Julius-Maximilians-
UNIVERSITÄT
WÜRZBURG

Subdivided Module Catalogue

for the Subject

Science of Sport

with the degree "Erweiterungsprüfung für das Lehramt an Grundschulen"

(ECTS credits)

Examination regulations version: 2015
Responsible: Faculty of Human Sciences
Responsible: Institute of Sport Science
Responsible: Centre for Sports and Physical Education

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)):

08-Sep-2015 (2015-113)

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

Abbreviation	Module title	ECTS credits	Method of grading	page
Scientific Discipline (54 ECTS credits)				
Area 1 (54 ECTS credits)				
06-SP-GS1-SPSG-152-m01	Recognizing essential educational issues in sports science	5	NUM	9
06-SP-GS2-BKSH1-152-m01	Developing basic competencies in movement, play and sports 1	6	B/NB	10
06-SP-GS3-BKSH2-152-m01	Developing basic competencies in movement, play and sports 2	5	B/NB	11
06-SP-GS4-BKSH3-152-m01	Developing basic competencies in movement, play and sports 3	5	B/NB	12
06-SP-GS5-EKSH1-152-m01	Developing advanced teaching competencies in movement, play and sports 1	5	B/NB	13
06-SP-GS6-EKSH2-152-m01	Developing advanced teaching competencies in movement, play and sports 2	6	B/NB	14
06-SP-GS7-NGFG-152-m01	Recognizing essentials of exercise physiology and training and movement science for fitness and health	8	NUM	15
06-SP-GS8-EKSH3-152-m01	Developing advanced teaching competencies in movement, play and sports 3	4	NUM	16
06-SP-GS9-LLTF-152-m01	Developing and applying teaching-learning competencies in trend and leisure time sports	5	NUM	17
06-SP-GS10-SWFV-152-m01	Enhancing expertise in sports science	5	NUM	4
Teaching (12 ECTS credits)				
Area 1 (12 ECTS credits)				
06-SP-GS11-FLL-152-m01	Analyzing teaching-learning competencies in physical education	5	NUM	5
06-SP-GS12-FLLB-152-m01	Applying and evaluating teaching-learning competencies in physical education and compensatory activities	7	NUM	6
Freier Bereich (general as well as subject-specific electives)				
Physical Education (Freier Bereich (general as well as subject-specific electives) -- subject specific)				
06-SP-GS14-IISV-152-m01	Evaluating inclusion in and through sports	3	B/NB	7
06-SP-GS15-FT-KE-152-m01	Evaluating trends in leisure and health-oriented sports activities	3	B/NB	8

Module title			Abbreviation
Enhancing expertise in sports science			06-SP-GS10-SWFV-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)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

In this module we discuss and examine central topics of sports psychology and either disciplines of sports education/subject didactics or training and movement science. We compare our results to the current state of research of the respective discipline and determine their effects on movement, game and sport practice at and outside of school. We study and evaluate disciplinary and interdisciplinary theories, models, methods and concepts of psychology, pedagogy, subject didactics, training science or movement science and discuss their contribution to and significance for a deeper understanding of movement, game and sport practice. We use examples from central and current selected topics of the respective disciplines to achieve a deeper understanding of the backgrounds and topics of sports from the perspective of sports science.

Intended learning outcomes

The students have essential professional knowledge and competencies in sports psychology as well as advanced professional knowledge and competencies in the central topics of subject-didactic sports education or training and movement science and are able to evaluate these topics in view of current research results. They know the crucial discipline-specific topic areas and corresponding terms, systematics, models and methods and are able to estimate their importance for well-founded scientific teaching/learning situations for various target groups. Furthermore, they have technical presentation and communication skills.

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

V (1) + 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)

presentation (30 minutes) with written elaboration in S
creditable for bonus (exercise Psychology)

Allocation of places

S approx. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 b) (2 ECTS credits) and 5 b) (3 ECTS credits) or 5 d) (3 ECTS credits)

Module title			Abbreviation
Analyzing teaching-learning competencies in physical education			06-SP-GS11-FLL-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)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

In this module we elaborate on the conceptual basics of sport didactics and choosing topics for physical education on the basis of the connection between goals, contents and methods. We discuss various concepts of sports and didactic approaches to teaching sports as well as their epistemological position whilst taking into account learning and education theories. Further, we discuss the implementation of these concepts into class in various exemplary movement fields and types of sports and evaluate selected central topics of the development of sports and school sports (e.g. gender in sports, integration and inclusion in and through sports etc.) in view of the current discourse on subject didactics.

