

Subdivided Module Catalogue

Freier Bereich (general as well as subject-specific electives) for
Teaching Degree Students of All Subjects (FÜG)

Teaching degree, Hauptschulen
Responsible: JMU Würzburg

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:

LASPO2009

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

20-Feb-2013 (2012-164) Information on all modules offered as part of the area Freier Bereich (FB, general as well as subject-specific electives) in the winter term 2012/2013 and the summer term 2013 is listed below. The list is divided into two sections without being further subdivided.

18-Apr-2013 (2013-34)

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.

This module catalogue provides information on the modules offered as part of the area Freier Bereich (general as well as subject-specific electives) for students of all subjects pursuing a teaching degree at Julius-Maximilians-Universität Würzburg.

It is divided into two sections listing the modules offered as part of the above referenced area in the winter semester and the subsequent summer semester without being further subdivided.

Abbreviation	Module title	ECTS credits	Method of grading	page
Freier Bereich L2 WS 2012				
42-ENG3-072-m01	English Basic Level 3	4	NUM	39
42-ENM1-072-m01	English Intermediate Level 1	4	NUM	40
42-ENM4-072-m01	English Intermediate Level 4	2	NUM	43
42-FRG1-072-m01	French Basic Level 1	10	NUM	44
42-FRG2-072-m01	French Basic Level 2	7	NUM	46
42-FRG3-072-m01	French Basic Level 3	4	NUM	48
42-FRM1-072-m01	French Intermediate Level 1	4	NUM	49
42-FRM4-072-m01	French Intermediate Level 4	2	NUM	52
42-ITG1-072-m01	Italian Basic Level 1	10	NUM	53
42-ITG2-072-m01	Italian Basic Level 2	7	NUM	55
42-ITG3-072-m01	Italian Basic Level 3	4	NUM	57
42-ITM1-072-m01	Italian Intermediate Level 1	4	NUM	58
42-ITM2-072-m01	Italian Intermediate Level 2	2	NUM	59
42-ITM3-072-m01	Italian Intermediate Level 3	2	NUM	60
42-ITM4-072-m01	Italian Intermediate Level 4	2	NUM	61
42-SPG1-072-m01	Spanish Basic Level 1	10	NUM	73
42-SPG2-072-m01	Spanish Basic Level 2	7	NUM	75
42-SPG3-072-m01	Spanish Basic Level 3	4	NUM	77
42-SPM1-072-m01	Spanish Intermediate Level 1	4	NUM	78
42-SPM4-072-m01	Spanish Intermediate Level 4	2	NUM	81
41-IK-BM-122-m01	Information Literacy (Basic Level)	2	B/NB	38
43-LA-MedUnt-121-m01	Employing media and interactive methods at school and in classrooms	3	B/NB	152
43-LA-LTTA-Forsch-121-m01	Learning through the arts - Teaching oriented research	3	B/NB	149
43-LA-LTTA-Lern-prax-121-m01	Learning through the arts - Learning theories and classroom experience	3	B/NB	151
43-LA-ÜBG-121-m01	Transitions in the education system	3	B/NB	157
43-LA-Self-121-m01	Self-assessment and career planning	2	B/NB	156
43-LA-Komm-121-m01	Communicative competence and teaching competence	2	B/NB	145
43-LA-PraxUnt1-121-m01	Practical work experience in the classroom 1	2	B/NB	154
43-Schul-SozTF-121-m01	School social work: various Praxis. fields of activity	2	B/NB	161
43-Schul-SozPro-121-m01	School social work: focus on projects	2	B/NB	160
43-LA-PraxUnt2-121-m01	Practical work experience in the classroom 2	4	B/NB	155
43-LA-Evalu-121-m01	Further development of pedagogical competences in schools	2	B/NB	123
43-LA-Ment-121-m01	Mentoring: Teach - support - take care	3	B/NB	153
04-Muspäd-LA-112-m01	School and Museum: Cultural education in the extracurricular hot spot museum	5	B/NB	15

