Module Catalogue
for the Subject
Educational Science
with the degree "Erste Staatsprüfung für das Lehramt an Realschulen"

Examination regulations version: 2015
Responsible: Faculty of Catholic Theology
Responsible: Faculty of Arts, Historical, Philological, Cultural and Geographical Studies
Responsible: Faculty of Human Sciences
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<td>Paper</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:

LASPO2015

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


This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
Studies of Education Science
(35 ECTS credits)
General Pedagogics
(8 ECTS credits)
<table>
<thead>
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<th>Module title</th>
<th>Abbreviation</th>
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<td>Foundations of Pedagogics</td>
<td>06-Päd-GBW-LA-152-m01</td>
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<th>Module coordinator</th>
<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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<th>Method of grading</th>
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<td>4</td>
<td>numerical grade</td>
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**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 (2)

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

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

§ 32 I Nr. 1 b) aa)
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<tr>
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<th><strong>Abbreviation</strong></th>
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<td>Introduction to Empirical Educational Research.</td>
<td>06-Päd-EBF-LA-152-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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**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 (2)

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

written examination (approx. 120 minutes)

**Allocation of places**

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**Additional information**

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

§ 32 I Nr. 1 b) aa)
School Pedagogics
(10 ECTS credits)

Core modules pursuant to Section 32 Subsection 1 No. 1 Letter b) bb): 06-Schu-I-GL and 06-Schu-I-VT
There will be separate modules Begleitveranstaltung zum Pädagogisch-didaktischen Schulpraktikum
(Course Accompanying the 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

**Foundation Course of School Pedagogy**

**Abbreviation**

06-Schul-GL-152-m01

### Module coordinator

holder of the Chair of School Education

### Module offered by

Chair of School Education

### ECTS

4

### Method of grading

Only after succ. compl. of module(s)

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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

V (2)

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

a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) presentation (approx. 15 minutes) with written elaboration (approx. 6 pages) or d) portfolio (approx. 20 pages) or e) 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)

§ 32 I Nr. 1 b) bb)
### Module title
Special Topics of School Pedagogy

### Abbreviation
06-Schul-VT-152-m01

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

### Module offered by
Chair of School Education

### ECTS
4

### Method of grading
numerical grade

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Exemplary and close examination of the subject areas of School Pedagogics in view of 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; 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 in a differentiated manner. These theories and concepts are chosen depending on the focal content. 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. Furthermore, they are able to create their own offers based on theories. They are able to outline various processes of norm determination, diagnosis, learning promotion, evaluation and quality management and to 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
(type, number of weekly contact hours, language — if other than German)
S (2)

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) presentation (approx. 15 minutes) with written elaboration (approx. 6 pages) or d) portfolio (approx. 20 pages) or e) term paper (approx. 15 pages) 
credible for bonus

### Allocation of places
--

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 32 l Nr. 1 b) bb)
**Module title**: Accompanying tutorial (Realschule)

**Abbreviation**: 06-Schul-PDP-BV-RS-152-m01

**Module coordinator**: holder of the Professorship of Gymnasialpädagogik

**Module offered by**: Professorship of Gymnasialpädagogik

**ECTS**: 2

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

**Duration**: 2 semester

**Module level**: undergraduate

**Other prerequisites**: --

### 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

- **V (2)**
  - Course type: V instead of S and/or supplemented by T

### Method of assessment

- a) report on practical course (approx. 5 pages) or b) portfolio (approx. 15 pages) or c) presentation (approx. 10 minutes) and written elaboration (approx. 5 pages) or d) written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 5 minutes)

### Allocation of places

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### Additional information

Assessment will have reference to tasks completed and experiences made during the placement. The accompanying course can only be attended in one of the two subject semesters in which students are simultaneously completing their teaching placements. The lecture will be offered in each of the two placement semesters; students are free to choose in which one of the two semesters they wish to attend the lecture provided they can secure a place.

