Contents

The subject is divided into
Abbreviations used, Conventions, Notes, In accordance with

Studies of Education Science

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Accompanying tutorial (Realschule)
Supplement for the Practical Course in Didactics of Informatics (Realschule)
Foundations of pedagogy
Foundation Course of School Pedagogy
Special Topics of School Pedagogy
Introduction to Empirical Educational Research
Practical Training in Didactics and Teaching Methodology - Realschule
Practical Training in Didactics and Teaching Methodology
Physics: Practical Training and Theory of Classroom Teaching - Intermediate School
Psychology of individual differences and personality; Assessment and Evaluation in Educational Psychology
Developmental Psychology; Emotional and behavioral Difficulties in Children and Adolescents
Learning and Instruction; Social Psychology
Course-related internship with accompanying seminar
Study-accompanying Practice in Schools
Practical Training at Schools
Practical Training in Didactics and Teaching Methodology
Co-op program P.E. at Realschule
Course-related internship with accompanying seminar
Practical training in classroom teaching (German Realschule)
Didactics in English: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (Realschule)
Didactics of History: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (LR)

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

Multimedia and EBoard Interactive (Advanced Course)
Education in Sekundarstufe 1 and 2
Researching popular and everyday culture
Culture as a field of research
Children with Learning Disabilities in Elementary School: Psychological Theories and Methods for the Improvement of Attention, Motivation and Performance
Psychological Fundamentals, Diagnostics and Intervention of Specific Learning Disabilities in High School
Psychological Grounded Pro-grams for the Modification of Behavioral Disorders within High School
Psychological Grounded Application of Media in Specific School Subjects within High School
Gifted Children in High School: Fundamentals and Concepts
Children with Learning Disabilities in Elementary School: Psychological Theories and Methods for the Improvement of Attention, Motivation and Performance
Gifted Children in Primary School: Fundamentals and Concepts
Psychological Grounded Application of Media in Specific School Subjects within Elementary School
Psychological Grounded Programs for the Modification of Behavioral Disorders within Elementary School
Psychological Fundamentals, Diagnostics and Intervention of Specific Learning Disabilities in Primary School
From Experience of Counselling Centres in the Educational Field
Training of Tutors for Differential Psychology and Pedagogic-Psychological Diagnostics
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<tr>
<td>Freier Bereich (general as well as subject-specific electives)</td>
<td>0-15</td>
<td>34</td>
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<tr>
<td>Pedagogic-didactic teaching placement</td>
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<td>Thesis</td>
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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:

LASPO2009

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

15-Mar-2012 (2012-11)

28-Sep-2015 (2015-174)

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.
Studies of Education Science
(35 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
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<tr>
<td>Music Studies III - Practical Training at School and Supplementary Course (Realschule) - Didactics</td>
<td>HM-MP3-FDP-RS-092-m01</td>
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<th>Module offered by</th>
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</thead>
<tbody>
<tr>
<td>holder of the Chair of Comparative Politics and German Politics</td>
<td>University of Music Würzburg</td>
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<th>Other prerequisites</th>
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<tr>
<td>4</td>
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<td>Section 34 I Sentence 1 No. 4 LPO I (examination regulations for teaching degree programmes)</td>
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<tr>
<th>Duration</th>
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<tbody>
<tr>
<td>1 semester</td>
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Contents
No information on contents available.

Intended learning outcomes
No information on intended learning outcomes available.

Courses (type, number of weekly contact hours, language — if other than German)
P + K (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
proof of having participated in mandatory teaching practice and having completed all set tasks as specified by the placement school

Allocation of places
--

Additional information
--

Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title | Abbreviation
--- | ---
Accompanying tutorial (Realschule) | 06-Schul-PDPrakt-BV-RS-092-m01

<table>
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<tr>
<td>holder of the Chair of School Education</td>
<td>Chair of School Education</td>
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**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)** |
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2 | (not) successfully completed | -- |

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<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tr>
<td>2 semester</td>
<td>undergraduate</td>
<td>The lecture can only be attended in connection with the teaching placement as preparation.</td>
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</table>

**Contents**

Concepts and theories of planning and conducting classes; methods of classroom observation, discussion and reflection of own teaching plans and attempts in Realschule; concepts and theories of analysing and evaluating classes; teaching as a profession

**Intended learning outcomes**

After successfully completing this module, the students are able to characterise and evaluate concepts and theories of planning and conducting classes in view of different aspects and criteria. They can analyse and evaluate teaching and learning offers and examples in view of different aspects. They are able to create own teaching and learning offers and examples with reference to selected didactic concepts and theories whilst taking into account media as well as information and communication technology. Furthermore, they can conduct and evaluate selected parts of their own teaching concepts in view of different aspects.

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

V (no information on SWS (weekly contact hours) and course language available)

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

a) presentation (approx. 15 minutes) or b) documentation (approx. 5 pages). Assessment will have reference to tasks completed and experiences made during the placement.

**Allocation of places**

--

**Additional information**

--

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

§ 32 (1) 1 b) bb) Erziehungswissenschaften - Schulpädagogik
Supplement for the Practical Course in Didactics of Informatics (Realschule)

Module title: Supplement for the Practical Course in Didactics of Informatics (Realschule)
Abbreviation: 10-I-SBFD-RS-121-m01

Module coordinator: Dean of Studies Informatik (Computer Science)
Module offered by: Institute of Computer Science

ECTS: 4
Method of grading: Only after succ. compl. of module(s)

Duration: 1 semester
Module level: undergraduate
Other prerequisites: By way of exception, additional prerequisites are listed in the section on assessments.

Contents
The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the module introduces students to subject-specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements and explore additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching computer science 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.

Intended learning outcomes
The students are familiar with the most important components of planning and organising classes. They are able to teach the relevant topics in different grades as well as to critically reflect recent developments in education. They are able to connect ideas from school pedagogy and learning psychology with their expertise in the area of didactics and to incorporate these into their teaching.

Courses
This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 10-I-SBFD-RS-1-121: S (no information on SWS (weekly contact hours) and course language available)
- 10-I-SBFD-RS-2-121: P (no information on SWS (weekly contact hours) and course language available)

Method of assessment
Assessment in module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 10-I-SBFD-RS-1-121: Supplement for the Practical Course in Didactics of Informatics (Realschule)

- 2 ECTS, Method of grading: (not) successfully completed
- placement report / fieldwork report / report on practical training / report on practical course / project report / report on technical course (approx. 20 to 25 pages)
- Assessment offered: usually only in the semester in which the course is offered
- Other prerequisites: Admission prerequisite to assessment: regular attendance as specified by lecturer (usually a maximum of 2 incidents of unexcused absence).

Assessment in module component 10-I-SBFD-RS-2-121: Practical Course in Didactics of Informatics (Realschule)

- 2 ECTS, Method of grading: (not) successfully completed
- participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
- Assessment offered: usually only in the semester in which the course is offered
- Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.
### Allocation of places

- 

### Additional information

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

§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
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<thead>
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<th>Module title</th>
<th>Abbreviation</th>
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<td>Foundations of pedagogy</td>
<td>06-AEW1-LA-092-m01</td>
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<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
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<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Basic concepts and processes of educational sciences.

**Intended learning outcomes**

Professional skills: The module introduces basic questions of educational sciences. The students have basic and orientational knowledge of the structure of the subject and the meaning of the concept of education. They are able to find theoretical explanations for concepts of educational sciences.

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

V (no information on SWS (weekly contact hours) and course language available)

**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. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation with slides (approx. 30 minutes) or d) presentation without slides (approx. 35 minutes) with written elaboration (approx. 15 pages) or e) term paper (approx. 20 pages) or f) portfolio (approx. 20 pages)

**Allocation of places**

--

**Additional information**

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

§ 32 (1) 1 b) aa) Erziehungswissenschaften - Allgemeine Pädagogik
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<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<td>Foundation Course of School Pedagogy</td>
<td>06-Schul-GL-092-m01</td>
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<td>holder of the Chair of School Education</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Didactic concepts and theories of education, media-didactic concepts with a special focus on the deployment of digital media in classes, planning and creating learning environments whilst taking into account the subject and the target group as well as the requirements of inclusive education; theory of school as an institution and organisation that has been shaped and has to be shaped; results of empirical school and classroom research; concepts of diagnosing, evaluating and promoting performance, concepts of norm determination and quality management; education, schooling, promotion and counselling in school and classes.

**Intended learning outcomes**

After successfully completing this module, the students are able to characterise and evaluate theories of school and classes as well as concepts and theories of schooling and education in view of different aspects and criteria. They can analyse teaching and learning offers and examples with reference to selected didactic concepts and theories whilst taking into account media as well as information and communication technology and schooling/education situations. In addition, they are able to create their own offers based on theories. They are able to outline processes of norm determination, diagnosis, learning promotion, evaluation and quality management and can evaluate their meaning for the development of school. Furthermore, the students are able to evaluate their own role as a teacher in view of different tasks regarding professional aspects.

**Courses**

(V no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(a) written examination (approx. 45 minutes) or (b) oral examination of one candidate each (approx. 10 minutes) or (c) oral examination in groups (groups of 3, approx. 20 minutes) or (d) presentation with/without slides (approx. 15 minutes) with written elaboration (approx. 10 pages) or (e) term paper (approx. 15 pages) or (f) portfolio (15 to 20 pages) or (g) presentation (approx. 30 minutes)

**Allocation of places**

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**Additional information**

--

**Referred to in LPO I**

§ 32 (1) 1 b) Erziehungswissenschaften - Schulpädagogik
**Module title**
Special Topics of School Pedagogy

**Abbreviation**
06-Schul-VT-092-m01

**Module coordinator**
holder of the Chair of School Education

**Module offered by**
Chair of School Education

**ECTS**
4

**Method of grading**
numerical grade

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
Admission prerequisite to assessment: regular attendance of seminar (a maximum of 2 incidents of unexcused absence).

