Subdivided Module Catalogue
for the Subject
Pedagogy
as a minor in a Bachelor’s degree programme
(60 ECTS credits)

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

Graduates acquire a professional and scientific qualification via a framework of multifaceted and variable curricular. They are able to reflect different pedagogical theories in their respective systematic, historical and socio-cultural contexts and are proficient in the design and execution of qualitative and quantitative research projects. In addition to this graduates possess the ability to make reference to socio-political discourses. This acquired professional knowledge, competences and methodologies qualifies graduates for scientific work and for the critical reflection of scientific knowledge/results at a high academic level.
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

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<th>Method of grading</th>
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<td>Foundations of pedagogics</td>
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<td>06-PÄD-SBW-152-m01</td>
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<td>06-PÄD-PAF-LL-152-m01</td>
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<tr>
<td>06-PÄD-BWH-152-m01</td>
<td>Pedagogical action theory</td>
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### Module Title

**Foundations of Pedagogics**

### Abbreviation

06-PÄD-GBW-152-m01

### Module Coordinator

holder of the Chair of Systematic Educational Science

### Module Offered by

Chair of Systematic Educational Science

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### Duration

1 semester

### Module Level

undergraduate

### Other Prerequisites

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### Contents

Basic concepts and processes of educational sciences, scientific knowledge and work, study techniques.

### 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. Self- and social competence: By practising selected study techniques, the students become acquainted with scientific understanding in educational sciences and with the demands on scientific work.

### Courses

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

V (2) + S (2) + Ü (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 (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (approx. 20 pages)

### Allocation of Places

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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**

In this module we study selected methods and epistemological principles of systematic educational sciences while focusing on the development of non-empirical approaches to the topic.

**Intended learning outcomes**

The students are able to independently plan and conduct research projects.

**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 (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (approx. 20 pages)

**Allocation of places**

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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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<td>Regular attendance: Attendance is monitored, regular attendance is a formal prerequisite for admission to assessment. Attendance is considered regular if students missed a maximum of two sessions of courses with 2 weekly contact hours or a maximum of four sessions of courses with 4 weekly contact hours. Block courses: Students must not be absent for more than 20% of class time. Students who did not regularly attend the courses of the module must not be admitted to assessment.</td>
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## Contents

In this module we discuss theories, methods and findings of empiric educational research. In doing so, we focus on competence diagnostics and evaluation research and apply them as part of service learning projects.

### Intended learning outcomes

The students acquire basic knowledge about educational research as evaluation research and about principles and application fields of competence diagnostics. Furthermore, they learn to implement evaluation studies.

### Courses

V (2) + V (2) + Ü (2) + Ü (2) + S (2) + S (2)

### Method of assessment

written examination (approx. 120 minutes)

### Allocation of places

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### Additional information

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### Referred to in LPO I

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**Contents**

Basic problems of systematic pedagogy, theory models and basic questions of pedagogy regarding standards, actions, culture and scientific theory; basic philosophical questions of schooling and education.

**Intended learning outcomes**

The students are able to classify and evaluate different theories of pedagogy in a methodical, historical and sociocultural context. They know about the principles of standards, actions, culture and scientific theory of pedagogy and are able to explain them. They gain a general perspective on pedagogy and develop awareness of the problems of pedagogical stipulations and measures. Furthermore, the students are able to debate philosophical requirements of pedagogical theories, discourses and actions. They are able to lead arguments on the basis of theories.

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

V (2) + Ü (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 (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (approx. 20 pages)

**Allocations of places**

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**Additional information**

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

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Module title: Fields of pedagogical work and institutions of lifelong-learning

Abbreviation: 06-PÄD-PAF-LL-152-m01

Module coordinator: holder of the Professorship of Adult and Continuing Education

ECTS: 10

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

Duration: 2 semester

Module level: undergraduate

Other prerequisites: --

Contents:
Task fields of educational sciences: Extending our knowledge of selected pedagogical fields of action.

Intended learning outcomes:
The students have knowledge of basic questions of pedagogical task fields and their history in theory and practice. They become acquainted with important structures of specific fields of action in view of questions of profession's theory.

Courses (type, number of weekly contact hours, language — if other than German):
V (2) + Ü (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 (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (approx. 20 pages)
Assessment offered: Once a year, summer semester
Language of assessment: German and/or English creditable for bonus

Allocation of places:
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Additional information:
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**Contents**

Pedagogical and didactic actions in view of theories about teaching and learning in specific pedagogical fields of action.

**Intended learning outcomes**

Insights into central action theories and practical concepts of teaching and learning in various pedagogical fields of action; the students know the current status of common theories of teaching and learning and are able to methodically reflect these theories.

**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 (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (approx. 20 pages)

Assessment offered: Once a year, summer semester 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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