Intended learning outcomes

The students have essential professional skills in teaching physical education and physical education games and are able to apply these skills to various movement fields and types of sports. They know the basics and epistemological backgrounds of various didactic approaches to sports and physical education games and are able to evaluate their phenomena and structures as well as corresponding teaching topics in view of theoretical knowledge about subject didactics. They can apply their knowledge to teaching/learning situations in sports and physical education classes.

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

V (1) + V (1) + 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)

presentation (30 minutes) with written elaboration in S
creditable for bonus

Allocation of places

S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 f) (5 ECTS credits)

Module title			Abbreviation
Applying and evaluating teaching-learning competencies in physical education and compensatory activities			06-SP-GS12-FLLB-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)**	
7	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

In this module we discuss, evaluate and transfer basic connections between goals, contents and methods of physical education to specific teaching concepts for various movement fields and types of sports. For this purpose, we examine planning, conception and evaluation processes in the context of subject didactics. Furthermore, we test and evaluate differentiated teaching scenarios for various movement settings and target groups whilst taking into account the possibilities to promote basic infantile development through movement, game and sports offers.

Intended learning outcomes

The students have essential professional skills in reviewing, classifying and evaluating the methodical principles of physical education and school sports in a conceptual manner. They know the effects of sport concepts and subject-didactic concepts on teaching practice and can use these concepts in practice to plan physical education classes and conceptualise school sports programmes. At the same time, they have basic evaluation competencies which enable them to be critical of such planning and evaluating guidelines. The students have professional skills in conducting basic artistic-aesthetic physical education classes and are able to implement sports and movement offers that promote development.

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

S (1) + S (1) + 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)

practical examination: teaching exercise (approx. 30 minutes) with written elaboration in S1 or S2

Allocation of places

S(1) approx. 25 places, S(2) approx. 25 places, S(3) approx. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

210 h

Teaching cycle

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

§ 57 I Nr. 5 f) (5 ECTS credits)
§ 57 I Nr. 5 f) aa) (2 ECTS credits)

Module title			Abbreviation
Evaluating inclusion in and through sports			06-SP-GS14-IISV-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	--	

Contents

This module provides a theoretical and/or practical insight into current central questions and backgrounds of inclusion and integration in and through sports. It addresses and evaluates the possibilities of "special" target groups (e.g. disabled people or people with a migrant background) to participate in movement, games and sports and establishes various connections to sports science and subject didactics. It shows the basic possibilities and opportunities of integration and inclusion in and through sports in a theoretical and practical manner.

Intended learning outcomes

The students have selected professional skills and specific background knowledge about integration and inclusion in and through sports and/or about corresponding subject-didactic implementation possibilities in settings at and out of school. They know the corresponding current discourse about the topic and/or possibilities to modify teaching situations as well as implementation possibilities in settings at and out of school. The understand the possible contributions of movement, games and sports to super-ordinated education goals (e.g. intercultural education, tolerance and respect).

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) presentation (approx. 30 minutes) or
b) term paper (approx. 10 pages) or
c) practical examination (approx. 5 minutes) or
d) practical examination taking the form of a teaching exercise (approx. 10 minutes)

Allocation of places

S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

90 h

Teaching cycle

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

§ 22 II Nr. 3 f)

Module title			Abbreviation
Evaluating trends in leisure and health-oriented sports activities			06-SP-GS15-FTKE-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	--	

Contents

In this module we use examples from special topics as well as sports and movement offers of trend and health sports to study, evaluate and test current trends and topics of movement-, game- and sport-cultural practice and health sports. The students acquire exemplary insights into selected scientific and/or didactic principles of special sports, game and movement offers or topics of health sports and understand their scientific backgrounds as well as their didactic implementation possibilities.

Intended learning outcomes

The students have basic professional knowledge about current trends of movement culture and/or current topics of health sports. They know corresponding teaching/learning concepts and/or have basic subject-didactic, pedagogical and motor competencies and are able to use them for other teaching/learning situations and various target groups of trend and health sports. The understand the possible contributions of movement, games and sports to super-ordinated education goals (e.g. cultural education, environmental education, health promotion).

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) presentation (approx. 3 minutes) or
b) term paper (approx. 10 pages) or
c) written examination (approx. 30 minutes) or
d) practical examination (approx. 5 minutes) or
e) practical examination taking the form of a teaching exercise (approx. 1 minutes)

Allocation of places

S approx. 12 to 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

90 h

Teaching cycle

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

§ 22 II Nr. 3 f)

Module title			Abbreviation
Recognizing essential educational issues in sports science			06-SP-GS1-SPSG-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)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

In this module we discuss questions and issues of sports science and examine them in view of interdisciplinary theories (natural and human sciences). We focus on broadening our knowledge about central principles of sports education and establish connections to topics from movement, game and sports culture. The students acquire interdisciplinary scientific knowledge about the backgrounds and topics of sports. Therefore, they develop the ability to understand and analyse actions of sports and movement culture in view of human sciences. They acquire this knowledge by attending the lecture about sports education that discusses the basic principles of physical education in the context of sports activities and conveys basic knowledge about education theory and its historical principles.

