



# Module Catalogue

for the Subject

## Didactics in Geography (Primary School)

as Didaktikfach

with the degree "Erste Staatsprüfung für das Lehramt an  
Grundschulen"

Examination regulations version: 2015

Responsible: Faculty of Arts, Historical, Philological, Cultural and Geographical  
Studies

Responsible: Institute of Geography and Geology

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## The subject is divided into

section / sub-section	ECTS credits	starting page
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## Abbreviations used

Course types: **E** = field trip, **K** = colloquium, **O** = conversatorium, **P** = placement/lab course, **R** = project, **S** = seminar, **T** = tutorial, **Ü** = exercise, **V** = lecture

Term: **SS** = summer semester, **WS** = winter semester

Methods of grading: **NUM** = numerical grade, **B/NB** = (not) successfully completed

Regulations: **(L)ASPO** = general academic and examination regulations (for teaching-degree programmes), **FSB** = subject-specific provisions, **SFB** = list of modules

Other: **A** = thesis, **LV** = course(s), **PL** = assessment(s), **TN** = participants, **VL** = prerequisite(s)

## Conventions

Unless otherwise stated, courses and assessments will be held in German, assessments will be offered every semester and modules are not creditable for bonus.

## Notes

Should there be the option to choose between several methods of assessment, the lecturer will agree with the module coordinator on the method of assessment to be used in the current semester by two weeks after the start of the course at the latest and will communicate this in the customary manner.

Should the module comprise more than one graded assessment, all assessments will be equally weighted, unless otherwise stated below.

Should the assessment comprise several individual assessments, successful completion of the module will require successful completion of all individual assessments.

## In accordance with

the general regulations governing the degree subject described in this module catalogue:

**LASPO2015**

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

**o8-Sep-2015 (2015-122)**

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).

<b>Module title</b>		<b>Abbreviation</b>
<b>Level One Module Didactics of Geography (Didactics Primary and Secondary Modern School) - Physical Geography, Human Geography</b>		04-Geo-BM-Did-Df-GM-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>The module transfers knowledge on geographical basics from the areas of "Physical Geography and Human Geography". "Physical Geography": Formation and structure of the Earth, main features of geomorphology, climatology and tectonics. "Human Geography": Main features of settlement, economic and social geography, insight into the population geography.</p>		
<b>Intended learning outcomes</b>		
<p>Students understand the geographical contents, structures and processes of Geography class of each school type in order to prepare them for pupils in such a way that the contents, structures and processes can be conducted to pupils successfully. Physical Geography: Competence to understand selected physical-geographical processes: Students are able to understand spaces of different type and size as natural geographical systems: Human Geography: The students are familiar with the dynamics of the spatial design, induced by humans and their values and are able to understand the respective constructs. They are able to understand spaces of different type and size as a human-geographical system.</p> <p>Field Trip Education: Students are able to tap a larger space theory-driven and by using technical working methods and to prepare spatial structures and processes for pupils.</p> <p>Social skill: They are able to work in a team and are familiar with communication and discussion strategies, especially empathy, are willing to accept different values.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2) Module taught in: German and/or English		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>a) written examination (approx. 30 minutes) or  b) oral examination of one candidate each (approx. 20 minutes) or  c) oral examination in groups (groups of 3, approx. 60 minutes total)  Language of assessment: German and/or English</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 36 I Nr. 7 § 38 I Nr. 1		
<b>Module appears in</b>		
LA Grundschulen Didactics in Geography (Primary School) (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Lehramt Grundschulen (Didaktikfach) Geographie - 2015	page 6 / 16

First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015)  
First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2015)  
First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2015)  
First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015))  
First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015))