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

§ 32 I Nr. 1 b) bb)
Psychology

(13 ECTS credits)
### Educational Psychology: Learning and Instruction and Social Psychology (School and Family)

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<tr>
<th>Abbreviation</th>
<th>06-Psy-LernSoz-152-m01</th>
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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 successfully completed module(s)

#### Duration
1 semester

#### Module level
undergraduate

#### Other prerequisites
--

### 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 subjectiv e 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

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<thead>
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<th>Type</th>
<th>Number of weekly contact hours</th>
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<td>V (2) + V (2)</td>
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Course type: alternatively S

#### Method of assessment

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<th>Scope</th>
<th>Language — if other than German</th>
<th>Examination offered — if not every semester, information on whether module is creditable for bonus</th>
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<tr>
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<td>German and/or English</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)

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<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Developmental Psychology (Childhood and Adolescence); Learning disabilities and behavioral Disorders (Children and Adolescents)</td>
<td>06-Psy-EntAu-152-m01</td>
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<tbody>
<tr>
<td>holder of the Professorship of Educational Psychology</td>
<td>Institute of Psychology</td>
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<th>Duration</th>
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<th>Other prerequisites</th>
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<td>1 semester</td>
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**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 (attentiveness, 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** (type, number of weekly contact hours, language — if other than German)

V (2) + V (2)

Course type: alternatively 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)

written examination (approx. 45 minutes)

Language of assessment: German and/or English

creditable for bonus

**Allocation of places**

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**Additional information**

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

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<table>
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<th>Module title</th>
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<td>Psychology of individual differences and personality; Assessment and Evalua-</td>
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<tr>
<td>tion in Educational Psychology</td>
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<tbody>
<tr>
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<th>Prerequisite for admission to assessment: 8 written exercises (approx. 1 page) as specified by vhb.</th>
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<tbody>
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<tr>
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<td>1 semester</td>
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**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 (2) + S (2)

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

written examination (approx. 45 minutes) credible for bonus

**Allocation of places**

--

**Additional information**

The module may be offered online by Virtuelle Hochschule Bayern (vhb).

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

§ 32 I Nr. 1 b) cc)
Intership in school
(4 ECTS credits)

Students studying for a teaching degree Grundschule, Mittelschule, Realschule, or Gymnasium must complete a practical training in didactics and teaching methodology (studienbegleitendes fachdidaktisches Praktikum) pursuant to Section 34 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes) and must attend the accompanying tutorial. Students studying for a teaching degree Grundschule or Mittelschule must complete the respective courses in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline), students studying for a teaching degree Realschule or Gymnasium must complete the respective courses in one of the subjects they selected as Unterrichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Details on the practical training in didactics and teaching methodology as well as the accompanying tutorial are set out in the FSB (subject-specific provisions) and SFB (list of modules) of the respective subjects. Students studying for a teaching degree in special education will not have to complete a practical training in didactics and teaching methodology. Instead they will have to complete an ancillary module (Additiv-Modul). Details on ancillary modules are set out in the FSB (subject-specific provisions) and SFB (list of modules) of the respective specialisation in special education.
### Module Title
Practical Training in Classroom Teaching including Theory (German Realschule)

### Abbreviation
10-M-SFDPRS-152-m01

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

### Module Offered by
Institute of Mathematics

### ECTS
4

### Method of Grading
Only after successfully completed module(s)

### Duration
1 semester

### Module Level
Undergraduate

### Other Prerequisites
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### 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
P (0) + S (2)

### Method of Assessment
a) presentation (30 to 45 minutes) with position paper (1 to 2 pages) or b) term paper (10 to 15 pages)

### Contents and Duration of Placement as Specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (Examination Regulations for Teaching-Degree Programmes); Participation in Mandatory Teaching Practice, Completion of All Set Tasks as Specified by Placement School.

### 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 I 1 Nr. 4
Didactics of History: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (LR)

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

**Abbreviation**
04-GeR-Did-SBPr-152-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**
--

**Contents**
This module provides an introduction to the practice of teaching history in Realschule. Observing and analysing 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**
(type, number of weekly contact hours, language — if other than German)
P (0) + Ü (2)

**Method of assessment**
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) participation in mandatory teaching practice, completion of all set tasks as specified by placement school and
b) written elaboration of conceptual design of a class with class outline and representation of class contents on the blackboard (Tafelbild)

**Allocation of places**
--

**Additional information**
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**Referred to in LPO I**
(examination regulations for teaching-degree programmes)
§ 34 I 1 Nr. 4
<table>
<thead>
<tr>
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<th>Abbreviation</th>
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<td>Practical Training in Didactics and Teaching Methodology</td>
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<tbody>
<tr>
<td>Staatl. Schulamt, chairperson of examination committee Französisch (French)</td>
<td>Institute of Modern Philologies</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

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

| P (0) + S (2) |

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

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

b) seminar paper (5 to 10 pages)

Content and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes).

