reg. data record Lehramt Grundschulen (Didaktikfach) Biologie - 2015</td>
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### Module coordinator

degree programme coordinator Biologie (Biology)

### Module offered by

Faculty of Biology

### ECTS

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### Method of grading

Only after successfully completed

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Courses in areas other than the natural sciences that are not offered as part of the pool of general transferable skills (ASQ) and that provide students with an opportunity to strengthen their general background in the natural sciences. These courses may be offered by the University of Würzburg or by external institutions. Decision on credit transfer to be made by examination committee. Will include one week of all-day courses.

### Intended learning outcomes

Students have expanded their interdisciplinary knowledge and have thus enhanced their general scientific skills. They have acquired additional expertise and have developed additional skills in areas other than biology.

### 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)

written examination (approx. 60 minutes)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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Module title | Abbreviation
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Additional Qualification MINT 3 | 07-LA-ZQN3-152-m01

Module coordinator | Module offered by
degree programme coordinator Biologie (Biology) | Faculty of Biology

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Courses in areas other than the natural sciences that are not offered as part of the pool of general transferable skills (ASQ) and that provide students with an opportunity to strengthen their general background in the natural sciences. These courses may be offered by the University of Würzburg or by external institutions. Decision on credit transfer to be made by examination committee. Will include courses with 1 weekly contact hour.

Intended learning outcomes
Students have expanded their interdisciplinary knowledge and have thus enhanced their general scientific skills. They have acquired additional expertise and have developed additional skills in areas other than biology.

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

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
written examination (approx. 60 minutes)
creditable for bonus

Allocation of places
--

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

Courses in areas other than the natural sciences that are not offered as part of the pool of general transferable skills (ASQ) and that provide students with an opportunity to strengthen their general background in the natural sciences. These courses may be offered by the University of Würzburg or by external institutions. Decision on credit transfer to be made by examination committee. Will include one week of all-day courses.

**Intended learning outcomes**

Students have expanded their interdisciplinary knowledge and have thus enhanced their general scientific skills. They have acquired additional expertise and have developed additional skills in areas other than biology.

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

S (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)

written examination (approx. 60 minutes)
creditable for bonus

**Allocation of places**

--

**Additional information**

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

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Module title

Additional Qualification MINT 5

Abbreviation

07-LA-ZQN5-152-m01

Module coordinator

degree programme coordinator Biologie (Biology)

Module offered by

Faculty of Biology

ECTS

5

Method of grading

Only after succ. compl. of module(s)

(1) not successfully completed

Duration

1 semester

Module level

undergraduate

Other prerequisites

--

Contents

Courses in areas other than the natural sciences that are not offered as part of the pool of general transferable skills (ASQ) and that provide students with an opportunity to strengthen their general background in the natural sciences. These courses may be offered by the University of Würzburg or by external institutions. Decision on credit transfer to be made by examination committee. Will include one week of all-day courses.

Intended learning outcomes

Students have expanded their interdisciplinary knowledge and have thus enhanced their general scientific skills. They have acquired additional expertise and have developed additional skills in areas other than biology.

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

S (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)

written examination (approx. 60 minutes)

creditable for bonus

Allocation of places

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Additional information

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

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**Contents**

Courses in the natural sciences not offered as part of the pool of general transferable skills (ASQ) that equip students with advanced knowledge in the natural sciences that is related to their discipline. These courses may be offered by the University of Würzburg or by external institutions. Decision on credit transfer to be made by examination committee.

**Intended learning outcomes**

Students have developed an improved scientific knowledge and have thus enhanced their specific qualifications. They have acquired additional expertise that will help them specialise in their field.

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

S (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)

written examination (approx. 60 minutes)

creditable for bonus

**Allocation of places**

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**Additional information**

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

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<table>
<thead>
<tr>
<th>Module title</th>
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<td>Excursion on Zoology or Botany I</td>
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### Contents

During this multi-day botanical or zoological teaching hike, students will explore selected habitats and communities of plants and animals in Germany and abroad.

### Intended learning outcomes

Students are familiar with terrestrial plant and animal communities, their habitat requirements as well as the factors that influence the composition of these communities.

### Courses

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### Method of assessment

- a) written examination (approx. 45 to 90 minutes)
- b) oral examination of one candidate each (30 to 60 minutes)
- c) term paper (approx. 10 to 30 pages)
- d) portfolio.

Students will be informed about the method and length of the assessment prior to the course.