**Contents**
Close examination of exemplary areas of School Pedagogics in view of theories about school, classes or the curriculum.

**Intended learning outcomes**
After successfully completing this module, the students have advanced knowledge of an exemplary area that is essential to the scientific examination of School Pedagogics. They have methodological competencies and know the topic areas that are relevant to practice. The students are able to plan and analyse learning environments or to transfer functions of school to school life and can therefore explain its structures.

**Courses**
(S type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

**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 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) oral examination in groups (approx. 20 minutes; groups of 3) or d) presentation with/without slides (approx. 15 minutes) and written elaboration (approx. 10 pages) or e) term paper (approx. 15 pages) or f) portfolio (minimum 15, maximum 20 pages) or g) presentation (approx. 30 minutes)

**Allocation of places**
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**Additional information**
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**Referred to in LPO I**
(examination regulations for teaching-degree programmes)
§ 32 (1) 1 b) bb) Erziehungswissenschaften - Schulpädagogik
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<td>Introduction to Empirical Educational Research</td>
<td>06-EBF1-092-m01</td>
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<td>holder of the Chair of Research in Education</td>
<td>Chair of Research in Education</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

In this module we discuss theories, methods and findings of empiric educational research while focusing on competence diagnostics and evaluation research.

**Intended learning outcomes**

The students acquire basic knowledge about educational research as evaluation research and about principles and application fields of competence diagnostics.

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

V (no information on SWS (weekly contact hours) and course language available)

**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. 120 minutes)

**Allocation of places**

--

**Additional information**

--

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

§ 32 (1) 1 b aa) Erziehungswissenschaften - Allgemeine Pädagogik
Module title

Practical Training in Didactics and Teaching Methodology - Realschule

Abbreviation

09-GeoRS-SfP-Did-092-m01

Module coordinator

Subject Representative (Fachvertreter) Geography Didactics

Module offered by

Institute of Geography and Geology

ECTS

4

Method of grading

Numerical grade

Only after succ. compl. of module(s)

--

Duration

1 semester

Module level

Undergraduate

Other prerequisites

--

Contents

During the subject-didactic work placement, which fits the students studies, the main focus of the studies lies on the acquisition of a teacher's work during the subject teaching; Thus, the course is designed to made first experiences concerning the technical planning and analysis of courses as well as an own teaching approach. The subject-didactic work placement, which fits the students studies and lasts one semester, is determined concerning form and substance by LPO I (§ 34, 4).

Intended learning outcomes

Students have the competence to implement the subject-specific class preparation and lesson analysis of the course. They are able to reflect about the suitability of self-critically.

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

This module comprises 2 module components. Information on courses will be listed separately for each module component.

• 09-GeoRS-SfP-Did-1-092: P (no information on SWS (weekly contact hours) and course language available)

• 09-GeoRS-SfP-Did-2-092: P (no information on SWS (weekly contact hours) and course language available)

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

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 09-GeoRS-SfP-Did-1-092: Practical Training in Didactics and Teaching Methodology - Realschule

• 2 ECTS, Method of grading: (not) successfully completed

• participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)

Assessment in module component 09-GeoRS-SfP-Did-2-092: Practical Training in Didactics and Teaching Methodology - accompanying tutorial

• 2 ECTS, Method of grading: numerical grade

• written documentation (approx. 20 pages)

Allocation of places

--

Additional information

--

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

§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
Module title
Practical Training in Didactics and Teaching Methodology

Abbreviation
04-DtRS-FD-SBP-092-m01

Module coordinator
holder of the Chair of the Didactics of the German Language and Literature

Module offered by
Institute of German Studies

ECTS
4

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

(Not) successfully completed
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
By way of exception, additional prerequisites are listed in the section on assessments.

Contents
Application, translation and reflection of fundamental subject-didactic and teaching-practical concepts to an extract of school reality; Planning, preparation, implementation, reflection and evaluation of a proper teaching approach; As planning decisions, generic preparation of a factual and didactic analysis as well as the textualisation of planning a lesson in a scheme of articulation; Systematic expansion of methodical know-how and reflection of possibilities and limits of generic methodical arrangements.

Intended learning outcomes
During the course, students have already acquired the course objects, which are extrapolated from an important perspective, in a learning objective and competence-oriented, lesson plan compliant, methodically target-aimed and pedagogical and subject-didactic way and are dimensioned for specific sequences or intentions of a course. Students will be able to assign these aspects, which are guided by the extension of professional skill and self-competence, to scholastic practice. In an independent lesson approach, the link between theoretical knowledge and scholastic practice can be tested. Students can realise their planning, implementation and evaluation in course and practice phases. Students are able to make a vocational field ascertaining change of role and perspective and put themselves to the test of scholastic reality. In doing so, they extend their communication, presentation and contemplation skills.

Courses
This module comprises 2 module components. Information on courses will be listed separately for each module component.

• 04-DtRS-FD-SBP-1-092: S (no information on SWS (weekly contact hours) and course language available)
• 04-DtRS-FD-SBP-2-092: P (no information on SWS (weekly contact hours) and course language available)

Method of assessment
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 04-DtRS-FD-SBP-1-092: Teaching of German - Theory and Practice (Realschule)
• 2 ECTS, Method of grading: (not) successfully completed
  a) designing a seminar (approx. 45 minutes) or b) written documentation (approx. 8 pages)
• Other prerequisites: Admission prerequisite to assessment: regular attendance (a maximum of 2 incidents of unexcused absence) of courses (lectures excluded).

Assessment in module component 04-DtRS-FD-SBP-2-092: Practical Training in Didactics and Teaching Methodology - Realschule
• 2 ECTS, Method of grading: (not) successfully completed
  participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
• Other prerequisites: Admission prerequisite to assessment: regular attendance (a maximum of 2 incidents of unexcused absence) of courses (lectures excluded).
<table>
<thead>
<tr>
<th>Allocation of places</th>
<th></th>
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Module title | Abbreviation
---|---
Physics: Practical Training and Theory of Classroom Teaching - Intermediate School | 11-P-SBPRS-092-m01

Module coordinator | Module offered by
holder of the Chair of Physics and its Didactics | Faculty of Physics and Astronomy

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

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

Contents
The module introduces teaching practice. The students gain insights into the pedagogical, didactic and methodical practice of Physics by observing and discussing classes. They consolidate their knowledge by preparing and holding classes themselves. In the corresponding seminar, the following topics (among others) will be discussed in agreement with the teachers: Introduction to the curriculum of Realschule; criteria to observe and analyse classes; basics of general school and class pedagogics; subject-specific work methods; planning of class sequences and models; introduction to the usage of modern media; development of blackboard pictures and transparency sketches. The main focus will be on class practice, the corresponding seminar also helps the students in developing own classes.

Intended learning outcomes
The students have gained deep insights into the main steps of planning, preparing and organising classes; they are able to implement the contents of the curricula for different grades in a practical manner; they are able to select and use media, methods and social forms according to learning goals; they are able to connect findings of school pedagogics and learning psychology with subject-didactic knowledge and to integrate these findings into the organisation of classes.

Courses (type, number of weekly contact hours, language — if other than German)
Planung und Analyse von Physikunterricht, Realschule (Planning and Analysing Physics Lessons, Realschule): S (2 weekly contact hours), once a year (summer semester)
Studienbegleitendes fachdidaktisches Praktikum Realschule (Practical Training in Didactics and Teaching Methodology, Realschule): P, once a year (summer semester)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
This module has the following assessment components
1. Seminar: written presentation or oral presentation with position paper (approx. 8 pages) or oral examination of one candidate each (approx. 10 minutes) or oral examination in groups of 2 (approx. 20 minutes)
2. Placement in part 2: participation in mandatory teaching practice, completion of all set tasks as specified by placement school

Students must register for assessment components 1 and 2 online (registration deadline to be announced). Regular attendance of courses is a prerequisite for admission to assessment component 1 (no more than 2 incidences of unexcused absence). Regular attendance of the placement as specified by the placement school is a prerequisite for admission to assessment component 2. Students must complete the two courses at the same time. To pass this module, students must pass both assessment component 1 and assessment component 2.

Allocation of places
--

Additional information
Seminar: No more than 18 places per group.
Placement: Registration for and admission to placement via competent placement office.

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
Module title: Psychology of individual differences and personality; Assessment and Evaluation in Educational Psychology

Module coordinator: holder of the Professorship of Educational Psychology

Module offered by: Institute of Psychology

ECTS: 5

Duration: 1 semester

Module level: undergraduate

Other prerequisites: Admission prerequisite to assessment: 8 exercises (approx. 1 page) as specified by vhb.

Contents:
Cognitive (intelligence, talent, creativity), emotional (eagerness to learn, anxiety) and motivational (motivation through curiosity, learning and performance motivation, interest, self-concept) requirements of learning; professional development of teachers / psychological principles and quality criteria; measuring of school performance, grading and assessment of training success; questioning, assessment, observation and test methods; diagnostics of school readiness for different types of school; methods of school related evaluation.

Intended learning outcomes:
The students are able to identify, classify and explain the development of the performance and personality structure of pupils as well as the corresponding differences between pupils including the different manifestations of different talents. They acquire knowledge of the individual emotional-motivational and cognitive requirements for the development and improvement of the pupils' performance. They are able to theoretically analyse, if necessary alter and practically apply conventional and psychological scientific methods for the assessment of performance.

Courses (type, number of weekly contact hours, language — if other than German):
V + S (no information on SWS (weekly contact hours) and course language available)

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 minutes)

Allocation of places:
--

Additional information:
Module offered online by Virtuelle Hochschule Bayern (vhb).

Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 32 (1) 1 b) cc) Erziehungswissenschaften - Psychologie
<table>
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<tr>
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<tr>
<td>Developmental Psychology; Emotional and behavioral Difficulties in Children and Adolescents</td>
<td>06-Psy-EntAu-092-m01</td>
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**Module coordinator**
holder of the Professorship of Educational Psychology

**Module offered by**
Institute of Psychology

**ECTS**
4

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

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

**Contents**
Models and requirements of development; development of selected functional areas: Intelligence, memory, knowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support. / learning and performance disorders (attention, concentration, partial performance disorders, disorders of social behaviour, communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and violence, delinquency and drug consumption, extracurricular and at-school prevention and intervention

**Intended learning outcomes**
The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies. They are able to apply, alter or create psychologically founded measures or programmes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level.

**Courses**
V + V (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**
written examination (approx. 45 minutes)

**Allocation of places**
--

**Additional information**
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**Referred to in LPO I**
§ 32 (1) 1 b) cc) Erziehungswissenschaften - Psychologie
<table>
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<th>Module title</th>
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<td>Learning and Instruction; Social Psychology</td>
<td>06-Psy-LernSoz-092-m01</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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### Contents

Basic learning processes (theories and principles of human learning including cognitive learning processes); memory, knowledge acquisition (models of memory and requirements of memorising and knowledge building); thinking, problem solving (thinking processes and their principles, also during problem solving); instruction, quality of classes (specific measures and requirements of improving classes) / social interaction and communication (teacher-student and student-student interaction, intercultural learning); social structures and processes in small groups (school class, work group, teaching staff, family); social attitudes, social cognition and subjective theories in teachers and students as well as their modification); social conflicts and their resolution.

### Intended learning outcomes

Advanced methodological knowledge gives the students a better understanding of psychological literature. Knowledge of Psychology of Learning, Memory, Thinking and Knowledge facilitates better teaching on the one hand and efficient help for better learning on the other hand. Advanced knowledge of Social Psychology improves the students’ sympathy for pupils and their dependency on group, family and society; therefore, the students have the knowledge necessary for controlling social phenomena in class and for promoting a supportive social atmosphere in class.

### Courses

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

V + V (no information on SWS (weekly contact hours) and course language available)

### 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 minutes)

### Allocation of places

--

### Additional information

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

§ 32 (1) 1 b) cc) Erziehungswissenschaften - Psychologie
### Module title

**Course-related internship with accompanying seminar**

**Abbreviation**

06-ThRS-FD-SBP-092-m01

### Module coordinator

holder of the Chair of Religious Education

### Module offered by

Chair of Religious Education

### ECTS

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<td>1 semester</td>
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<td>By way of exception, additional prerequisites are listed in the section on assessments.</td>
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### Contents

An introduction to classroom practice. Training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom. This module prepares students for their transition into professional practice. It gives them an opportunity to gain insights into day-to-day school life and equips them with experience the courses in phase two of their training will draw upon. The module also enhances the didactic and methodological skills of students.

### Intended learning outcomes

At the end of the course, students will have found out how they feel in the role of teachers and will have developed the ability to select teaching methods and approaches as well as to assess whether these were appropriate.

### Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- **06-ThRS-FD-SBP-1-092**: P (no information on SWS (weekly contact hours) and course language available)
- **06-ThRS-FD-SBP-2-092**: S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

**Assessment in module component 06-ThRS-FD-SBP-1-092: Internship**

- 2 ECTS, Method of grading: (not) successfully completed
- prerequisites for successful completion: participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.

**Assessment in module component 06-ThRS-FD-SBP-2-092: Accompanying seminar**

- 2 ECTS, Method of grading: (not) successfully completed
- term paper (approx. 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)

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Module title  | Abbreviation
---|---
Study-accompanying Practice in Schools  | 07-RS-FDSP-092-m01

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

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<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>By way of exception, additional prerequisites are listed in the section on assessments.</td>
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</table>

Contents

The one-semester practical training in didactics and teaching methodology (studienbegleitendes fachdidaktisches Praktikum) for students pursuing a teaching degree Realschule will provide students with an opportunity to make subject-specific observations, under the guidance of an experienced teacher, of how pupils and teachers act in the classroom. In the course accompanying the practical training, students will analyse the experiences they made at school in detail and will become familiar with fundamental principles of biology didactics. They will also acquire an advanced knowledge on how to plan, structure and deliver lessons and will implement what they have learned, delivering several lessons to their placement classes and preparing didactic analyses.

Intended learning outcomes

- Knowledge on how to structure problem-based biology lessons. Overview of teaching methods, modes of interaction in the classroom, teaching aids as well as methods in biology. Insight into the diverse range of tasks a teacher’s job includes. Overview of the disciplinary measures teachers may take. Ability to translate topics from the curriculum, in a didactically reduced manner, into teaching sequences, teaching units and lessons. Ability to deliver the respective lessons to a group of pupils.

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

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 07-RS-FDSP-1-092: S (no information on SWS (weekly contact hours) and course language available)
- 07-RS-FDSP-2-092: P (no information on SWS (weekly contact hours) and course language available)

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

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 07-RS-FDSP-1-092: Study-accompanying Practice Biology in School

- 2 ECTS, Method of grading: (not) successfully completed
- seminar paper (15 to 20 pages), assessment will have reference to a teaching practice session during the candidate’s placement
- Other prerequisites: Both module components have to be taken simultaneously.

Assessment in module component 07-RS-FDSP-2-092: Study-accompanying Practice in School

- 2 ECTS, Method of grading: (not) successfully completed
- participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)

Allocation of places

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Additional information

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

§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
## Module title
**Practical Training at Schools**

### Abbreviation
08-CH-SBPrakt-RS-092-m01

## Module coordinator
holder of the Professorship of Didactics of Chemistry

## Module offered by
Faculty of Chemistry and Pharmacy

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<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>By way of exception, additional prerequisites are listed in the section on assessments.</td>
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</table>

## Contents
Completion of a practical training in didactics and teaching methodology (studienbegleitendes fachdidaktisches Praktikum) and discussion of the individual lessons in the seminar accompanying the practical training.

## Intended learning outcomes
Students have developed the ability to translate their theoretical knowledge of chemistry and chemistry didactics to application in the classroom.

## Courses (type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.
- **08-CH-SBPrakt-RS-1-092:** P (no information on SWS (weekly contact hours) and course language available)
- **08-CH-SBPrakt-RS-2-092:** S (no information on SWS (weekly contact hours) and course language available)

## Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

### Assessment in module component 08-CH-SBPrakt-RS-1-092: Practical Training at Schools
- 2 ECTS, Method of grading: (not) successfully completed
- presentation on a teaching practice session (approx. 20 minutes)
- Assessment offered: once a year, winter semester
- Other prerequisites: Admission prerequisite to assessment: regular attendance of placement on all class days.

### Assessment in module component 08-CH-SBPrakt-RS-2-092: Teaching Practice: Chemistry
- 2 ECTS, Method of grading: (not) successfully completed
- written elaboration of teaching practice (approx. 8 pages)
- Assessment offered: once a year, winter semester
- Other prerequisites: Seminar and lab course have to be taken simultaneously.

## 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: Practical Training in Didactics and Teaching Methodology
Abbreviation: 04-Fr-FD-SBPrakt-RS-092-m01

Module coordinator: holder of the Chair of Foreign Language Teaching
Module offered by: Institute of Modern Philologies

ECTS: 4
Method of grading: Only after succ. compl. of module(s)

Duration: 1 semester
Module level: undergraduate
Other prerequisites: By way of exception, additional prerequisites are listed in the section on assessments.

Contents:
During the event, the lessons, which are held during the work placement, will be prepared, discussed and reflected.

Intended learning outcomes:
Students are able to plan and estimate their own lessons.

Courses:
This module comprises 2 module components. Information on courses will be listed separately for each module component.

• 04-Fr-FD-SBPrakt-RS-2-092: P (no information on SWS (weekly contact hours) and course language available)
• 04-Fr-FD-SBPrakt-RS-1-092: Ü (no information on SWS (weekly contact hours) and course language available)

Method of assessment:
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 04-Fr-FD-SBPrakt-RS-2-092: Practical Training
• 2 ECTS, Method of grading: (not) successfully completed
• participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
• Language of assessment: German or French
• Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.

Assessment in module component 04-Fr-FD-SBPrakt-RS-1-092: Didactics of French: Accompanying tutorial
• 2 ECTS, Method of grading: (not) successfully completed
• oral presentation with position paper or written documentation (length to be specified at the beginning of the course)
• Other prerequisites: Admission prerequisite to assessment: regular attendance (a maximum of 2 incidents of unexcused absence) of courses (lectures excluded).

Allocation of places:

Additional information:

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
Module title: Co-op program P.E. at Realschule
Abbreviation: 05-SP-FDP-RS-092-m01

Module coordinator: head of Centre for Sports and Physical Education
Module offered by: Centre for Sports and Physical Education

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<td>By way of exception, additional prerequisites are listed in the section on assessments.</td>
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</table>

Duration: 1 semester
Module level: undergraduate

Contents
This module provides an introduction to physical education as a teaching subject. The students acquire knowledge about the specific work techniques of this subject on the basis of individual education models, teaching examples and class projects in different grades. The students broaden, systematize and complement their practical experiences by learning about technical and didactic aspects in the courses that accompany the teaching placements. For this purpose, they study selected areas of physical education classes which confirm to the guidelines of legal directives and the curriculum. They will focus on different topics, including the current development of teaching practice. In this context they also find connections to sports education and movement science which support the successful introduction of didactic concepts into class.