**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 I 1 Nr. 4
<table>
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<tr>
<td>Course-Related Internship with Accompanying Seminar</td>
<td>01-LA-Rs-Prakt-FD-152-m01</td>
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<td>holder of the Chair of Religious Education</td>
<td>Faculty of Catholic Theology</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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### Contents

A placement to give students the opportunity to gain an insight into classroom practice. A particular focus is 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

(P (0) + S (2))

### Method of assessment

Seminar paper (5 to 10 pages)

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

### Allocation of places

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### Additional information

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### Referred to in LPO I

§ 34 I 1 Nr. 4
### Module title
Course related internship with accompanying seminar

### Abbreviation
06-ThRS-FD-SBP-152-m01

### Module coordinator
holder of the Chair of Religious Education

### Module offered by
Chair of Religious Education

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### Duration
1 semester

### Module level
undergraduate

### Contents
Designing and delivering lessons for the Protestant religious education classroom, taking academic and didactic aspects into account; 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 (different age groups and school types); consolidation of the students' methodological and personal skills.

### Intended learning outcomes
Having gained some teaching experience, students will be able to plan their own learning scenarios as well as to implement, evaluate, and reflect upon these. They will be able to find out about the social and cultural backgrounds as well as the religious socialisation of their pupils by making classroom observations. Students will be able to use a range of methods in the religious education classroom as well as to evaluate and reflect upon these, taking aspects of the academic discipline of Protestant theology into account. They will know how to encourage pupils to independently explore the topics discussed in class. Students will be able to critically reflect upon the role of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training.

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

P (0) + S (2)

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

term paper (approx. 15 pages)

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

Language of assessment: German/English

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

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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 (0) + S (2)

**Method of assessment**

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

term paper (written elaboration of teaching practice, approx. 8 pages)

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

**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 I 1 Nr. 4
### Module Catalogue for the Subject Educational Science

#### LA Realschulen

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<tbody>
<tr>
<td>holder of the Chair of the Didactics of the German Language and Literature</td>
<td>Institute of German Studies</td>
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**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 on 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** (type, number of weekly contact hours, language — if other than German)

P (0) + S (2)

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

Participation in mandatory teaching practice, completion of all set tasks as specified by placement school and; written documentation (approx. 10 pages)

Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes).

**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 I 1 Nr. 4
### Music Studies III - Practical Training at School and Supplementary Course (Realschule) - Didactics

**Module title**

Music Studies III - Practical Training at School and Supplementary Course (Realschule) - Didactics

**Abbreviation**

HM-MP3-FDP-RS-152-m01

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<tr>
<td>holder of the Chair of Comparative Politics and German Politics</td>
<td>University of Music Würzburg</td>
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### Contents

No information on contents available.

### Intended learning outcomes

No information on intended learning outcomes available.

### Courses

P (0) + P (0)

### Method of assessment

Proof of having participated in mandatory teaching practice and having completed all set tasks as specified by the placement school

### Allocation of places

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### Additional information

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### Referred to in LPO I

§ 34 I Satz 1 Nr. 4 ECTS creditsO I
### Module title

**Practical Training in Didactics and Teaching Methodology and accompanying tutorial in Biology (Realschulen)**

### Abbreviation

07-RS-FDSP-152-m01

### Module coordinator

head of group Didactics of Biology

### Module offered by

Faculty of Biology

### ECTS

4

### Method of grading

Only after succ. compl. of module(s)

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

--

### 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)

S (2) + P (4)

### Method of assessment

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

term paper (15 to 20 pages)

Participation in mandatory teaching practice, completion of all set tasks as specified by the placement school. Creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 34 I S. 1 Nr. 4
### Module title
**Practical Training in Classroom Teaching in Computer Science Education including Theory (German Realschule)**

### Abbreviation
10-I-SBFD-RS-152-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)

### (not) successfully completed
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### 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
P (0) + S (2)

### Method of assessment
Written elaboration of teaching practice (15 to 20 pages)

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

### Allocation of places
--

### Additional information
--

### Referred to in LPO I
§ 34 I 1 Nr. 4
### Module title

**Didactics of English: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (Realschule)**

### Abbreviation

04-EnR-FD-SBPr-152-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)

### (not) successfully completed

--

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

Oral presentation with informative position paper.

