Subdivided Module Catalogue
for the Subject
Science of Education
as a Master’s with 1 major
with the degree "Master of Arts"
(120 ECTS credits)

Examination regulations version: 2015
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy
Course of Studies - Contents and Objectives

During their Master’s degree, the graduates deepened their educational knowledge and applied it to real world situations. Thanks to their studies, they are able not only to understand and interpret structural contexts and social dynamics but also to develop innovative solutions to them. The ability to link classical and contemporary theory and empirical educational research qualifies the graduates to work in an educational profession with a reflective/critical background and awareness. Through self-designed teaching projects, the graduates acquired theoretical and practical knowledge based on contemporary professional skills. They are capable of working independently and, based on systematic-scientific criteria, they can develop practical research projects using the latest methods, and then refer them back to the relevant theoretical concept/approach. The research methods include advanced techniques of quantitative and qualitative analysis as well as an elaborated research/study design. Practice-oriented fields of application were examined within an independent research. With an emphasis on education management, the graduates are prepared and qualified to work in a conceptional and operational section of education and business institutions eg teambuilding, employee development or organisational development.
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:

ASPO2015

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.
The subject is divided into

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Module title</th>
<th>ECTS credits</th>
<th>Method of grading</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Courses (90 ECTS credits)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06-BW-BIS-152-m01</td>
<td>Education in light of recent discourse and discussions</td>
<td>5</td>
<td>NUM</td>
<td>5</td>
</tr>
<tr>
<td>06-BW-BUB-152-m01</td>
<td>Spatial and temporal aspects of education</td>
<td>5</td>
<td>NUM</td>
<td>6</td>
</tr>
<tr>
<td>06-BW-PE-152-m01</td>
<td>Pedagogical ethics</td>
<td>5</td>
<td>NUM</td>
<td>7</td>
</tr>
<tr>
<td>06-BW-PR-152-m01</td>
<td>Pedagogical rhetoric</td>
<td>5</td>
<td>NUM</td>
<td>8</td>
</tr>
<tr>
<td>06-BW-MEB-152-m01</td>
<td>Empirical research into education: research methods and fields of application</td>
<td>25</td>
<td>NUM</td>
<td>9</td>
</tr>
<tr>
<td>06-BW-BGK-152-m01</td>
<td>Education, society and culture</td>
<td>5</td>
<td>NUM</td>
<td>10</td>
</tr>
<tr>
<td>06-BW-WFS-152-m01</td>
<td>Academic research discourse in the field of systematic pedagogy</td>
<td>5</td>
<td>NUM</td>
<td>11</td>
</tr>
<tr>
<td>06-BW-FASQ-152-m01</td>
<td>Pedagogical internship</td>
<td>10</td>
<td>B/NB</td>
<td>12</td>
</tr>
<tr>
<td>06-BW-LP-152-m01</td>
<td>Student project in Educational Science</td>
<td>5</td>
<td>B/NB</td>
<td>13</td>
</tr>
<tr>
<td>06-BW-BM-152-m01</td>
<td>The management of education</td>
<td>6</td>
<td>NUM</td>
<td>14</td>
</tr>
<tr>
<td>06-BW-EW-152-m01</td>
<td>Further education/professional development</td>
<td>14</td>
<td>NUM</td>
<td>15</td>
</tr>
<tr>
<td><strong>Thesis (30 ECTS credits)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06-BW-MT-152-m01</td>
<td>Masters-thesis in Educational Science</td>
<td>30</td>
<td>NUM</td>
<td>16</td>
</tr>
</tbody>
</table>
Module title | Abbreviation
---|---
Education in light of recent discourse and discussions | 06-BW-BIS-152-m01

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>numerical grade</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Contents

In this module we critically discuss and evaluate contemporary debates on education theory. We not only focus on updating approaches to education theory, but also on evaluating various theories in view of sociocultural and historical backgrounds.

Intended learning outcomes

The students have advanced their knowledge of basic questions and problems of education theory. They are able to classify and discuss questions of educational sciences in a methodical and reflexive manner. Furthermore, they know historical developments as well as current research questions of educational sciences.

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 can be chosen to earn a 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

--

Additional information

--

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

--
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial and temporal aspects of education</td>
<td>06-BW-BUB-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Institute of Pedagogy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>numerical grade</td>
<td>--</td>
</tr>
</tbody>
</table>

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

**Contents**

In this module we focus on evaluating pedagogical processes in view of space and time. We discuss and evaluate basic problems and requirements of education in view of temporal compression.