Intended learning outcomes
The students learn to prepare, conduct and evaluate physical education classes on the basis of predetermined criteria. They learn how the didactic problem of choosing topics impacts the reality of classes and how to find solutions. They know how to implement the Bavarian curriculum in classes of different grades while keeping a critical eye on the current knowledge and debate about sport didactics. Furthermore, they learn to critically evaluate the latest developments of the educational system.

Courses
This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 05-SP-FDP-RS-1-092: S (no information on SWS (weekly contact hours) and course language available)
- 05-SP-FDP-RS-2-092: P (no information on SWS (weekly contact hours) and course language available)

Method of assessment
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 05-SP-FDP-RS-1-092: Co-op program P.E. at Realschule: seminar
- 2 ECTS, Method of grading: (not) successfully completed
- presentation (approx. 30 minutes) and term paper (approx. 10 pages)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of seminar (minimum 80% of sessions offered).

Assessment in module component 05-SP-FDP-RS-2-092: Co-op program P.E. at Realschule: internship
- 2 ECTS, Method of grading: (not) successfully completed
- log (1 to 2 pages)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.

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

§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
Module title
Course-related internship with accompanying seminar

Abbreviation
01-FD-PRAKT-RS-092-m01

Module coordinator
holder of the Chair of Religious Education

Module offered by
Faculty of Catholic Theology

ECTS
4

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

Duration
1 semester

Module level
undergraduate

Other prerequisites
By way of exception, additional prerequisites are listed in the section on assessments.

Contents
A placement to give students the opportunity to gain an insight into classroom practice. A particular focus in on gaining initial experience of planning, analysing, and teaching lessons in the religious education classroom. The seminar that accompanies the placement gives students an opportunity for theory-based reflection on the experiences they have made. Comparing their practical classroom experiences with what they have learned in theory-based courses, students become familiar with the tensions between the theory and the practice of teaching and develop the ability to take their own position on the issue. The focus of the seminar is on the theory-based reflection on the students' experiences, not on the exploration of theoretical positions.

Intended learning outcomes
At the end of the module, students will have developed the ability to implement teaching models into classroom practice. They will know criteria that will enable them to engage in theory-based reflection upon the experiences they have made in the classroom.

Courses
(type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.
• 01-FD-PRAKT-RS-1-092: P (no information on SWS (weekly contact hours) and course language available)
• 01-FD-PRAKT-RS-2-092: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 01-FD-PRAKT-RS-1-092: Course-related internship
• 2 ECTS, Method of grading: (not) successfully completed
• prerequisites for successful completion: participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
• Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.

Assessment in module component 01-FD-PRAKT-RS-2-092: Accompanying seminar
• 2 ECTS, Method of grading: (not) successfully completed
• presentation and written elaboration of the class delivered (10 to 15 pages)

Allocation of places
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Additional information
--

Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title | Abbreviation
---|---
Practical training in classroom teaching (German Realschule) | 10-M-SFDPRS-092-m01

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

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Duration | Module level | Other prerequisites
---|---|---
2 semester | undergraduate | By way of exception, additional prerequisites are listed in the section on assessments.

Contents

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.

Intended learning outcomes

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 cognisance and incorporate them in the mise-en-scène of his/her teaching.

Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

* 10-M-SFDPRS-1-092: Ü (no information on SWS (weekly contact hours) and course language available)
* 10-M-SFDPRS-2-092: P (no information on SWS (weekly contact hours) and course language available)

Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 10-M-SFDPRS-1-092: Theory of Practical training in classroom teaching (German Realschule)

* 2 ECTS, Method of grading: (not) successfully completed
* Oral presentation with position paper or written presentation (length to be specified at the beginning of the course)
* Other prerequisites: Admission prerequisite to assessment: regular attendance of courses (a maximum of 2 incidents of unexcused absence).

Assessment in module component 10-M-SFDPRS-2-092: Practical training in classroom teaching (German Realschule)

* 2 ECTS, Method of grading: (not) successfully completed
* Participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
* Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.
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<tr>
<td>Didactics in English: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (Realschule)</td>
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**Module coordinator**
Managing Director English and American Studies

**Module offered by**
Institute of Modern Philologies

**ECTS**

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**Duration**

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<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
<td>By way of exception, additional prerequisites are listed in the section on assessments.</td>
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</tbody>
</table>

**Contents**

Students will independently deliver lessons.

**Intended learning outcomes**

Students will have developed advanced practical teaching skills.

**Courses**

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 04-EnRS-Did-SBPr-1-092: Ü (no information on SWS (weekly contact hours) and course language available)
- 04-EnRS-Did-SBPr-2-092: P (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

**Assessment in module component 04-EnRS-Did-SBPr-1-092: Didactics in English: Accompanying tutorial (Realschule)**

- 2 ECTS, Method of grading: (not) successfully completed
- a) oral presentation (approx. 10 to 25 minutes) with position paper (approx. 1 page) or b) written presentation (approx. 8 pages)
- Language of assessment: German, English
- Other prerequisites: Admission prerequisite to assessment: regular attendance.

**Assessment in module component 04-EnRS-Did-SBPr-2-092: Practical Training (Realschule)**

- 2 ECTS, Method of grading: (not) successfully completed
- prerequisites for successful completion: participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
- Language of assessment: German, English
- Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.

**Allocation of places**

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**Additional information**

--

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

--
Module title
Didactics of History: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (LR)

Abbreviation
04-GeR-Did-SBPr-092-m01

Module coordinator
holder of the Professorship of Modern and Contemporary History and of Didactics of History

Module offered by
Institute of History

ECTS
4

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

Duration
1 semester

Module level
undergraduate

Other prerequisites
By way of exception, additional prerequisites are listed in the section on assessments.

Contents
This module provides an introduction to the practice of teaching history in Realschule. Observing and analyzing lessons, students gain an insight into pedagogical, didactic, and methodological practice in the history classroom. Independently preparing and delivering lessons, students consolidate the knowledge they have acquired. The seminar that accompanies the placements explores topics such as: an introduction to the curriculum for Realschule -- criteria for classroom observation and the analysis of lessons -- fundamental principles of general school and classroom education -- subject-specific methods and techniques -- planning teaching sequences and lessons -- an introduction to the use of modern media in the classroom -- the representation of class contents on the blackboard and transparencies (topics to be agreed upon with placement school). The predominant focus of the module is on teaching practice; the seminar mainly aims to help students prepare their own lessons.

Intended learning outcomes
Students have gained an in-depth overview of the major steps involved in lesson planning, preparation, and design; they are able to translate topics from the curriculum for pupils in different grades into lessons for the history classroom; they are able to select and use appropriate media, methods, and modes of interaction in the classroom; they are able to incorporate both findings from the disciplines of school education and the psychology of learning as well as their knowledge in the area of history didactics into their teaching.

Courses
This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 04-GeR-Did-SBPr-1-092: Ü (no information on SWS (weekly contact hours) and course language available)
- 04-GeR-Did-SBPr-2-092: P (no information on SWS (weekly contact hours) and course language available)

Method of assessment
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 04-GeR-Did-SBPr-1-092: Didactics of History: accompanying tutorial to Practical Training in Didactics and Teaching Methodology (LR)

- 2 ECTS, Method of grading: (not) successfully completed
- written elaboration of conceptual design of a class with class outline and representation of class contents on the blackboard (Tafelbild)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of courses (lectures excluded). Students will be informed about the required attendance percentage or permitted number of incidents of unexcused absence at the beginning of the respective course.

Assessment in module component 04-GeR-Did-SBPr-2-092: Didactics of History: Practical Training in Didactics and Teaching Methodology (LR)

- 2 ECTS, Method of grading: (not) successfully completed
- participation in mandatory teaching practice, completion of all set tasks (as specified by placement school)
• Other prerequisites: Admission prerequisite to assessment: regular attendance of courses (lectures excluded). Students will be informed about the required attendance percentage or permitted number of incidents of unexcused absence at the beginning of the respective 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)

§ 34 (1) 1. Studienbegleitendes fachdidaktisches Praktikum
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 (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) -- subject specific (teaching degree Grundschule (LA GS), teaching degree Mittelschule (LA MS), teaching degree Realschule (LA RS) or teaching degree special education (LA SoP)).
**Module title**
Multimedia and EBoard Interactive (Advanced Course)

**Abbreviation**
06-PSYSQ-MULT-102-m01

**Module coordinator**
holder of the Professorship of Educational Psychology

**Module offered by**
Institute of Psychology

**ECTS**
5

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

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

**Contents**
In the seminar, the students acquire knowledge of the characteristics, application possibilities and production techniques of multimedia components. They become acquainted with the principles of working with boards. This knowledge enables them to take advantage of the possibilities and opportunities of working with interactive board systems. As an example of multimedia use in modern learning environments, the students practise working with interactive whiteboards, which are a digital version of the conventional blackboard. They study functions such as video and audio recording as well as computerised and self-directed learning processes.

**Intended learning outcomes**
The students have advanced knowledge of the handling of various electronic board systems. They have the requisite know-how needed to create pupil-centred learning environments and to integrate interactivity into teaching, for example for future teaching jobs.

**Courses**
(type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**
type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
presentation (approx. 60 minutes) with written elaboration (approx. 4 pages)

**Allocation of places**
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

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

Education in Sekundarstufe 1 and 2

Abbreviation

06-Schul-Unt-Sek-092-m01

Module coordinator

holder of the Chair of School Education

Module offered by

Chair of School Education

ECTS

2

Method of grading

Only after succ. compl. of module(s)

(not) successfully completed

--

Duration

1 semester

Module level

undergraduate

Other prerequisites

Admission prerequisite to assessment: regular attendance of seminar (a maximum of 2 incidents of unexcused absence).

