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The subject is divided into

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<td>Extra Skills Teaching at the German Mittelschule</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Abbreviations used

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

Term: SS = summer semester, WS = winter semester

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

LASPO2015

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

8-Sep-2015 (2015-133)

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
Compulsory Courses
(10 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Education at Secondary School</td>
<td>06-MSPäd-1-152-m01</td>
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</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Chair of School Education</td>
<td>Chair of School Education</td>
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<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Other prerequisites</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>numerical grade</td>
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<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

The history of Mittelschule as a secondary school, its position in the tiered school system, pedagogical tasks and social functions of Mittelschule, requirements on teachers, models and theories about learning and education difficulties (condition field analysis, diagnosis, possibilities and limits of intervention), learning and performance offers and extensions of other scholastic and extracurricular educational institutions (cf. LPO I § 38 Abs. 1 (1d)).

### Intended learning outcomes

After successfully completing the module, the students are able to rank the history of Mittelschule and its position and functions in the tiered school system in a differentiated way. They can analyse and evaluate pedagogical tasks, social functions, requirements on teachers as well as theories and models on planning classes and handling education difficulties in Mittelschule. Furthermore, they can critically evaluate learning and performance offers and extensions of other scholastic and extracurricular educational institutions.

### Courses

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

### Method of assessment

<table>
<thead>
<tr>
<th>type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus</th>
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</thead>
<tbody>
<tr>
<td>a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) presentation (approx. 30 minutes) with written elaboration (approx. 7 pages) or d) portfolio (approx. 20 pages) or e) term paper (approx. 15 pages) creditable for bonus</td>
</tr>
</tbody>
</table>

### Allocation of places

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### Additional information

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

§ 38 I Nr. 1 d)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Additional one term study-accompanying practical training with accompanying</td>
<td>06-MSPäd-2-152-m01</td>
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<tr>
<td>tutorial</td>
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<th>Module offered by</th>
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<tr>
<td>responsibility technical methodologies</td>
<td>Chair of School Education</td>
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<th>Only after succ. compl. of module(s)</th>
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<tbody>
<tr>
<td>3</td>
<td>(not) successfully completed</td>
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<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

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)

<table>
<thead>
<tr>
<th>P (0)</th>
<th>S (2)</th>
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</thead>
</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)

a) presentation (10 to 15 minutes) with position paper (1 to 2 pages) or b) portfolio (approx. 10 hours total) or c) placement report (5 to 10 pages) or d) placement report (15 to 20 pages)

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

**Allocation of places**

--

**Additional information**

The course accompanying the placement must be taken in the Didaktikfach (subject studied with a focus on teaching methodology) for which students were assigned their placements.

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

§ 38 I Nr. 1 d) § 38 I Nr. 3
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Psychological methods in secondary modern schools</td>
<td>06-Psy-MMmS-152-m01</td>
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</table>

<table>
<thead>
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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 Developmental Psychology</td>
<td>Institute of Psychology</td>
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<th>ECTS</th>
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<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

### Contents
Performance disorders and behavioural abnormalities in pupils of Hauptschule; measures and programmes to influence these disorders as well as their underlying psychological causes.

### Intended learning outcomes
The students are able to identify and analyse performance disorders and behavioural abnormalities in pupils and to allocate appropriate influencing measures. They know psychologically founded programmes for the improvement of learning performance or the reduction of behavioural abnormalities.

### 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)

- 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) creditable for bonus

### Allocation of places
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### Additional information
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### Referred to in LPO 1 (examination regulations for teaching-degree programmes)
§ 38 I Nr. 2
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) -- Faculty of Arts, Historical, Philological, Cultural and Geographical Studies: For additional courses offered by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies for teaching degree students (fakultätsweites Zusatzangebot), please refer to the Annex of the "Ergänzende Bestimmungen der Philosophischen Fakultät (Fakultät für Historische, Philologische, Kultur- und Geographische Wissenschaften) für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies on the Area "Freier Bereich" in Teaching-Degree Programmes).
Extra Skills Teaching at the German Mittelschule
(ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)
Module title | Abbreviation
--- | ---
Basic Instructions in Physical Education | 06-SP-BQ-152-m01

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

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

Duration | Module level | Other prerequisites
--- | --- | ---
1 semester | undergraduate | Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).