**Intended learning outcomes**

The students know about the connection between temporal and spatial theories and basic questions and problems of educational sciences. They are able to discuss and evaluate the requirements of education on the basis of current and past theories of space and time.

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

S (3)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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**

--

**Additional information**

--

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

--
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical ethics</td>
<td>06-BW-PE-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>numerical grade</td>
<td>--</td>
</tr>
</tbody>
</table>

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

**Contents**

In this module we discuss theories and basic problems of ethical actions while focusing on genuine problems of the discourse on ethics in educational sciences.

**Intended learning outcomes**

The students know about the importance of ethics for educational sciences. They are able to evaluate central basic questions and problems of ethical actions in relation to fields of action and reflection of educational sciences.

**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 can be chosen to earn a 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**

--

**Additional information**

--

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

--
### Module title
**Pedagogical rhetoric**

### Abbreviation
06-BW-PR-152-m01

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

### Module offered by
Chair of Systematic Educational Science

### ECTS
5

### Method of grading
numeral grade

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

### Duration
1 semester

### Module level
graduate

### Other prerequisites
--

## Contents
In the module "Pedagogical Rhetoric" we discuss basic and advanced theories of rhetoric while focusing on evaluating education theory in view of rhetoric.

## Intended learning outcomes
The students know about the importance of rhetoric for educational sciences and are able to analyse and evaluate basic and advanced theories of rhetoric in view of research questions of educational sciences.

## 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 can be chosen to earn a 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
--

## Additional information
--

## Referred to in LPO I (examination regulations for teaching-degree programmes)
--
**Module title**
Empirical research into education: research methods and fields of application

**Abbreviation**
06-BW-MEB-152-m01

**Module coordinator**
holder of the Chair of Research in Education

**Module offered by**
Chair of Research in Education

**ECTS**
25

**Method of grading**
numerical grade

**Duration**
2 semester

**Module level**
graduate

**Other prerequisites**
--

**Contents**
In this module we discuss theories, methods and application fields of empiric educational research. Theories cover descriptions of and explanations for education and learning processes. The research methods include advanced techniques of quantitative (multi-variant) and qualitative (content-analytical) evaluation methods as well as the discussion of elaborate study designs. We carry out an independent examination to study and test practice-oriented application fields.

**Intended learning outcomes**
After successfully completing this module, the students are able to independently conduct empirical studies in the field of educational research in a scientific and methodical manner. Furthermore, they are able to apply recent methods to evaluate their results and to relate these results to theoretical concepts.

**Courses**
(type, number of weekly contact hours, language — if other than German)
S (3) + S (3) + S (4)

**Method of assessment**
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
portfolio (approx. 40 pages)
Language of assessment: German and/or English

**Allocation of places**
--

**Additional information**
In this module, students will work on a single project to explore the subject matter in more detail.

**Referred to in LPO I**
(examination regulations for teaching-degree programmes)
--
Module title | Abbreviation
--- | ---
Education, society and culture | 06-BW-BGK-152-m01

Module coordinator | Module offered by
holder of the Chair of Systematic Educational Science | Chair of Systematic Educational Science

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

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

Contents
The module offers insights into fields of action and reflection of educational sciences in view of culturality and sociality. We focus on analysing and evaluating the meaning of the basic concept of education in view of social and cultural changes.

Intended learning outcomes
The students know basic questions of task and reflection fields of educational sciences and are furthermore able to analyse and evaluate these questions and discourses of profession's theory in view of culturality and sociality.

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

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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
--

Additional information
--

Referred to in LPO I (examination regulations for teaching-degree programmes)
--
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic research discourse in the field of systematic pedagogy</td>
<td>06-BW-WFS-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>numerical grade</td>
<td>--</td>
</tr>
</tbody>
</table>

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

**Contents**

In this module we discuss current research approaches to systematic educational sciences and evaluate them in view of sociocultural backgrounds.

**Intended learning outcomes**

The students know basic questions and problems of education theory as well as their currency in view of sociocultural backgrounds. They are able to classify questions of educational sciences in a historical, methodical and reflexive manner.