Contents

Principles of planning classes on the basis of scientifically proven didactic concepts and theories that take into account the curriculum of secondary level I and II in secondary schools as well as the corresponding age group; empirical and theoretical characteristics of good classes; concepts and methods of analysing and evaluating classes whilst taking into account the curriculum of secondary level I and II.

Intended learning outcomes

After successfully completing this module, the students are able to characterise and evaluate concepts and theories of planning and conducting classes in secondary level I and II in view of different aspects and criteria. They can analyse and evaluate teaching and learning offers and examples in secondary level I in view of different aspects. They are able to create own teaching and learning offers and examples in secondary level I and II with reference to selected didactic concepts and theories whilst taking into account the target group, media as well as information and communication technology. Furthermore, they can evaluate selected examples in view of different aspects.

Courses

S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

a) written examination (approx. 30 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) oral examination in groups (groups of 3, approx. 30 minutes) or d) presentation with/without slides (approx. 15 minutes) with written elaboration (approx. 5 pages) or e) term paper (approx. 8 pages) or f) portfolio (approx. 10 pages)

Allocation of places

Number of places: maximum 15. Places will be allocated by lot.

Additional information

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

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Module title: Researching popular and everyday culture

Abbreviation: 04-EEVK-EAP-GWS-092-m01

Module coordinator: holder of the Chair of European Ethnology

Module offered by: Chair of European Ethnology

ECTS: 5

Method of grading: numerical grade

Duration: 1 semester

Module level: undergraduate

Other prerequisites: By way of exception, additional prerequisites are listed in the section on assessments.

Contents

The module gives a basic insight into the research of everyday and popular cultures from the view of European Ethnology/ Cultural Anthropology (empirical cultural science, Cultural Anthropology). For a long time, it has only been the "nice things" of the former "cultures" that had to be saved, but for a modern Cultural Anthropology, the testimonies of everyday and popular mass culture are of great significance: The dramatic changes of the pre-industrial world changing into an industrial and post-industrial world are visible. This changed research concept of the cultural analysis, the most important technical terms, sources, methods as well as selected working areas and technical relevant basics of the scientific work covers an overall introduction to the research field culture. The acquired basics will be consolidated and differentiated on the basis of a generic topic area. Thus, the study of specific everyday and popular cultures in history and the present age takes place, taking into account the regional, particularly the dealing with Bavarian regions, but also cultural and intercultural environment issues. Hence, the module provides a detailed background knowledge of the field of experience of pupils and students that can be applied to the school practice at the same time.

Intended learning outcomes

Students acquire the following competences: - Fundamental knowledge of scientific working methods; - Basic knowledge of folkloric and ethnological cultural analysis; - Advanced knowledge of a generic working field from the area of cultural analysis or Ethnography based on generic everyday and popular cultures from the past and present age; Dealing autonomously with cultural phenomena and processes based on typical examples; - Students acquire general cultural practice and intercultural competences in a selected field of study, especially for the implementation of school lessons (e.g. Regional and Cultural studies, History, Ethics, Religious Education).

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

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 04-EEVK-EAP-GWS-1-092: Ü (no information on SWS (weekly contact hours) and course language available)
- 04-EEVK-EAP-GWS-2-092: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German)

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 04-EEVK-EAP-GWS-1-092: Introduction: Culture as a field of research

- 2 ECTS, Method of grading: numerical grade
- written examination (approx. 60 minutes)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of exercises (a maximum of 2 incidents of unexcused absence).

Assessment in module component 04-EEVK-EAP-GWS-2-092: Researching popular and everyday culture

- 3 ECTS, Method of grading: numerical grade
- presentation (approx. 25 minutes) with handout (approx. 2 page) and written elaboration (approx. 10 pages)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of seminar (a maximum of 2 incidents of unexcused absence).

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<th>Additional information</th>
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<th>Referred to in LPO I (examination regulations for teaching-degree programmes)</th>
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Module title | Abbreviation
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Culture as a field of research | 04-EEVK-FFK-GWS-092-m01

**Module coordinator**

holder of the Chair of European Ethnology

**Module offered by**

Chair of European Ethnology

**ECTS**

3

**Method of grading**

numerical grade

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

--

**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

--

**Contents**

- Students gain an insight into cultural-scientific research and topic areas that are defined by the determinants tradition and modernity as well as by space and time.
- Overview of research approaches and theoretical positions of cultural historical work.
- Tradition situations, tradition carriers and modalities as well as phenomena and factors of the cultural change will be covered.
- Students will be provided with approaches and techniques of the cultural analysis.

**Intended learning outcomes**

- Students develop an understanding of historical and cultural contexts.
- The module provides students with historico-cultural knowledge.
- They gain insights into positions and research fields of the historico-cultural work.
- They are able to classify historical cultural heritage, cultural bodies and cultural mediators in time and space.
- The students are able to reflect the use of cultural analysis critically.

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

Ü (no information on SWS (weekly contact hours) and course language available)

**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) and introductory presentation (approx. 15 minutes) with handout (approx. 2 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)

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<table>
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<tr>
<td>Children with Learning Disabilities in Elementary School: Psychological Theories and Methods for the Improvement of Attention, Motivation and Performance</td>
<td>06-Psy-BeeintSek-092-m01</td>
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<td>Institute of Psychology</td>
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<td>1 semester</td>
<td>undergraduate</td>
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**Contents**

Manifestations and causes of general learning difficulties in pupils in secondary education. Basic principles of pedagogical-psychological interventions and training programmes. Specific and grade-appropriate methods and programmes to enhance concentration, motivation and performance.

**Intended learning outcomes**

The students know and are able to identify forms (and causes) of general learning difficulties in pupils in secondary education. They know the theoretical principles, structure, course, carrying out and evaluation of intervention or training programmes.

**Courses**

(no information on SWS (weekly contact hours) and course language available)

* S

**Method of assessment**

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

talk (20 minutes) and written elaboration (2 to 3 pages)

**Allocation of places**

Number of places: maximum 30. Places will be allocated by lot.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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<table>
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<th>Module title</th>
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<tbody>
<tr>
<td>Psychological Fundamentals, Diagnostics and Intervention of Specific Learning Disabilities in High School</td>
<td>06-Psy-SpezLernSek-092-m01</td>
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**Module coordinator**

holder of the Professorship of Educational Psychology

**Module offered by**

Institute of Psychology

**ECTS**

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**Contents**

Forms, identification and effects of special learning disorders in secondary education, especially of dyslexia and dyscalculia, including the psychological theories on development and course. Psychologically evaluated intervention programmes in view of their way of functioning, organisation and implementation.

**Intended learning outcomes**

The students know special learning disorders, especially dyslexia and dyscalculia as well as their forms and their relevance in secondary education, regardless of the type of school. They have gained an overview of corresponding, evaluated intervention and training programmes and know how to apply these.

**Courses**

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**Method of assessment**

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**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>
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<tr>
<td>Psychological Grounded Programs for the Modification of Behavioral Disorders within High School</td>
<td>06-Psy-ProgAuffSek-092-m01</td>
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<td>Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).</td>
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<tr>
<td>1 semester</td>
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</table>

**Contents**

Manifestations, causes, clustering and effects of behavioural abnormalities in secondary education. Measures and programmes to influence behavioural abnormalities in school and school-related situations, especially aggression and violence, anxiety disorders, disturbed social and eating behaviour as well as attention deficit hyperactivity disorder.

**Intended learning outcomes**

The students know the causes, manifestations and relevance of behavioural abnormalities in pupils in secondary education, regardless of the type of school. They have knowledge of measures and programmes for influencing behavioural abnormalities in school and in the context of school and especially know the structure, course and specific application of relevant, evaluated programmes.

**Courses**

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

a) talk (approx. 20 minutes) with written elaboration (approx. 2 pages) or b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or c) term paper (approx. 7 pages) or d) written examination (approx. 30 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 10 pages)

**Allocation of places**

Number of places: maximum 30. Places will be allocated by lot.

**Additional information**

--

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

--
Module title
Psychological Grounded Application of Media in Specific School Subjects within High School

Abbreviation
06-Psy-MedienSek-092-m01

Module coordinator
holder of the Professorship of Educational Psychology

Module offered by
Institute of Psychology

ECTS
2

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

(module(s))

(not) successfully completed

Duration
1 semester

Module level
undergraduate

Other prerequisites
Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).

Contents
Principles, goals and methods of using media in school and class in view of Media Psychology, media technology, and Educational Psychology, e.g. psychological computer programmes for learning and practising individual teaching subjects and areas of secondary education; utilising recording media for classroom support (ensuring learning achievements, visualisation, improvement of class solidarity).

Intended learning outcomes
The students know corresponding media and their possible pedagogical-psychological application. When it comes to learning programmes, they have gained an overview of relevant, evaluated programmes and are able to evaluate their efficiency on the basis of individual dimensions. They are able to handle recording media and to prepare the usage for improved teaching.

Courses
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment
a) talk (approx. 20 minutes) with written elaboration (approx. 2 pages) or b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or c) term paper (approx. 7 pages) or d) written examination (approx. 30 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 10 pages)

Allocation of places
Number of places: maximum 20. Places will be allocated by lot.

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

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<tr>
<td>Gifted Children in High School: Fundamentals and Concepts</td>
<td>06-Psy-BegabSek-092-m01</td>
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**Contents**

Types, development and identification of intellectual giftedness and its typical manifestations in secondary education, including the resulting advantages and disadvantages in school life. Necessity and measures of special support for highly gifted pupils in secondary education.

**Intended learning outcomes**

The students have knowledge of intellectual giftedness in pupils in secondary education as well as the forms, development and possibilities of identification. They know the capabilities and limits of highly gifted pupils in secondary education as well as the possible developmental problems of these pupils. They know school and extracurricular measures for the promotion of highly gifted pupils as well as the possibilities of psychological counselling.