Contents

In this course we study basic contents, questions and issues of the didactic fields "creating movement", "playing with and against each other" and "promoting health" by evaluating our own practical experiences. We specify these fields by studying central aspects of the integration of movement-oriented topics into school life. We playfully examine the promotion of fitness and coordination in the individual fields. We use examples from motoric plays and small games with and without a ball to experience and evaluate basic principles, problems and possibilities of playing with and against each other. The module components "Creating Movement" and "Playing with and Against Each Other" each contain specific aspects of "Promoting Health".

Intended learning outcomes

The students have basic competencies in the three didactic fields "creating movement", "playing with and against each other" and "promoting health". They know the basic, school-type-specific criteria of planning, conducting and evaluating teaching/learning processes in physical education classes. The students know teaching/learning concepts to support the development of coordination and stamina in class. They are able to apply various organisation forms and differentiation possibilities of the integration of movement-oriented topics into school life. Furthermore, they know how to integrate knowledge about health maintenance and health promotion in the context of sports activities and human movement.

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)
report (approx. 15 pages)

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

In accordance with the provisions of Section 36 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes), this module is designed for students of Didaktik der Grundschule (Didactics for Grundschule) as well as, in accordance with the provisions of Section 38 Subsection 1 No. 5 LPO I, for students of Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) who do not study Physical Education as Unterrichtsfach (with a focus on the scientific discipline) or Didaktikfach (with a focus on teaching methodology).

Referred to in LPO I

(examination regulations for teaching-degree programmes)
§ 22 II Nr. 1 h)
### Module title

**Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria**

### Abbreviation

06-MS-BO-152-m01

### Module coordinator

Subject Representative (Fachvertreter) Arbeitslehre Didactics

### Module offered by

Subject Representative (Fachvertreter) Arbeitslehre Didactics

### ECTS

<table>
<thead>
<tr>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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<tr>
<td>3</td>
<td>(not) successfully completed</td>
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</tbody>
</table>

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

May not be combined with 06-AL-Beruf.

### Contents

Theories of vocational choice with regard to contents and objectives of job-oriented teaching; the development of attitudes, knowledge, and skills necessary for the successful completion of vocational training as an intended learning outcome; the differences between an individual's suitability for a particular career and an individual's employability in that career; the ability to choose a suitable career; endogenous and exogenous factors influencing an individual's choice of career; external partners and how collaboration with them can help *Arbeitslehre* teachers provide career orientation for their pupils; the development of an occupational classification system to help pupils explore career options; selected methods for use in the *Arbeitslehre* classroom to help pupils develop the ability to choose a suitable career and prepare them for the job search; job-oriented courses and options for school leavers; training contracts: contents, formal and legal aspects.

### Intended learning outcomes

After successful completion of the module, students will have gained an overview of theories for the explanation of the process of choosing a career; they will be able to reflect upon the fundamental principles of job-oriented teaching; they will have developed the ability to interrelate vocational choice, the suitability of individuals for particular careers, and the labour market; they will have become familiar with methods for job-oriented teaching and enabling pupils to make a good choice of career and will have developed the ability to evaluate and justify those methods; they will have gained an overview of the support that is available from the German Federal Employment Agency, in the form of media or personal assistance, for pupils in the process of exploring career options and choosing a suitable career, both when about to enter the world of work and after they have started their careers.

### Courses

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

V (0)

### Method of assessment

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

written examination (approx. 60 minutes)

### Allocation of places

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### Additional information

In accordance with the provisions of Section 38 Subsection 1 No. 1 e) LPO I (examination regulations for teaching-degree programmes), this module is designed for students of Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) who do not study Arbeitslehre as Didaktikfach (with a focus on teaching methodology) in their selected combination of subjects.

### Referred to in LPO I

( examination regulations for teaching-degree programmes)

§ 22 II Nr. 1 h) § 38 I Nr. 1 e)