### Allocation of places

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### Additional information

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

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**Module title**  
Excursion on Zoology or Botany II

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<td>1 semester</td>
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</table>

**Contents**

During this multi-day botanical or zoological teaching hike, students will explore selected habitats and communities of plants and animals in Germany and abroad.

**Intended learning outcomes**

Students are familiar with terrestrial plant and animal communities, their habitat requirements as well as the factors that influence the composition of these communities.

**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) written examination (approx. 45 to 90 minutes) or b) oral examination of one candidate each (30 to 60 minutes) or c) term paper (approx. 10 to 30 pages) or d) portfolio.

Students will be informed about the method and length of the assessment prior to the course.

creditable for bonus

**Allocation of places**

--

**Additional information**

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

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Module Catalogue for the Subject
Didactics in Biology (Primary School)
LA Grundschulen

<table>
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<tbody>
<tr>
<td>head of group Didactics of Biology</td>
<td>Faculty of Biology</td>
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<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>5</td>
<td>Only after succ. compl. of module(s)</td>
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<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
</tr>
</tbody>
</table>

### Contents

The seminar *Umweltbildung (Environmental Education)* will discuss approaches to environmental education as well as didactic components and will highlight the significance of out-of-classroom learning environments for biology lessons. In the Botanical Garden and indigenous habitats, students will try out practical methods for environmental education and will develop short teaching sequences to be delivered in out-of-classroom learning environments. In the seminar *PraxisPlus im LLL (Teach’n’Learn Lab: Intensive Practice)*, students will be arranged into teams that will independently deliver existing lessons in a teach’n’learn lab. Applying a range of didactic methods, students will develop an understanding of research in biology didactics. Supervising groups of pupils of different ages, they will enhance their teaching skills. In the seminar *Biologiedidaktische Forschung (Research in Biology Didactics)*, students will gain an overview of topics in current research on biology didactics and will become proficient in techniques for measuring the progress of pupils in acquiring knowledge and skills.

### Intended learning outcomes

- Familiarity with current as well as older approaches to environmental education and ability to identify the factors that may encourage pupils to act responsibly towards nature.
- Ability to explore the scientific principles behind the respective topics.
- Ability to design experience-based lessons on these topics that are tailored to the age of pupils as well as to the respective type of school and local conditions.
- Ability to didactically adapt selected research methods for the age group students are teaching and the type of school at which they are teaching.
- Ability to describe current topics in didactics.
- Ability to assess and evaluate the cognitive learning achievement of pupils.

### Courses

<table>
<thead>
<tr>
<th>Type, number of weekly contact hours, language — if other than German</th>
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<tbody>
<tr>
<td>S (2) + S (2)</td>
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### Method of assessment

<table>
<thead>
<tr>
<th>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>
<tbody>
<tr>
<td>a) written examination (approx. 45 to 90 minutes) or b) oral examination of one candidate each (30 to 60 minutes) or c) term paper (approx. 10 to 30 pages) or d) portfolio.</td>
</tr>
</tbody>
</table>

Students will be informed about the method and length of the assessment prior to the course.

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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Module title: Skills Orientated Learning in Biology
Abbreviation: 07-LA-FB-KO-152-m01

Module coordinator: head of group Didactics of Biology
Module offered by: Faculty of Biology

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

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

Contents

In the seminar Gesundheitserziehung (Health Education), we will explore the causes and reasons of a broad range of health issues faced by many children and adolescents in Germany today; we will discuss different types of these health issues as well as related theories. We will focus on the following topics: drugs and substance abuse, sex education, unhealthy eating habits and lack of exercise. We will develop lessons to promote a healthy lifestyle that are tailored to the requirements of the respective type of school and will discuss general measures as well as measures related to specific topics. In the seminar Motivierte und disziplinierte Schüler im Biologieunterricht (Motivation and Discipline in the Biology Classroom), you will learn how to handle difficult situations in class and will develop methodological skills for the biology classroom. We will discuss the duties and responsibilities of teachers as well as ways to effectively fulfil these. We will analyse typical causes of disruption and will discuss ways to deal with disruptive pupils and prevent disruption. The seminar Kompetenzorientierte Unterrichtsmodelle am Beispiel HOBOS (Skill-Oriented Instructional Models: the HOBOS Learning Platform) will provide you with an introduction to the HOBOS learning platform and will acquaint you with the concepts of skill-oriented learning and educational standards. Discussing concrete examples, we will find out what effects output orientation may have on teaching. In addition, you will learn to plan and implement lessons, observing the principle of individualisation. You will acquire broad range of methods that will allow you to do so.