**Courses**

(no information on SWS (weekly contact hours) and course language available)

S

**Method of assessment**

(talk (20 minutes) and written elaboration (2 to 3 pages))

**Allocation of places**

Number of places: maximum 30. Places will be allocated by lot.

**Additional information**

--

**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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## Module Title

**Children with Learning Disabilities in Elementary School: Psychological Theories and Methods for the Improvement of Attention, Motivation and Performance**

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<tr>
<td><strong>Children with Learning Disabilities in Elementary School: Psychological Theories and Methods for the Improvement of Attention, Motivation and Performance</strong></td>
<td>06-Psy-BeeintP-092-m01</td>
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</table>

## Module Coordinator

holder of the Professorship of Educational Psychology

## Module Offered by

Institute of Psychology

## ECTS

2

## Method of Grading

Only after successfully completed

## Duration

1 semester

## Module Level

undergraduate

## Other Prerequisites

--

## Contents

Manifestations and causes of general learning difficulties in pupils in primary education. Basic principles of pedagogical-psychological interventions and training programmes. Specific and grade-appropriate methods and programmes to enhance concentration, motivation and performance.

## Intended Learning Outcomes

The students know and are able to identify forms (and causes) of general learning difficulties in pupils. They know the theoretical principles, structure, course, carrying out and evaluation of intervention or training programmes.

## Courses

S (no information on SWS (weekly contact hours) and course language available)

## Method of Assessment

(talk (20 minutes) and written elaboration (2 to 3 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)

--
**Module title**  
Gifted Children in Primary School: Fundamentals and Concepts

**Abbreviation**  
06-Psy-BegabP-092-m01

**Module coordinator**  
holder of the Professorship of Educational Psychology

**Module offered by**  
Institute of Psychology

**ECTS**  
2

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

**Duration**  
1 semester

**Module level**  
undergraduate

**Other prerequisites**  
Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).

**Contents**

Types, development and identification of intellectual giftedness and its typical manifestations in primary education, including the resulting advantages and disadvantages in school life. Necessity and measures of special support for highly gifted children in primary education.

**Intended learning outcomes**

The students have knowledge of intellectual giftedness in children in primary education as well as the forms, development and possibilities of identification. They know the capabilities and limits of highly gifted children in primary education as well as the possible developmental problems of these children. They know school and extracurricular measures for the promotion of highly gifted pupils as well as the possibilities of psychological counselling.

**Courses**

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

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

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

talk (20 minutes) and written elaboration (2 to 3 pages)

**Allocation of places**

Number of places: maximum 30. Places will be allocated by lot.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

--
Module title | Abbreviation
---|---
Psychological Grounded Application of Media in Specific School Subjects within Elementary School | 06-Psy-MedienP-092-m01

Module coordinator | Module offered by
---|---
holder of the Professorship of Educational Psychology | Institute of Psychology

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

Duration | Module level | Other prerequisites
---|---|---
1 semester | undergraduate | Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).

Contents
Principles, goals and methods of using media in school and class in view of Media Psychology, media technology, and Educational Psychology, e.g. psychological computer programmes for learning and practising individual teaching subjects and areas of primary education; utilising recording media for classroom support (ensuring learning achievements, visualisation, improvement of class solidarity).

Intended learning outcomes
The students know corresponding media and their possible pedagogical-psychological application. When it comes to learning programmes, they have gained an overview of relevant, evaluated programmes and are able to evaluate their efficiency on the basis of individual dimensions. They are able to handle recording media and to prepare the usage for improved teaching.

Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

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. 20 minutes) with written elaboration (approx. 2 pages) or b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or c) term paper (approx. 7 pages) or d) written examination (approx. 30 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 10 pages)

Allocation of places
Number of places: maximum 20. Places will be allocated by lot.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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</thead>
<tbody>
<tr>
<td>Psychological Grounded Programs for the Modification of Behavioral Disorders within Elementary School</td>
<td>06-Psy-ProgAuffP-092-m01</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Module offered by</th>
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<tr>
<td>holder of the Professorship of Educational Psychology</td>
<td>Institute of Psychology</td>
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<th>Method of grading</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>2</td>
<td>Only after succ. compl. of module(s)</td>
<td>Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).</td>
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</table>

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

Contents

Manifestations, causes, clustering and effects of behavioral abnormalities in primary education. Measures and programmes to influence behavioral abnormalities in school and school-related situations, especially aggression and violence, anxiety disorders, disturbed social behaviour as well as attention deficit hyperactivity disorder.

Intended learning outcomes

The students know the causes, manifestations and relevance of behavioral abnormalities in pupils in secondary education, regardless of the type of school. They have knowledge of measures and programmes for influencing behavioral abnormalities in school and in the context of school and especially know the structure, course and specific application of relevant, evaluated programmes.

Courses

S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

a) talk (approx. 20 minutes) with written elaboration (approx. 2 pages) or b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or c) term paper (approx. 7 pages) or d) written examination (approx. 30 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 10 pages)

Allocation of places

Number of places: maximum 30. Places will be allocated by lot.

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><strong>Module title</strong></th>
<th><strong>Abbreviation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Fundamentals, Diagnostics and Intervention of Specific Learning Disabilities in Primary School</td>
<td>06-Psy-SpezLernP-092-m01</td>
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**Module coordinator**
holder of the Professorship of Educational Psychology

**Module offered by**
Institute of Psychology

**ECTS**
2

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

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).

**Contents**
Forms, identification and effects of special learning disorders in primary education, especially of dyslexia and dyscalculia, including the psychological theories on development and course. Psychologically evaluated intervention programmes in view of their way of functioning, organisation and implementation.

**Intended learning outcomes**
The students know special learning disorders, especially dyslexia and dyscalculia as well as their forms and their relevance in school. They have gained an overview of corresponding, evaluated intervention and training programmes and know how to apply these.

**Courses**
(no information on SWS (weekly contact hours) and course language available)

**Method of assessment**
(a) talk (approx. 20 minutes) with written elaboration (approx. 2 pages) or (b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or (c) term paper (approx. 7 pages) or (d) written examination (approx. 30 minutes) or (e) oral examination (approx. 15 minutes) or (f) portfolio (maximum 10 pages)

**Allocation of places**
Number of places: maximum 30. Places will be allocated by lot.

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

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## Module title
From Experience of Counselling Centres in the Educational Field

## Abbreviation
06-Psy-PraxBera-092-m01

### Module coordinator
holder of the Professorship of Educational Psychology

### Module offered by
Institute of Psychology

### ECTS
2

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

### (not) successfully completed
--

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).

## Contents
School counselling institutions and offers (school counselling office, educational psychologists and advisory teachers, mobile special education services) and extracurricular counselling (e.g. child guidance centres and family counselling centres, Counselling Centre for the Gifted and Talented, centre for early diagnosis, paediatricians, child and adolescent psychiatry)

## Intended learning outcomes
The students have gained insights into the questions and structure of school counselling. They are familiar with the structure of the school counselling system and have gained an overview of the institutions of extracurricular cooperation partners as well as information about the possibilities of making contact, also for parents.

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

S (no information on SWS (weekly contact hours) and course language available)

## 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. 20 minutes) with written elaboration (approx. 2 pages) or b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or c) term paper (approx. 7 pages) or d) written examination (approx. 30 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 10 pages)

## Allocation of places
Number of places: maximum 20. Places will be allocated by lot.

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

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Training of Tutors for Differential Psychology and Pedagogic-Psychological Diagnostics</td>
<td>06-Psy-TutausbDD-092-m01</td>
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<tr>
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<td>Institute of Psychology</td>
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<td>Only after succ. compl. of module(s)</td>
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<th>Module level</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).</td>
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</tbody>
</table>

**Contents**

University didactic and advanced knowledge of "Differential and Personality Psychology in the Context of School" and "Pedagogical Psychological Diagnostics and Evaluation". Knowledge and possibilities of a virtual module and possibilities of electronic communication with students.

**Intended learning outcomes**

The students can act as tutors in the virtual module "Differential and Personality Psychology in the Context of School" and "Pedagogical Psychological Diagnostics and Evaluation". They are able to assess and comment on the texts written by the module participants.

**Courses**

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

S (no information on SWS (weekly contact hours) and course language available)

**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. 20 minutes) with written elaboration (approx. 2 pages) or b) presentation (approx. 20 minutes) with documentation (approx. 2 pages) or c) term paper (approx. 7 pages) or d) written examination (approx. 30 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 10 pages)

**Allocation of places**

Number of places: maximum 30. Places will be allocated by lot.

**Additional information**

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

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Counselling and Supervision</td>
<td>06-Psy-Suvi-092-m01</td>
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### Module coordinator
holder of the Professorship of Educational Psychology

### Module offered by
Institute of Psychology

### ECTS | Method of grading | Only after succ. compl. of module(s) |
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### Duration | Module level | Other prerequisites |
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents
Supervision of teaching degree students deals with current stress situations of supervisors. These situations might include conflicts resulting from relations with oneself, pupils, parents or the teaching staff. We will consider the problems presented from different angles and compile various solution approaches.

### Intended learning outcomes
By working as supervisors, the teaching degree students advance their personal, subject-specific and social competencies. The students are able to re-evaluate conflictual relations in school, to evaluate interaction processes and problems in altered contexts, and to perceive themselves and others in a differentiated manner. They are more aware of their own and other person’s feelings and are able to develop alternatives for action.