<b>Module title</b>		<b>Abbreviation</b>
Level Two Module Didactics of Geography (Didactics Primary School): Teaching Geography and interpreting maps (Bavaria and Germany)		04-Geo-AM-Did-Df-GS-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Educational principles of geography class, psychological and educational aspects of geography class, geographical/geoscientific and disciplinary comprehensive contents and methods in geography class, development and structure of geographical curricula of individual types of school, objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives), methods in geography class (including action and social forms), form of organisation of educational contents, basic features of teaching analysis. Basic idea and implementation of geography class at extracurricular learning places.</p> <p>The introduction to the understanding of cartography is an important range of subject during the subject local history and geography of primary school and provides students with basic competences regarding the regional orientation. Different approaches and methods, which will lead to the maps and understanding of cartography, will be acquired.</p> <p>Acquisition, analysis and evaluation of a given region (f.ex. Lower Franconia) by regional geography of Germany and Bavaria.</p> <p>Integrative acquisition of physical-geographical and human-geographical factors in their interaction concerning the region.</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to plan geographical-technical learning processes according to the respective type of school. They are also able to conduct the acquisition and exploration of the spatial potential at extracurricular sites. The students are able to reflect in an educational and theory-driven way. Students have the ability to implement geographical-educational theories and geographical/geoscientific contents into specific teaching concepts. They also have the competence to use administrative guidelines (curriculum or educational plans) as a basis and to impart knowledge about spatial structures and processes. Students are able to organise a pupil and type of school-related, effective and adequate spatial competence (spatial behaviour concepts), which is oriented towards the principle of sustainability. Students are able to analyse and evaluate current technical and educational knowledge in a theory-driven way and by taking into account the social and pedagogical objectives.</p> <p>Acquisition, analysis and evaluation of a given space (e.g. Lower Franconia). Students are able to integratively collect influencing factors in their interaction with the region in a physical-geographical and human geographical way. They are also able to analyse individual regions of different size and type concerning specific issues. Analysis of pupil and social relevance of the respective spatial issue.</p> <p>Map understanding: Students have the ability to use different ways besides the map; They are able to evaluate a geographical map according to a certain issue.</p> <p>Geographical-educational methods: They are able to implement the lesson planning as target-group and target-oriented implementation of specialist contents. They are also able to make use of extracurricular sites with the help of technical working methods, under geographical-educational objectives .</p> <p>Media competence: Students acquire the ability to skilled, target-group and type of school-like course phased use as well as the skill of acquiring and evaluating geographical/geoscientific relevant information from media.</p> <p>Map competence.</p> <p>Social competencies: Students possess the skill of communication, interaction ability and competence, practising the teacher's role, conflict ability. They must be able to criticise and reflect the own teacher's role.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) Module taught in: German and/or English		
LA Grundschulen Didactics in Geography (Primary School) (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Lehramt Grundschulen (Didaktikfach) Geographie - 2015	page 8 / 16



<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)
a) written examination (approx. 30 minutes) or b) documentation (approx. 8 pages) or c) oral presentation with slides (approx. 10 minutes) or d) presentation (approx. 20 minutes) and written elaboration (approx. 8 pages) Language of assessment: German and/or English
<b>Allocation of places</b>
--
<b>Additional information</b>
--
<b>Workload</b>
150 h
<b>Teaching cycle</b>
--
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
<b>Module appears in</b>
First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015)

## **Compulsory Electives**

(5 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Long Excursion in Didactics of Geography		04-Geo-Did-GrExk-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Field trips in specific terms of selected regions that are relevant for teaching		
<b>Intended learning outcomes</b>		
Students are able to analyse a space under teaching-relevant issues and to understand common geographical as well as regional-geographical structures and processes, which are effective in this space and prepare them for a target group.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
E (4) Module taught in: German and/or English		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
Assessment in groups of 3 candidates: portfolio (each with subject-matter specific analysis (approx. 3 pages), log (approx. 1 page), 5 to 10 documentary photographs each with description and explanatory statement) Language of assessment: German and/or English Assessment offered: Once a year, summer semester		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 36 I Nr. 7 § 38 I Nr. 1		
<b>Module appears in</b>		
First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015))		