o6-V-FB-Füg-Einf-092-mo1	Introduction to educational science of emotional and behavioral disorders	2	B/NB	25
o6-V-FB-Füg-Theo-092-mo1	Theories to explain emotional and behavioral disorders	2	B/NB	26
o6-GS-FB-WK-121-mo1	Science-based competences for students on a teacher training course	2	B/NB	19
o6-GS-FB-KP-121-mo1	Inner curricular and extracurricular cooperation at primary school level	2	B/NB	18
o6-GS-FB-BK-121-mo1	Competences related to the occupational field of work at primary school	2	B/NB	17
43-LA-BO-121-mo1	Pupils Middle School - Occupational orientation and demands in Middle School Education	3	B/NB	121
11-P-FB-LLL-121-mo1	Student Lab Supervision (Physics)	2	B/NB	37
11-MIND-Ph1-121-mo1	Low Cost - High Impact. Low-Budget Experiments for Science Courses (Physics)	2	B/NB	35
11-MIND-Ph2-121-mo1	Teaching Science with Hands-on-Exhibits (Physics)	2	B/NB	36
42-SEG1-122-mo1	Swedish Basic Level 1	10	NUM	64
42-SEG2-122-mo1	Swedish Basic Level 2	7	NUM	66
42-SEG3-122-mo1	Swedish Basic Level 3	4	NUM	68
43-LA-IntKultK-122-mo1	Intercultural competence	3	B/NB	136
42-FRM2-102-mo1	French Intermediate Level 2	2	NUM	50
42-FRM3-102-mo1	French Intermediate Level 3	2	NUM	51
42-SPM2-102-mo1	Spanish Intermediate Level 2	2	NUM	79
42-SPM3-102-mo1	Spanish Intermediate Level 3	2	NUM	80
42-ENM2-102-mo1	English Intermediate Level 2	2	NUM	41
42-ENM3-102-mo1	English Intermediate Level 3	2	NUM	42
42-ZfM-StopMo-B-102-mo1	Stop-Motion Films (Basic Course)	3	B/NB	107
42-ZfM-StopMo-E-102-mo1	Stop-Motion Films (Advanced Course)	4	B/NB	108
42-ZfM-StopMo-I-102-mo1	Stop-Motion Films (Intensive Course)	5	B/NB	109
42-ZfM-WebDe-B-102-mo1	Web Design (Basic Course)	3	B/NB	113
42-ZfM-WebDe-E-102-mo1	Web Design (Advanced Course)	4	B/NB	114
42-ZfM-WebDe-I-102-mo1	Web Design (Intensive Course)	5	B/NB	115
43-Intnatbild-111-mo1	European Education Systems	3	B/NB	117
o4-MP-LADF-Basis1-092-mo1	Music Education - Basic Module - Music Practice and Performance	5	B/NB	13
o6-EvThinclRp-092-mo1	Inclusive religious education	3	B/NB	16
o4-MP-LADF-Projekt-112-mo1	Interdisciplinary Project Module: Music Practice and Performance in Everyday School Life	3	B/NB	14
43-LA-actspeak-121-mo1	Active linguistic competence - English	2	B/NB	118
43-LA-IntSkills-PD-Sp-121-mo1	Intercultural and interpersonal Skills - when Presenting and Delivering Speeches	2	B/NB	143
43-LA-IntSkills-PCE-121-mo1	Intercultural and interpersonal Skills - in Perception, Communication and English	2	B/NB	139
43-LA-IntSkills-CSCT-121-mo1	Intercultural and interpersonal Skills - with Creativity and Spontaneity in Communication and Thinking	2	B/NB	137
43-LA-Intakt-Basis-121-mo1	Methods for interaction in the classroom	2	B/NB	126
43-LA-Intakt-EM-A-121-mo1	Interactive Teaching Methods -basics class	2	B/NB	130