**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 can be chosen to earn a 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**

--

**Additional information**

--

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

--
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical internship</td>
<td>06-BW-FASQ-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>(not) successfully completed</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>graduate</td>
<td>Prior to the placement, approval must be obtained from the Chair of Systematic Educational Science. Approval will be granted if the institution at which a student wishes to complete his/her placement is considered suitable, i.e. is considered to be in a position to help the student acquire relevant skills.</td>
</tr>
</tbody>
</table>

**Contents**

Work placements in pedagogical fields in order to acquire and advance professional knowledge.

**Intended learning outcomes**

The students have acquired professional knowledge that serves as a basis for further, independent learning. In doing so, personal and social competencies are combined with the acquisition of professional knowledge. The students also acquire basic insights into and knowledge of institutions/organisations. The practical experience also serves as a possibility for the students to evaluate their own professional self-perception and ethics.

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

P (o)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

Proof of having completed placement (1 to 2 pages)

**Allocation of places**

--

**Additional information**

--

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

--
### Student project in Educational Science

**Module title**

Student project in Educational Science

**Abbreviation**

06-BW-LP-152-m01

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(not) successfully completed</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>graduate</td>
</tr>
</tbody>
</table>

**Module coordinator**

holder of the Chair of Systematic Educational Science

**Module offered by**

Chair of Systematic Educational Science

**Contents**

In this module we focus on planning, implementing and evaluating independent teaching projects.

**Intended learning outcomes**

The students are able to classify and evaluate different theories, research fields and application fields of educational sciences. They gain a general perspective on pedagogy and develop awareness of the problems of pedagogical research questions. Furthermore, they learn to carry out scientific research projects in a theory-driven manner.

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

S (3)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation without slides (15 to 30 minutes) with written elaboration (10 to 15 pages) or d) term paper (15 to 20 pages) or e) presentation with slides (30 to 45 minutes) or f) portfolio (20 to 30 pages)

**Allocation of places**

--

**Additional information**

--

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

--
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The management of education</td>
<td>06-BW-BM-152-m01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Professorship of Adult and Continuing Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>numerical grade</td>
<td>--</td>
</tr>
</tbody>
</table>

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

### Contents

Educational planning and educational management; staff development, organisational development and institutional development, competencies and development of competencies; education and consulting; perspectives of life-long learning (incl. international dimensions).

### Intended learning outcomes

The students are able to structure educational management as a pedagogical task field in the context of theory of practice. They are able to critically evaluate selected fields of educational management in view of their status and importance.

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

S (2) + S (2)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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)

Language of assessment: German and/or English

### Allocation of places

--

### Additional information

--

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

--
### Module title
Further education/professional development

### Abbreviation
06-BW-EW-152-m01

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>holder of the Professorship of Adult and Continuing Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>numerical grade</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 semester</td>
<td>graduate</td>
<td>--</td>
</tr>
</tbody>
</table>

### Contents
Historical and theoretical principles of adult education/postgraduate training; social, political and international framework conditions of adult education/postgraduate training; institutions and fields of action of adult education/postgraduate training; research fields and prospects of adult education/postgraduate training.

### Intended learning outcomes
The students outline various fields of action of adult education/postgraduate training with the help of (professional) theoretical, historical, political, international and empirical approaches. They are able to critically interpret and question general, political, professional and operational adult education/postgraduate training in their theoretical and practical contexts.

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

| S (2) + S (2) + S (2) + S (2) |

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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)

Language of assessment: German and/or English

### Allocation of places
--

### Additional information
--

### Referred to in LPO I
(examination regulations for teaching-degree programmes)
--
### Module title
Masters-thesis in Educational Science

### Abbreviation
06-BW-MT-152-m01

### Module coordinator
Managing Director of the Institute of Pedagogy

### Module offered by
Institute of Pedagogy

### ECTS
30

### Method of grading
numerical grade

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

### Duration
1 semester

### Module level
graduate

### Other prerequisites
--

### Contents
The students choose contents from the field of the Master’s degree programme of Educational Sciences upon consultation with the thesis supervisor. After approving, the examination committee informs the students about their appointed topics.

### Intended learning outcomes
The students are able to independently and scientifically examine a question from pedagogy within a predetermined processing period.

### Courses
No courses assigned to module

### Method of assessment
Master’s thesis (approx. 80 pages)
Registration on a continuous basis as agreed upon with supervisor.

### Allocation of places
--

### Additional information
--

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