Intended learning outcomes

The students have essential professional skills in carrying out research and working in the field of sports science and sports education. They know the principles of movement culture in view of education theory and sport sociology and are able to put these principles into practice. They have acquired differentiated professional and methodological competencies in the area of sports education by examining and comparing central terms, systematics, models, concepts and methods of the disciplines of sports science that are relevant to humanities and social sciences.

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

V (1) + V (1) + V (1)

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)

written examination (approx. 60 minutes)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 a) (2 ECTS credits)
§ 57 I Nr. 5 b) (3 ECTS credits)

Module title			Abbreviation
Developing basic competencies in movement, play and sports 1			06-SP-GS2-BKSH1-152-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)**	
6	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

In this module we use examples from gliding on snow and ice, exercising with sports equipment and exercising in water to discuss, evaluate and apply basic competencies of sport didactics and basic teaching/learning conceptions of movement fields and sports for individuals. We focus on acquiring basic movement and perception competencies in various settings (different media (water, snow), with and without sports equipment) as well as corresponding didactic and pedagogical competencies in teaching and learning with heterogeneous groups (including age, gender, individual condition, inclusion). Furthermore, we discuss and evaluate trans-situational and situation-specific aspects of safety and environmental education. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have basic movement and perception competencies and know various teaching/learning concepts from the area of exercise settings for individuals and individual sports. They have basic subject-didactic, pedagogical and motor competencies in the field of gliding on snow and ice/winter sports, exercising with sports equipment/gymnastics and exercising in water/swimming and are able to appropriately deal with different target groups in these settings. Furthermore, the students have basic competencies in the field of safety and environmental education.

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

S (2) + S (2) + S (1)

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)

practical examination (approx. 5 minutes)

Allocation of places

S(1) approx. 12 places, S(2) approx. 16 places, S(3) approx. 16 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

180 h

Teaching cycle

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

§ 57 I Nr. 5 e) gg) (2 ECTS credits)
§ 57 I Nr. 5 e) ee) (2 ECTS credits)
§ 57 I Nr. 5 e) cc) (2 ECTS credits)

Module title			Abbreviation
Developing basic competencies in movement, play and sports 2			06-SP-GS3-BKSH2-152-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)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

In this module we discuss, evaluate and apply basic competencies of sport didactics and basic teaching/learning conceptions of playing, physical education games and movement fields for teams. We study the basics of playing as well as concepts of integrative and special didactics of physical education games and apply them in basketball, volleyball and handball. We focus on acquiring basic movement and perception competencies in physical education games as well as basics of subject didactics in various settings for teams (with and without a ball, target throwing and net/wall games, size of the playing field and number of players) as well as for different groups (including age, gender, individual condition, inclusion). Furthermore, we discuss and evaluate trans-situational and situation-specific aspects of fairness, cooperation and team spirit. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have basic movement and perception competencies in the field of physical education games and know appropriate teaching/learning concepts of playing with and without a ball. They can apply these concepts in the field of team sports or exercise settings for teams. They have basic subject-didactic, pedagogical and motor competencies in the big physical education games handball, basketball and volleyball and are able to appropriately deal with different target groups in these teaching/learning settings. Furthermore, the students have basic competencies in cooperation and interaction.

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

S (1) + S (1) + S (1) + S (1)

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)

practical examination (approx. 5 minutes)

Allocation of places

S(1) approx. 25 places, S(2) approx. 18 places, S(3) approx. 18 places, S(4) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 e) aa) (5 ECTS credits)

Module title			Abbreviation
Developing basic competencies in movement, play and sports 3			06-SP-GS4-BKSH3-152-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)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

In this module we use examples from running, jumping, throwing, gymnastics, dance, exercising with and without sports equipment and exercising in water to discuss, evaluate and apply basic competencies of sports didactics and basic teaching/learning conceptions of movement fields and sports for individuals. We focus on acquiring and extending basic movement and perception competencies in various settings (different media (water, open-air areas, gyms), with and without sports equipment) as well as corresponding didactic and pedagogical competencies in teaching and learning with different groups (including age, gender, individual condition, inclusion). The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have basic and advanced movement and perception competencies and know various teaching/learning concepts in the field of exercise settings for individuals and individual sports. They have basic subject-didactic, pedagogical and motor competencies in the areas of running, jumping, throwing (athletics), aesthetic physical education (gymnastics and dance) and exercising with equipment (gymnastics) and are able to appropriately deal with different target groups in these teaching/learning settings. The students have advanced teaching/learning competencies in the fields of exercising with equipment and exercising in water and are therefore able to flexibly handle other teaching/learning situations and different learning levels as well as different target groups.