### Courses
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<tr>
<th>(type, number of weekly contact hours, language — if other than German)</th>
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<td>Ü (no information on SWS (weekly contact hours) and course language available)</td>
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### Method of assessment
<table>
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<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>designing a seminar (approx. 90 minutes). Designing a seminar includes providing subject-specific input, giving instructions for assignments, moderating/coordinating the participants’ contributions, summarising these contributions as well as demonstrating/delivering/designing a class.</td>
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### Allocation of places
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### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
--
Module title | Abbreviation
---|---
Becoming Teacher - Being Teacher | 06-Psy-Lwerdsein-092-m01

Module coordinator | Module offered by
holder of the Professorship of Educational Psychology | Institute of Psychology

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

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

Contents

Self-perception, self-reflection and resource analysis regarding one’s suitability as a teacher and the decision to study a teaching degree programme (demands on teachers; individual stress management strategies; the significance of collegial counselling when dealing with difficult pupils, parents and colleagues). The teacher training courses analyse the teaching behaviour of the participating students and the structure of learning-psychological and socio-psychological alternatives: (usage of video feedback; elements of group dynamics and behaviour regulation in due consideration of different types of pupils.)

Intended learning outcomes

The students reflect on their journey leading to the teaching degree studies. They compare the role and tasks of teachers to their expectations and competencies and analyse stress factors and possible coping strategies. They understand the importance of personal attitude and behaviour when dealing with pupils, parents and colleagues and become acquainted with solution-oriented systemic perspectives. After completing the teaching training, the students know advantageous and disadvantageous forms and effects of possible interactions between teachers and children/juveniles as well as alternative behaviour patterns for dealing with pupils based on an appropriate basic attitude taking into account the pupils’ individual peculiarities.

Courses

(U (no information on SWS (weekly contact hours) and course language available)

Method of assessment

designing a seminar (approx. 90 minutes). Designing a seminar includes providing subject-specific input, giving instructions for assignments, moderating/coordinating the participants’ contributions, summarising these contributions as well as demonstrating/delivering/designing a class.

Allocation of places

Number of places: maximum 20. Places will be allocated by lot.

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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<tbody>
<tr>
<td>Introduction to Scientific Methodology in the Educational Context</td>
<td>06-Psy-EinwissA-092-m01</td>
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**Module coordinator**

holder of the Professorship of Educational Psychology

**Module offered by**

Institute of Psychology

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<td>(not) successfully completed</td>
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</table>

**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

--

**Contents**

Basic empirical methods, data collection and processing; working with texts.

**Intended learning outcomes**

The students have applicable knowledge of psychological methodology and are able to collect and process data. They are principally able to write a psychological text according to scientific criteria.

**Courses**

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

Ü (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

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

Talk (20 minutes) and written elaboration (2 to 3 pages)

**Allocation of places**

Number of places: maximum 10. Places will be allocated by lot.

**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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<tbody>
<tr>
<td>Conversation Techniques for Teachers</td>
<td>06-Psy-Gespräf-092-m01</td>
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<td>holder of the Professorship of Educational Psychology</td>
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<th>Duration</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Different aspects of messages; basic attitudes in conversation; active and passive listening; I-messages; preparation for and phases of conversation; problem and solution orientation; observation and analysis of sample conversations as well as testing and practising of conversations on the basis of realistic conversational situations.

**Intended learning outcomes**

The students acquire basic attitudes and techniques indispensable for a target- and result-oriented conversation in a professional and confidence-building atmosphere.

**Courses**

(No information on SWS (weekly contact hours) and course language available)

**Method of assessment**

Designing a seminar (approx. 90 minutes). Designing a seminar includes providing subject-specific input, giving instructions for assignments, moderating/协调 the participants’ contributions, summarising these contributions as well as demonstrating/delivering/designing a class.

**Allocation of places**

Number of places: maximum 20. Places will be allocated by lot.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Intercultural education</td>
<td>06-IB-LA-092-m01</td>
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<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Basics of intercultural education; didactics of intercultural education, intercultural competencies.

**Intended learning outcomes**

The students are provided with an overview of the theories and lines of argument of cultural and intercultural education. They are able to find cultural differences and similarities by studying theories of culture, interculturalism and foreignness. They become acquainted with structures of cultural knowledge as well as questions and methods of intercultural communication and learn how to convey this knowledge. Furthermore, they acquire competencies by trying and practising general and subject-specific intercultural didactic competencies.

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

S (no information on SWS (weekly contact hours) and course language available)

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

a) presentation with slides (approx. 30 minutes) or b) presentation without slides (approx. 35 minutes) with written elaboration (approx. 15 pages) or c) term paper (approx. 20 pages) or d) portfolio (approx. 20 pages) or e) written examination (approx. 120 minutes)

**Allocation of places**

Number of places: maximum 10. Places will be allocated by lot.

**Additional information**

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

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Web Design (Advanced Course)</td>
<td>06-PSYSQ-WebE-102-m01</td>
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<table>
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<table>
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<tr>
<th>Duration</th>
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<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Basic computer skills are recommended.</td>
</tr>
</tbody>
</table>

**Contents**

At the beginning of the seminar, the students acquire important knowledge of the technical development of websites. In the following, they become acquainted with tools for the sensible and effective organisation of websites. Afterwards, the students develop own projects and present them in the plenum.

**Intended learning outcomes**

The students have broad knowledge of the structure and function of web technologies such as HTML, CSS, PHP, databases and content management systems. They know tools for the efficient and sensible use of these technologies. They have acquired advanced knowledge of much-discussed concepts such as “Web 2.0” and “Accessibility” through practical application examples.

**Courses**

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

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

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

presentation (approx. 45 minutes) with written elaboration (approx. 3 pages)

**Allocation of places**

Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Multimedia and EBoard Interactive (Basic Course)</td>
<td>06-PSYSQ-MultiB-102-m01</td>
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<tbody>
<tr>
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</table>

**Contents**

In this seminar, the students learn to efficiently handle multimedia formats and contents in combination with electronic board systems. Theoretical principles of working with boards are mentioned. Aside from learning how to acquire resources for the integration into board images, the students also learn how to produce such resources themselves. Afterwards, the students present self-created board images in the course, which are discussed in the group.

**Intended learning outcomes**

The students have basic knowledge of the handling of various electronic board systems. They have the requisite know-how needed to create pupil-centred learning environments and to integrate interactivity into teaching for example for future teaching jobs.

**Courses**

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

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

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

presentation (approx. 25 minutes) with written elaboration (approx. 2 pages)

**Allocation of places**

Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

--

**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

--
Module title | Abbreviation
---|---
Open Source (Intensive Course) | 06-PSYSQ-OSI-102-m01

Module coordinator | Module offered by
---|---
holder of the Professorship of Educational Psychology | Institute of Psychology

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

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

Contents
German contents available but not translated yet.

Im Seminar wird ein Know-how zur Evaluation von Open-Source-Lösungen vermittelt. Anschließend wird die Funktionalität von etablierten Produkten aus diesem Bereich behandelt. In ihren Vorträgen stellen die Studierenden neben den Evaluationskriterien funktionale Aspekte eines spezifischen Produkts vor und veranschaulichen die produktive Arbeit mit diesem.

Intended learning outcomes
German intended learning outcomes available but not translated yet.


Courses
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment
presentation (approx. 60 minutes) with written elaboration (approx. 4 pages)

Allocation of places
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information

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

--
## Module title

**Open Source (Advanced Course)**

| Abbreviation | 06-PSYSQ-OSE-102-m01 |

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### Contents

This seminar imparts know-how about the evaluation of open source solutions. Afterwards, it discusses the functionality of established products of this area. During their presentations, the students introduce evaluation criteria as well as functional aspects of a specific product and show how to productively work with it.

### Intended learning outcomes

The students have detailed knowledge of the evaluation of open source software. They know farther-reaching functions for productive working with open source applications. The students are able to compare open source solutions to their commercial counterparts.

### Courses

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

S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

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

presentation (approx. 45 minutes) with written elaboration (approx. 3 pages)

### Allocation of places

Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

--

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

--
### Module title
Open Source (Basic Course)

### Abbreviation
06-PSYSQ-OSB-102-m01

### Module coordinator
holder of the Professorship of Educational Psychology

### Module offered by
Institute of Psychology

### ECTS
3

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

### (not) successfully completed
--

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
This seminar imparts know-how about the evaluation of open source solutions. Afterwards, it discusses the functionality of established products in this area. During their presentations, the students introduce evaluation criteria as well as functional aspects of a specific product and show how to productively work with it.

### Intended learning outcomes
The students have basic knowledge of the evaluation of open source software. They know basic functions for productive working with open source applications. The students are able to compare open source solutions to their commercial counterparts.

### Courses
(no information on SWS (weekly contact hours) and course language available)

### Type
S

### Method of assessment
presentation (approx. 25 minutes) with written elaboration (approx. 2 pages)

### Allocation of places
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information
--

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

--
### Module title
Multimedia and EBoard Interactive (Upgrading Course)

### Abbreviation
06-PSYSQ-MultiE-102-m01

### Module coordinator
holder of the Professorship of Educational Psychology

### Module offered by
Institute of Psychology

### ECTS
4

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

### (not) successfully completed
--

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
In this seminar, the students learn to efficiently handle multimedia formats and contents in combination with electronic board systems. Theoretical principles of working with boards are mentioned. Aside from learning to acquire resources for the integration into board images, the students also learn how to produce such resources themselves. Afterwards, the students present self-created board images in the course, which are discussed in the group.

### Intended learning outcomes
The students have advanced knowledge of the handling of various electronic board systems. They have advanced skills needed to create pupil-centred learning environments and to integrate interactivity into teaching, for example for future teaching jobs.

### Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
presentation (approx. 45 minutes) with written elaboration (approx. 3 pages)

### Allocation of places
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information
--

### Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title | Abbreviation
---|---
Webdesign (Intensive Course) | 06-PSYSQ-Webl-102-m01

Module coordinator | Module offered by
holder of the Professorship of Educational Psychology | Institute of Psychology

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<th>Other prerequisites</th>
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| 5 | Only after succ. compl. of module(s) | Basic computer skills are recommended.

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

Contents
At the beginning of the seminar, the students acquire important knowledge of the technical development of websites. In the following, they become acquainted with tools for the sensible and effective organisation of websites. Afterwards, the students develop own projects and present them in the plenum.

Intended learning outcomes
The students have detailed knowledge of the structure and function of web technologies such as HTML, CSS, PHP, databases and content management systems. They know tools for the efficient and sensible use of these technologies. They have acquired detailed knowledge of much-discussed concepts such as "Web 2.0" and "Accessibility" through practical application examples.

Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
presentation (approx. 60 minutes) with written elaboration (approx. 4 pages)

Allocation of places
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title | Abbreviation
---|---
Webdesign (Basic Course) | 06-PSYSQ-WebB-102-m01

Module coordinator | Module offered by
holder of the Professorship of Educational Psychology | Institute of Psychology

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

Duration | Module level | Other prerequisites
1 semester | undergraduate | Basic computer skills are recommended.

Contents
At the beginning of the seminar, the students acquire important knowledge of the technical development of websites. In the following, they become acquainted with tools for the sensible and effective organisation of websites. Afterwards, the students develop own projects and present them in the plenum.

Intended learning outcomes
The students have basic knowledge of the structure and function of web technologies such as HTML, CSS, PHP, databases and content management systems. They know tools for the efficient and sensible use of these technologies. They have acquired basic knowledge of much-discussed concepts such as "Web 2.0" and "Accessibility" through practical application examples.

Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
presentation (approx. 25 minutes) with written elaboration (approx. 2 pages)

Allocation of places
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
--

Referred to in LPO I (examination regulations for teaching-degree programmes)
--
### Module title
Historical education

### Abbreviation
06-HP-LA-092-m01

### Module coordinator
holder of the Chair of Systematic Educational Science

### Module offered by
Chair of Systematic Educational Science

### ECTS
5

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
--

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Selected eras of the history of pedagogy, corresponding important representatives and their works; introduction to anthropological and sociocultural principles in view of the conception of man and corresponding ideas of schooling and education.

### Intended learning outcomes
The students have basic knowledge of anthropology and the history of education. They are able to understand concepts of educational sciences in view of its history and to find connections to social culture and current sociopolitical discussions.

### Courses
(type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

### 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. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (15 to 30 minutes) with written elaboration (10 to 15 pages) or d) term paper (15 to 20 pages) or e) portfolio (maximum 20 pages)

### Allocation of places
Number of places: maximum 10. Places will be allocated by lot.

### Additional information
--

### Referred to in LPO I
(examination regulations for teaching-degree programmes)
--
Module title
Anthropological and socio-cultural requirements of education

Abbreviation
06-ASB-LA-092-m01

Module coordinator
holder of the Chair of Systematic Educational Science

Module offered by
Chair of Systematic Educational Science

ECTS
5

Method of grading
numerical grade

Only after succ. compl. of module(s)
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
Selected eras of the history of pedagogy, corresponding important representatives and their works; introduction to anthropological and sociocultural principles in view of the conception of man and corresponding ideas of schooling and education.

Intended learning outcomes
The students have basic knowledge of anthropology and the history of education. They are able to understand concepts of educational sciences in view of its history and to find connections to social culture and current sociopolitical discussions.

Courses
(no information on SWS (weekly contact hours) and course language available)

Method of assessment
(a) written examination (approx. 120 minutes) or (b) oral examination of one candidate each (approx. 30 minutes) or (c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or (d) term paper (approx. 15 to 20 pages) or (e) portfolio (approx. 20 pages)

Allocation of places
Number of places: maximum 10. Places will be allocated by lot.

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

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<td>Admission prerequisite to assessment: regular attendance of seminar (a maximum of 2 incidents of unexcused absence).</td>
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### Contents

Concepts and methods of teaching and learning in school and in class; theoretical and empirical criteria of good classes as a basis for the critical evaluation of concepts and methods.

### Intended learning outcomes

After successfully completing this module, the students are able to characterise and evaluate selected concepts and theories of teaching and learning in school and in class in view of different aspects and criteria (main idea, empirical findings, realization possibilities and limits).

### Courses

- (type, number of weekly contact hours, language — if other than German)
- S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

- (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
- a) written examination (approx. 30 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) oral examination in groups (groups of 3, approx. 30 minutes) or d) presentation with/without slides (approx. 15 minutes) with written elaboration (approx. 5 pages) or e) term paper (approx. 8 pages) or f) portfolio (approx. 10 pages)

### Allocation of places

Number of places: maximum 15. Places will be allocated by lot.

### Additional information

---

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

---
Pedagogic-didactic teaching placement
(6 ECTS credits)

There will be separate modules Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didactic Teaching Placement) for each type of school; please select the module for the school type for which you are pursuing a teaching degree.
## Module title
Pedagogic-didactic teaching placement

| Abbreviation | 06-Schul-PDPrakt-RS-092-m01 |

## Module coordinator
holder of the Chair of School Education

## Module offered by
Chair of School Education

## ECTS
6

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

## (not) successfully completed
--

## Duration
2 semester

## Module level
undergraduate

## Other prerequisites
--

## Contents
Knowledge and experience of the task fields of teachers at Realschule in view of pedagogics and didactics; planning classes and evaluating classroom observations as well as own teaching plans and attempts; theoretical classification and reflection

## Intended learning outcomes
After successfully completing this module, the students know different possibilities to design classes for Realschule, to focus on the pupils whilst teaching and to identify promotion possibilities. They are experienced in planning, conducting and analysing classes and in promoting individual pupils as well as the whole class. They have an overview of the task fields of teachers at Hauptschule and of school as an organisation. They are able to evaluate and navigate their own suitability to work as a teacher.

## Courses
(P (no information on SWS (weekly contact hours) and course language available)

## Method of assessment
(teaching practice, practical exercises (as specified by placement school/responsible teacher at placement school)

## Allocation of places
--

## Additional information
--

## Referred to in LPO I
(examination regulations for teaching-degree programmes)
Thesis
(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). The Hausarbeit module is worth 10 ECTS credits.

Students studying for a teaching degree Grundschule or Hauptschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Erziehungswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Studium (Social and Political Sciences Courses)), in the subject Didaktiken einer Fächergruppe der Hauptschule (Didactics of a Group of Subjects of Hauptschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics for Grundschule) within the meaning of Section 36 Subsection 1 LPO I, or in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree Realschule or Gymnasium may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Erziehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis.

Students studying for a teaching degree in special education may write their Hausarbeit (thesis) in their specialisation in special education. In accordance with the provisions of Section 29 Subsection 1 Sentence 2 LPO I (examination regulations for teaching-degree programmes), students may also choose to write an interdisciplinary thesis. For the Hausarbeit modules of each specialisation in special education, see the corresponding SFB (list of modules).
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<td>The authorised examiner is entitled to make the successful completion of certain modules a prerequisite for supervising the Hausarbeit (thesis).</td>
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</table>

**Contents**

Independent scientific work on a topic from "Theory and Concepts of General Pedagogy" that is chosen in consultation with one or two authorised examiners according to § 29 LPO.

**Intended learning outcomes**

The students are introduced to a predetermined or self-chosen thematic priority. They apply the subject-specific knowledge and methods that they acquired in the teaching degree programme General Pedagogy. They have language skills/the ability to write down and present their results in an adequate manner.

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

- no courses assigned

**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 thesis (approx. 40 pages)

Language of assessment: German, exceptions in accordance with Section 29 LPO I (examination regulations for teaching degree programmes)

**Allocation of places**

- 

**Additional information**

- Additional information on module duration: 1 to 2 semesters.

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

- 


### Module Catalogue for the Subject
Educational Science
LA Realschulen

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<td>The authorised examiner is entitled to make the successful completion of certain modules a prerequisite for supervising the Hausarbeit (thesis).</td>
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## Contents

Independent scientific examination of a topic pertaining theories and concepts of Psychology chosen in consultation with a lecturer according to § 29 LPO.

## Intended learning outcomes

The students are capable of independent scientific work.

## Courses

C (no information on SWS (weekly contact hours) and course language available)

## Method of assessment

written thesis (approx. 40 pages)

Language of assessment: German, exceptions in accordance with Section 29 LPO I (examination regulations for teaching degree programmes)

## Allocation of places

--

## Additional information

Additional information on module duration: 1 to 2 semesters.

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

--
Module title: Thesis  
Abbreviation: 06-Schul-HA-RS-092-m01

Module coordinator: holder of the Chair of School Education  
Module offered by: Chair of School Education

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<td>numerical grade</td>
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Duration: 1 semester  
Module level: undergraduate  
ECTS: 10  
Method of grading: numerical grade  
Only after succ. compl. of module(s): --

Contents:
The students independently work on a question related to School Pedagogics. The topic is chosen in consultation with the supervisor and the aim is to write a scientific Hausarbeit.

Intended learning outcomes:
After successfully completing this module, the students are able to independently examine a question of School Pedagogics and to review and explain literature in a proper and target-oriented way. They apply the competencies that they acquired in the teaching degree programme and are able to write down and present their results in a scientific and differentiated manner.

Courses:
C (no information on SWS (weekly contact hours) and course language available)

Method of assessment:
written thesis (approx. 40 pages)  
Language of assessment: German, exceptions in accordance with Section 29 LPO I (examination regulations for teaching degree programmes)

Allocation of places:
--

Additional information:
Additional information on module duration: 1 to 2 semesters.

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