Intended learning outcomes

- Ability to explain both selected explanatory approaches to understanding health-impairing behaviours and historical as well as current approaches to the prevention of these behaviours.
- Ability to translate topics in the area of health education and disease prevention from the curriculum for the respective type of school, in a didactically reduced manner, into lessons.
- Ability to name the duties and responsibilities of teachers as well as fundamental principles set out in the following acts and regulations: Bayerisches Gesetz über das Erziehungs- und Unterrichtswesen (Bavarian Education Act, BayEUG), Dienstordnung für Lehrkräfte an staatlichen Schulen in Bayern (Regulations for Teachers at State Schools in Bavaria, LDO) as well as Schulordnung für die Gymnasien/Volksschulen/Realschulen in Bayern (Regulations Governing Gymnasien/Volksschulen/Realschulen in Bavaria, GSO/VSO/RSO).
- Ability to recognise causes of disruption

Courses

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

S (2) + S (2)

Method of assessment

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

a) written examination (approx. 45 to 90 minutes) or b) oral examination of one candidate each (30 to 60 minutes) or c) term paper (approx. 10 to 30 pages) or d) portfolio.

Students will be informed about the method and length of the assessment prior to the course.

Allocation of places

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Additional information

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

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<table>
<thead>
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<tr>
<th>Duration</th>
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<tbody>
<tr>
<td>2 semester</td>
<td>undergraduate</td>
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</table>

### Contents

The exercise *Einheimische Lebensräume im Biologieunterricht* (*Indigenous Habitats in the Biology Classroom*) will provide students with an opportunity to explore the topic "teaching biology in out-of-classroom learning environments" in more detail. The course will focus on the methodological aspect of environmental education. Students will adapt existing teaching units on water, forest, grassland, farmland and/or hedgerow habitats, will deliver the respective units to groups of pupils, preferably during a project day at an environmental education centre, and will subsequently evaluate the sessions. Students will develop an activity and problem-based lesson on a concrete topic related to the respective habitat, a lesson that is tailored to their target group and develops their pupils’ affective, methodological and cognitive skills.

### Intended learning outcomes

- Ability to develop activity-based and multisensory lessons in out-of-classroom learning environments that are tailored to the target group as well as ability to adapt and evaluate lessons.
- Ability to independently organise and run project days.
- Ability to critically reflect on the respective lessons, taking aspects of environmental education into consideration.

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

| Type | 3 |

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

- Written examination (approx. 45 to 90 minutes) or oral examination of one candidate each (30 to 60 minutes) or term paper (approx. 10 to 30 pages) or portfolio.

Students will be informed about the method and length of the assessment prior to the course.

### Allocation of places

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### Additional information

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

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<table>
<thead>
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<td>Advanced Didactics in Biology</td>
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**Module coordinator**

head of group Didactics of Biology

**Module offered by**

Faculty of Biology

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<th>ECTS</th>
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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

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**Contents**

This module will provide students with in-depth insights into the theory and practice of biology didactics.

**Intended learning outcomes**

Students will be able to apply the fundamental knowledge they have acquired to a range of aspects of biology didactics.

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

S (2)

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

a) written examination (approx. 45 to 90 minutes) or b) oral examination of one candidate each (30 to 60 minutes) or c) term paper (approx. 10 to 30 pages) or d) portfolio.

Students will be informed about the method and length of the assessment prior to the course.

**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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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.
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<th>Abbreviation</th>
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<table>
<thead>
<tr>
<th>Contents</th>
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<tbody>
<tr>
<td>Students pursuing a teaching degree Grundschule who have selected biology as their Didaktikfach (subject studied with a focus on teaching methodology) may write their Hausarbeit (thesis) for example in biology didactics. Within a given time frame, students will independently research and write on a topic, applying the necessary methods.</td>
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<thead>
<tr>
<th>Intended learning outcomes</th>
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<tbody>
<tr>
<td>Students will be able to address a defined problem, applying scientific approaches and methods. They will use didactic methods appropriate to the respective topic. They will present their findings in a written thesis. Working on this thesis, students will enhance their scientific writing skills (structuring papers, citing sources etc.).</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>written thesis (30 to 50 pages)</td>
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<thead>
<tr>
<th>Allocation of places</th>
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<table>
<thead>
<tr>
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