### Contents

The course for a teaching position at a secondary school, which accompanies the work placement, will systematise as well as consolidate experiences that are acquired during the work placement in a school and will complete the experiences by technical aspects. Thus, selected areas concerning the practice in the English lessons, which orientate towards the content requirements of valid guidelines and curricula, will be covered. The focus will lie on current developments concerning the teaching practice. In this context, connecting factors regarding school education and learning psychology are the result; they support the successful implementation of educational concepts in the daily teaching life.

### Intended learning outcomes

Students are expected to
- be familiar with the most important components of lesson planning and teaching structure
- be able to practically implement the contents for different grades, which are described in the curriculum exemplarily
- critically reflect the latest developments in the educational system
- learn to involve important findings from school education and learning psychology and to connect the findings with subject-specific knowledge as well as to involve the presentation of the lesson.

### Courses

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<tbody>
<tr>
<td>P (0) + Ü (2)</td>
<td>Module taught in: English and/or German</td>
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</table>

### Method of assessment

a) placement report (approx. 5 pages) or b) portfolio (approx. 7 pages) or c) written elaboration of practical assignment (e. g. instructional model) (approx. 5 pages)

Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes).

Language of assessment: English and/or German

### Allocation of places

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### Additional information

Regular attendance and active participation highly recommended.

### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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<table>
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<tr>
<td>head of Centre for Sports and Physical Education</td>
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<tr>
<td>1 semester</td>
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**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 are able to prepare, conduct and evaluate physical education classes on the basis of predetermined criteria. They know 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 are able to critically evaluate the latest developments of the educational system.

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

P (0) + S (2)

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

a) participation in mandatory teaching practice, completion of all set tasks as specified by placement school and
b) seminar paper (5 to 10 pages)

Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); registration for placement via placement office.

**Allocation of places**

--

**Additional information**

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

§ 34 I 1 Nr. 4
## Module Title

**Practical Training in Didactics and Teaching Methodology - Realschule**

<table>
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### Module Coordinator

Subject Representative (Fachvertreter) Geography Didactics

### Module Offered by

Institute of Geography and Geology

### ECTS

<table>
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<th>Duration</th>
<th>Module Level</th>
<th>Other Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tr>
</tbody>
</table>

### Contents

During the subject-specific work placement, which fits the students studies, the main focus of the studies lies on the acquisition of activities of a teacher during the subject teaching; Thus, first experiences concerning the technical planning and analysis of courses and an own teaching approach should be made. 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 are able to conduct technical planning and analysis of teaching lessons. They are able to reflect about the suitability of self-critically.

### Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Weekly Contact Hours</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>P (0) + S (2)</td>
<td></td>
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### Method of Assessment

<table>
<thead>
<tr>
<th>Type</th>
<th>Scope</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>Documentation of graded teaching practice (approx. 20 pages)</td>
<td></td>
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</tbody>
</table>

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

### Allocation of Places

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### Additional Information

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### Referred to in LPO I

§ 34 I 1 Nr. 4
Module title

Physics: Practical Training and Theory of Classroom

Abbreviation

11-L-SBPRS-152-m01

Module coordinator

holder of the Chair of Physics and its Didactics

Module offered by

Faculty of Physics and Astronomy

ECTS

4

Method of grading

Only after succ. compl. of module(s)

(not) successfully completed

--

Duration

1 semester

Module level

undergraduate

Other prerequisites

--

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)

P (0) + S (2)

Method of assessment

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

term paper (15 to 20 pages)

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

Language of assessment: German and/or English

Allocation of places

--

Additional information

--

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

§ 34 I 1 Nr. 4
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)).
EWS
(ECTS credits)
Psychology

(ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with Learning Disabilities: Psychological Theories and Methods for</td>
<td>06-Psy-Beeint-152-m01</td>
</tr>
<tr>
<td>the Improvement of Attention, Motivation and Performance</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Professorship of Educational Psychology</td>
<td>Institute of Psychology</td>
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</tbody>
</table>