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

S (2) + S (1) + S (1) + S (1)

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)

practical examination (approx. 5 minutes)

Allocation of places

S(1) approx. 16 places, S(2) approx. 18 places, S(3) approx. 16 places, S(4) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.

Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 e) bb) (2 ECTS credits)
§ 57 I Nr. 5 e) cc) (1 ECTS credits)
§ 57 I Nr. 5 e) ff) (1 ECTS credits)
§ 57 I Nr. 5 e) ee) (1 ECTS credits)

Module title			Abbreviation
Developing advanced teaching competencies in movement, play and sports 1			06-SP-GS5-EKSH1-152-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)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

During this module, the students improve, advance and extend their teaching/learning competencies in the fields of playing, exercising in water and creating movement. They use examples from the target throwing and net/wall games basketball and volleyball and from exercising in water/swimming to broaden their movement and perception competencies as well as their method and evaluation competencies. Furthermore, they acquire basic competencies in the target kicking game soccer and in creating movement/acrobatics. They also focus on teaching in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for teams of an increasing learning level. They thoroughly examine individual learning and performance requirements and their consequences for teaching/learning processes. Furthermore, they learn how aspects of playing and performing are linked to aspects of cooperation and fairness and how they can be promoted. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have advanced movement, perception, method and evaluation competencies in the field of target throwing games, net/wall games and exercising in water. Furthermore, they have basic competencies in the field of target kicking games and in creating movement/acrobatics. They have advanced subject-didactic, pedagogical and motor competencies in the big physical education games basketball and volleyball. They are able to appropriately apply exemplary teaching/learning competencies to varied exercise settings whilst taking into account different learning levels and goals (education to and through sports).

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

S (1) + S (1) + S (1) + S (1) + S (1)

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)

practical examination (approx. 10 minutes)

Allocation of places

S(1) approx. 18 places, S(2) approx. 18 places, S(3) approx. 16 places, S(4) approx. 16 places, S(5) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.

Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 e) aa) (3 ECTS credits)
§ 57 I Nr. 5 e) ee) (1 ECTS credits)
§ 57 I Nr. 5 e) cc) (1 ECTS credits)

Module title			Abbreviation
Developing advanced teaching competencies in movement, play and sports 2			06-SP-GS6-EKSH2-152-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)**	
6	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

In this module the students improve, advance and extend their teaching/learning competencies in various types of sports. They extend their movement and perception competencies as well as their method and evaluation competencies in the exemplary fields of running, jumping, throwing/athletics and creating movement/gymnastics/dance and examine their possible contribution to health promotion. They focus on teaching in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for teams of an increasing learning level. In doing so, they learn about exemplary connections to superordinated education goals (e.g. aesthetic education, health promotion). The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have advanced movement, perception, method and evaluation competencies in different exercise settings and are able to adjust them to individual learning requirements. They have advanced subject-didactic, pedagogical and motor competencies in athletics and gymnastics/dance. The students are able to encourage and apply varied processes of physical expression and movement creation. Furthermore, they are able to apply exemplary teaching/learning competencies to varied exercise settings whilst taking into account different learning levels and goals (education to and through sports, esp. health promotion and aesthetic education).

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

S (1) + 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)

practical examination (approx. 5 minutes)

Allocation of places

S(1) approx. 20 places, S(2) approx. 16 places, S(3) approx. 18 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.

Workload

180 h

Teaching cycle

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

§ 57 I Nr. 5 e) dd) (2 ECTS credits)
§ 57 I Nr. 5 e) bb) (2 ECTS credits)
§ 57 I Nr. 5 e) ff) (2 ECTS credits)

Module title			Abbreviation
Recognizing essentials of exercise physiology and training and movement science for fitness and health			06-SP-GS7-NGFG-152-m01
Module coordinator		**Module offered by**	
head of Centre for Sports and Physical Education		Institute of Sport Science	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
8	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

In this module we discuss central principles of sports biology and training sciences and establish connections to the implementation of health-oriented fitness offers. The students acquire a scientific understanding of movement and sports and learn about specific possibilities to promote fitness and health. In the field of sports biology, the students learn about the basic principles of human physiology in the context of sports activities and acquire basic knowledge about the body's morphological and functional adaptation to physical stress. In the field of training and movement science, they become familiar with central models, methods and concepts as well as the consequences and possibilities of their practical implementation in schools, in clubs and during recreation. They mainly focus on movement learning and on the technical principles and backgrounds of changes in performance regarding stamina and coordination. They exemplary transfer and apply this knowledge to health-oriented fitness offers.