<b>Module title</b>		<b>Abbreviation</b>
<b>Level Three Module Didactics of Geography (Didactics Primary and Secondary Modern School)</b>		o4-Geo-PM-Did-Df-GM-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Introduction to "Geography Education": theory related fundamental principles, practice-related and target-oriented preparation of geoscientific contents for the geography class. Disciplinary and educational contents and factors of the geography class. (Geography) Teaching basics of geography class in primary school, psychological and educational aspects of geography class. Geography class as target-oriented choice and structuring of geographical/geoscientific and disciplinary comprehensive contents and methods. Development and structure of geographical curricula of individual type of schools taking particularly account of the primary school. Objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives). Education for sustainable development connects the aspects of environmental assessment and socio-economic development in terms of society. During global learning, problems of the development will be thematised among physical-geographical as well as anthropogenic aspects in respect of intercultural competence. During the module component field trip education, selected territories among subject-specific ambition in reality will be ascertained, analysed and also extrapolated among teaching-relevant issues as well as edited as a construct for students.</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to encourage pupils concerning geographical-specialist learning processes in a type of school manner, taking into account the knowledge of educational research issues, methods and results as well as considering the knowledge of specialist science and educational science of and to diagnose, evaluate and promote the specialist learning progress.</p> <p>Students are able to reflect in a theory-driven and educational way. Students are able to analyse and evaluate current technical and educational knowledge considering social and educational objectives in a theory-driven way.</p> <p>Students are able to acquire the antithesis of environmental preservation and socio-economic development and consider future-oriented solutions of sustainability as well as they are able to apply guiding principles of sustainability to processes of spatial development. They develop the ability to analyse human-environment relationships in regions of different type and size considering the aspect of sustainability. When conceiving different world views and points of view, they will also be able to change their perspective interculturally. They are acquainted with ethically justified space behaviour competence.</p> <p>Social competence: Ability to work in a team, communication and discussion strategies, intercultural competence, particularly the ability to empathy, willingness to accept different values.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + T (1) + S (2) Module taught in: German and/or English		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>a) written examination (approx. 30 minutes) or  b) oral examination of one candidate each (approx. 10 minutes) or  c) oral examination in groups (approx. 30 minutes, groups of 3) or  d) examination in groups (groups of 3): presentation (approx. 40 minutes) and written elaboration (approx. 12 pages)  Language of assessment: German and/or English</p>		

<b>Allocation of places</b>
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<b>Additional information</b>
--
<b>Workload</b>
150 h
<b>Teaching cycle</b>
--
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7 § 38 I Nr. 1
<b>Module appears in</b>
First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015))

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

( 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 (general as well as subject-specific electives) -- open for all teaching degree students irrespective of their subject combinations: For additional courses that are open to all teaching degree students irrespective of their subject combinations (fächerübergreifendes Zusatzangebot), please refer to the respective Annex of the "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions on the Area "Freier Bereich" in Teaching-Degree Programmes).

Freier Bereich (general as well as subject-specific electives) -- Faculty of Arts, Historical, Philological, Cultural and Geographical Studies: For additional courses offered by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies for teaching degree students (fakultätsweites Zusatzangebot), please refer to the Annex of the "Ergänzende Bestimmungen der Philosophischen Fakultät (Fakultät für Historische, Philologische, Kultur- und Geographische Wissenschaften) für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies on the Area "Freier Bereich" in Teaching-Degree Programmes).

## 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.

<b>Module title</b>		<b>Abbreviation</b>
Thesis Geography LG		04-GeoGS-DF-HA-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1-2 semester	undergraduate	--
<b>Contents</b>		
Adhering to the principles of good scholarly practice, students will independently research and write on a topic of the sub-disciplines "Geography or Geography Education" they have agreed upon with an authorised examiner or two authorised examiners in accordance with the provisions of Section 29 LPO (examination regulations for teaching degree programmes)		
<b>Intended learning outcomes</b>		
The students achieve the following skills: <ul style="list-style-type: none"> <li>• Ability to produce a scientific work independently (description and analysis of a problem, literature research, theory reference, interpretation of data, logical conclusion and solution approaches of a scientific issue)</li> <li>• Ability to accomplish tasks in a given time period</li> <li>• Linguistic competence or ability to prepare and present the results in an adequate and written way.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
No courses assigned to module		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 40 pages) Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
300 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 29		
<b>Module appears in</b>		
First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015)		