<table>
<thead>
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<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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<tbody>
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<td>3</td>
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<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tr>
</tbody>
</table>

### 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

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

S (2)

### Method of assessment

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

a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

### Allocation of places

30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

(LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Gifted Children: Fundamentals and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviation</td>
<td>06-Psy-Begab-152-m01</td>
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</thead>
<tbody>
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</tr>
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</table>

### Contents

Types, development and identification of intellectual giftedness and its typical manifestations, 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 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 (2)

### Method of assessment

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

- a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 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)

- LA GS/MS: § 22 II Nr. 1 h)
- LA RS: § 22 II Nr. 2 f)
- LA SoP: § 22 II Nr. 5 h)

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LA Realschulen Educational Science (2015)  
JMU Würzburg • generated 12-Oct-2019 • exam. reg. data record Lehramt Realschulen Erziehungswissenschaften - 2015  
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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Scientific Methodology in the Educational Context</td>
<td>06-Psy-EinwissA-152-m01</td>
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</table>

**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)

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<th>Ü (1)</th>
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**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

portfolio (approx. 10 pages, to include 3 components on the design, implementation and evaluation of an empirical study)

**Allocation of places**

10 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Conversation Techniques for Teachers</td>
<td>06-Psy-Gespräf-152-m01</td>
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<td>Only after succ. compl. of module(s)</td>
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<table>
<thead>
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<tbody>
<tr>
<td>1 semester</td>
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</tbody>
</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**

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<thead>
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<th>Type, number of weekly contact hours, language — if other than German</th>
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<td>Ü (3)</td>
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</table>

**Method of assessment**

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

practical examination (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**

20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Psychological Fundamentals, Diagnostics and Intervention of Specific Learning Disabilities</td>
<td>06-Psy-SpezLern-152-m01</td>
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<td>undergraduate</td>
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<table>
<thead>
<tr>
<th>Contents</th>
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</thead>
<tbody>
<tr>
<td>Forms, identification and effects of special learning disorders, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses (type, number of weekly contact hours, language — if other than German)</th>
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<tr>
<td>a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)</td>
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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.</td>
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<table>
<thead>
<tr>
<th>Additional information</th>
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<thead>
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<th>Referred to in LPO I (examination regulations for teaching-degree programmes)</th>
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<tbody>
<tr>
<td>(LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)</td>
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### Module: Psychological Grounded Programs for the Modification of Behavioral Disorders

<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
<tr>
<td>Psychological Grounded Programs for the Modification of Behavioral Disorders</td>
<td>06-Psy-ProgAuff-152-m01</td>
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<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Professorship of Educational Psychology</td>
<td>Institute of Psychology</td>
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<table>
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<tr>
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<th>Method of grading</th>
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<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
</tr>
</tbody>
</table>

### Contents

Manifestations, causes, clustering and effects of behavioural abnormalities. Measures and programmes to influence behavioural 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 behavioural abnormalities in pupils. 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

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

<table>
<thead>
<tr>
<th>Type</th>
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<td>S</td>
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### Method of assessment

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

a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

### Allocation of places

30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

(LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
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<th>Module title</th>
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<tr>
<td>Psychological Grounded Application of Media in Specific School Subjects</td>
<td>06-Psy-Medien-152-m01</td>
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<thead>
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<th>Module offered by</th>
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<tbody>
<tr>
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<th>Method of grading</th>
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<td>3</td>
<td>Only after succ. compl. of module(s)</td>
<td>Regular attendance (no more than three incidents of absence).</td>
</tr>
</tbody>
</table>

### 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; 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

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

- a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

### Allocation of places

20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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): LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)}
<table>
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<tr>
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<th>Abbreviation</th>
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<td>From Experience of Counselling Centres in the Educational Field</td>
<td>06-Psy-PraxBera-152-m01</td>
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<tr>
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<td>Regular attendance (no more than three incidents of absence).</td>
</tr>
</tbody>
</table>

**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)

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<thead>
<tr>
<th>Type</th>
<th>Number of weekly contact hours</th>
<th>Language</th>
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**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

- a) talk (approx. 20 minutes, approx. 2 pages) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

**Allocation of places**

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
### Module title
Counselling and Supervision