Intended learning outcomes

The students have essential professional skills in sports biology, movement science and training science. They know the sport biological principles and the adaptivity of the human organism and are able to establish connections between these principles and sports practice. By examining and comparing central terms, systematics, models, concepts and methods as well as their classification in view of different training and movement learning goals and target groups, the students have acquired differentiated professional and methodological competencies in the area of training and movement science. They are able to estimate how important these competencies are for a wholesome promotion of performance, health and development and can apply this knowledge to exemplary health-oriented fitness offers.

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

V (2) + V (2) + V (2) + S (1)

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)

written examination (approx. 60 minutes)

Allocation of places

S approx. 20 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

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Workload

240 h

Teaching cycle

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

§ 57 I Nr. 5 d) (4 ECTS credits)
§ 57 I Nr. 5 c) (3 ECTS credits)
§ 57 I Nr. 5 e) dd) (1 ECTS credits)

Module title			Abbreviation
Developing advanced teaching competencies in movement, play and sports 3			06-SP-GS8-EKSH3-152-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)**	
4	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	Regular attendance of the seminars (minimum 80% of sessions offered).	

Contents

In this module the students advance and differentiate their teaching/learning competencies in the fields of playing, physical education games and movement fields for teams. They use examples from handball and soccer to extend their movement and perception competencies and their method and teaching competencies in the field of integrative and special didactics of physical education games. They focus on teaching physical education games in an increasingly differentiated, varied manner (education to and through sports) in homogeneous and heterogeneous settings for teams of an increased learning level. Furthermore, they learn how aspects of playing and performance are linked to aspects of cooperation and fairness and how they can be promoted. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have advanced their movement, perception, method and teaching competencies in team sports/ exercise settings for teams and are able to transfer these competencies to big physical education games. They have advanced subject-didactic, pedagogical and motor competencies in the big physical education games handball and soccer. Furthermore, they are able to flexibly apply exemplary teaching/learning competencies to team sports and exercise settings for teams whilst taking into account different learning levels and goals (education to and through sports).

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

S (1) + 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)

practical examination (approx. 5 minutes)

Allocation of places

S(1) approx. 12 places, S(2) approx. 16 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters.

Additional information

If a seminar is part of a series of seminars, participants should have attended previous seminars in the series.

Workload

120 h

Teaching cycle

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

§ 57 I Nr. 5 e) aa) (4 ECTS credits)

Module title			Abbreviation
Developing and applying teaching-learning competencies in trend and leisure time sports			06-SP-GS9-LLTF-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)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

In this module we use examples from various optional types of sports from the field of trend and recreational sports to discuss, evaluate and apply selected movement forms from current movement culture, game culture and sports culture. In doing so, the students examine teaching and learning in the area of trend and recreational sports (education to and through sports) from different points of view. We discuss specific movement and perception competencies, aspects of selected seasonal movement, game and sports offers (winter vs. summer) in view of safety and environmental education as well as special method and teaching competencies of the current movement culture. The students test and evaluate their knowledge about sport didactics in practice in accordance with differentiated guidelines regarding performance and teaching.

Intended learning outcomes

The students have detailed knowledge about current trends of movement culture and corresponding teaching/learning concepts. They have advanced subject-didactic, pedagogical, motor and ecological competencies in seasonal trend and recreational sports. They know the basic connections between trend and recreational sports and super-ordinated education goals (esp. safety and environmental education). Furthermore, they are able to appropriately apply exemplary teaching/learning competencies to variable exercise settings for trend and recreational sports whilst taking into account different learning levels and goals (education to and through sports).

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

S (2) + S (1) + S (1)

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)

practical examination (approx. 5 minutes)
Assessment offered: Winter semester only

Allocation of places

S(1) number of places depending of type of sport, S(2) approx. 15 places, S(2) number of places depending of type of sport*

Additional information

Depending on offer/season

Workload

150 h

Teaching cycle

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

§ 57 I Nr. 5 e) hh) (4 ECTS credits)
§ 57 I Nr. 5 e) gg) (1 ECTS credits)