### Abbreviation
06-Psy-Suvi-152-m01

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<thead>
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<th>Module coordinator</th>
<th>Module offered by</th>
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<td>holder of the Professorship of Educational Psychology</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance (no more than three incidents of absence).</td>
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### 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
(type, number of weekly contact hours, language — if other than German)

| Ü (2) |

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

practical examination (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
max. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
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| ECTS | Method of grading | Only after succ. compl. of module(s) | 3 | (not) successfully completed | -- |

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<td>undergraduate</td>
<td>Regular attendance (no more than three incidents of absence).</td>
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**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** (type, number of weekly contact hours, language — if other than German)

Ü (2)

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

practical examination (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**

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
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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 (2)

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

a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

Allocation of places

30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 fj, LA SoP: § 22 II Nr. 5 h)
Module title: Psychological Teacher Trainings with a view to professional practice

Abbreviation: 06-Psy-LTrain-152-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)

Duration: 1 semester

Module level: undergraduate

Other prerequisites: Regular attendance (no more than three incidents of absence).

Contents:

Psychological training programmes for teachers, including theoretical principles, definition of goals and process descriptions; practical presentation and interactive handling of individual central components

Intended learning outcomes:

The students know training programmes that can serve as a preparation for teaching jobs or as postgraduate training for teachers. They are able to connect the theoretical principles of these programmes to the presented applications and can develop stimuli and guidelines for their own current or future occupation in the field of education and teaching.

Courses:

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

S (2)

Method of assessment:

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

a) talk (approx. 20 minutes) or b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

Allocation of places:

20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
School Pedagogy

(ECTS credits)
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<td>Chair of School Education</td>
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<td>undergraduate</td>
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</table>

**Contents**

Exemplary examination of the subject areas of School Pedagogics in view of 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 a 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; education, schooling, promotion, counselling and innovation in school and classes.

**Intended learning outcomes**

After successfully completing this module, the students are able to perceive and understand thought patterns, emotions, behaviour and actions of children and juveniles regarding their developmental status and their social environment.

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

S (2)

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

a) written examination (approx. 30 minutes) or b) oral examination of one candidate each (approx. 5 minutes) or c) presentation (approx. 10 minutes) with written elaboration (approx. 3 pages) or d) portfolio (approx. 10 pages) or e) term paper (approx. 10 pages)

**Allocation of places**

10 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
## Module title
Teaching in secondary education

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## Module coordinator
holder of the Chair of School Education

## Module offered by
Chair of School Education

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## Duration
1 semester

## Module level
undergraduate

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

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

- a) written examination (approx. 30 minutes) or
- b) oral examination of one candidate each (approx. 5 minutes) or
- c) presentation (approx. 10 minutes) with written elaboration (approx. 3 pages) or
- d) portfolio (approx. 10 pages) or
- e) term paper (approx. 10 pages)

## Allocation of places
10 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
General Pedagogics

(ECTS credits)
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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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<td>1 semester</td>
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</table>

**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)

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

- a) 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 (approx. 10 to 20 pages)

Assessment offered: Once a year, winter semester

**Allocation of places**

10 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)

LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
### Module title
**Man between nature, culture and society**

**Abbreviation**
06-Päd-NKG-LA-152-m01

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**Duration** | **Module level** | **Other prerequisites** |
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### 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 (2)

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

- a) written examination (approx. 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
e) term paper (15 to 20 pages) or
- e) portfolio (approx. 10 to 20 pages)

Assessment offered: Once a year, winter semester

### Allocation of places
10 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. 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)
LA GS/MS: § 22 II Nr. 1 h), LA RS: § 22 II Nr. 2 f), LA SoP: § 22 II Nr. 5 h)
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.
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### 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 Realschule and of school as an organisation. They are able to evaluate and navigate their own suitability to work as a teacher.

### Courses

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### Method of assessment

Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 3 LPO I (examination regulations for teaching-degree programmes); 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

§ 34 I 1 Nr. 3

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Paper

(10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits.

Students studying for a teaching degree Grundschule or Mittelschule 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 Mittelschule (Didactics of a Group of Subjects of Mittelschule) 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).
<table>
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<th>Abbreviation</th>
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<th>Module coordinator</th>
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<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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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)

No courses assigned to module.

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

- Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 30 to 50 pages)
- Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

**Allocation of places**

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**Additional information**

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

§ 29