43-LA-Intakt-EM-B-121-mo1	Interactive Teaching Methods - follow-up class	2	B/NB	132
43-LA-BildsysEx-121-mo1	A comparison of Education Systems	2	B/NB	120
43-LA-GenderDiskr-121-mo1	Examination of discrimination the basis of category: gender	2	B/NB	124
43-LA-GenderSex-121-mo1	Sexual identity and discrimination in social contexts	2	B/NB	125
43-BHF-LA-122-mo1	Special Challenges to Teacher Education	3	B/NB	116
43-PrHF-LA-Inkl-122-mo1	Special Challenges to Teacher Education - Inclusion	3	B/NB	158
43-PrHF-LA-SiKri-122-mo1	Special Challenges to Teacher Education	3	B/NB	159
43-LA-LLK-fach-122-mo1	Innovative learning methods - teachers and learners: learning from each other - special subjects	3	B/NB	146
43-LA-LLK-schul-122-mo1	Innovative learning methods - teachers and learners: learning from each other - special schoolforms	3	B/NB	147
43-LA-LLK-über-fachl-122-mo1	Innovative learning methods - teachers and learners: learning from each other - key-competences	3	B/NB	148
43-LA-empFor-schmeth-122-mo1	Using qualitative research methods in empirical research on teaching	3	B/NB	122
07-HRGy-PRJLL-121-mo1	Planning and Carrying-out of learning units in the Teach'n'Learn Garden	3	B/NB	31
42-LAT-122-mo1	Qualification in Latin	10	NUM	62
06-V-ProjsozBP-122-mo1	Theory of and practice in deprived areas (project)	5	B/NB	27
06-lk-Komp-122-mo1	Intercultural competences	5	B/NB	24
06-lkHF-122-mo1	Intercultural spheres of activities	5	B/NB	23
07-GH-FDUBl2-121-mo1	Gaining Confidence in Teaching Skills through Practical Experience in the Teach'n'LearnGarden	3	B/NB	30
42-ZfM-Podca-B-101-mo1	Podcasting (Basic Course)	3	B/NB	104
42-ZfM-Podca-E-101-mo1	Podcasting (Advanced Course)	4	B/NB	105
42-ZfM-Podca-I-101-mo1	Podcasting (Intensive Course)	5	B/NB	106
42-ZfM-ViWork-B-101-mo1	Video Workshop (Basic Course)	3	B/NB	110
42-ZfM-ViWork-E-101-mo1	Video Workshop (Advanced Course)	4	B/NB	111
42-ZfM-ViWork-I-101-mo1	Video Workshop (Intensive Course)	5	B/NB	112
42-ZfM-MeKom-B-101-mo1	Media Literacy (Basic Course)	3	B/NB	101
42-ZfM-MeKom-E-101-mo1	Media Literacy (Advanced Course)	4	B/NB	102
42-ZfM-MeKom-I-101-mo1	Media Literacy (Intensive Course)	5	B/NB	103
42-ZfM-IT-B-101-mo1	Interactive Whiteboards (Basic Course)	3	B/NB	100
42-ZfM-HöSpW-B-101-mo1	Radio Play Workshop (Basic Course)	3	B/NB	97
42-ZfM-HöSpW-E-101-mo1	Radio Play Workshop (Advanced Course)	4	B/NB	98
42-ZfM-HöSpW-I-101-mo1	Radio Play Workshop (Intensive Course)	5	B/NB	99
42-ZfM-ElGra-B-101-mo1	Electronic Graphic Design (Basic Course)	3	B/NB	94
42-ZfM-ElGra-E-101-mo1	Electronic Graphic Design (Advanced Course)	4	B/NB	95
42-ZfM-ElGra-I-101-mo1	Electronic Graphic Design (Intensive Course)	5	B/NB	96
42-ZfM-ElAut-B-101-mo1	Electronic Authoring Tools (Basic Course)	3	B/NB	88
42-ZfM-ElAut-E-101-mo1	Electronic Authoring Tools (Advanced Course)	4	B/NB	89
42-ZfM-ElAut-I-101-mo1	Electronic Authoring Tools (Intensive Course)	5	B/NB	90
42-ZfM-E-Lea-B-101-mo1	E-Learning (Basic Course)	3	B/NB	91
42-ZfM-E-Lea-E-101-mo1	E-Learning (Advanced Course)	4	B/NB	92
42-ZfM-E-Lea-I-101-mo1	E-Learning (Intensive Course)	5	B/NB	93
42-ZfM-AVCMed-B-101-mo1	AVC-Media (Basic Course)	3	B/NB	82

42-ZfM-AVCMed-E-101-m01	AVC-Media (Advanced Course)	4	B/NB	83
42-ZfM-AVCMed-I-101-m01	AVC-Media (Intensive Course)	5	B/NB	84
42-ZfM-CoPrä-B-101-m01	Computer Based Presenting (Basic Course)	3	B/NB	85
42-ZfM-CoPrä-E-101-m01	Computer Based Presenting (Advanced Course)	4	B/NB	86
42-ZfM-CoPrä-I-101-m01	Computer Based Presenting (Intensive Course)	5	B/NB	87
07-LA-FDEXP-102-m01	Special Didactics in Biology: Low Cost - High Impact. Low-budget Experiments for Science Courses	2	B/NB	32
07-LA-FDHAN-102-m01	Special Didactics in Biology: Teaching Science with Hands-on-Exhibits	2	B/NB	33
Freier Bereich L2 SS 2013				
42-ENG3-072-m01	English Basic Level 3	4	NUM	39
42-ENM1-072-m01	English Intermediate Level 1	4	NUM	40
42-ENM4-072-m01	English Intermediate Level 4	2	NUM	43
42-FRG1-072-m01	French Basic Level 1	10	NUM	44
42-FRG2-072-m01	French Basic Level 2	7	NUM	46
42-FRG3-072-m01	French Basic Level 3	4	NUM	48
42-FRM1-072-m01	French Intermediate Level 1	4	NUM	49
42-FRM4-072-m01	French Intermediate Level 4	2	NUM	52
42-ITG1-072-m01	Italian Basic Level 1	10	NUM	53
42-ITG2-072-m01	Italian Basic Level 2	7	NUM	55
42-ITG3-072-m01	Italian Basic Level 3	4	NUM	57
42-ITM1-072-m01	Italian Intermediate Level 1	4	NUM	58
42-ITM2-072-m01	Italian Intermediate Level 2	2	NUM	59
42-ITM3-072-m01	Italian Intermediate Level 3	2	NUM	60
42-ITM4-072-m01	Italian Intermediate Level 4	2	NUM	61
42-SEM1-072-m01	Swedish Intermediate Level 1	4	NUM	69
42-SEM2-072-m01	Swedish Intermediate Level 2	2	NUM	70
42-SEM3-072-m01	Swedish Intermediate Level 3	2	NUM	71
42-SEM4-072-m01	Swedish Intermediate Level 4	2	NUM	72
42-SPG1-072-m01	Spanish Basic Level 1	10	NUM	73
42-SPG2-072-m01	Spanish Basic Level 2	7	NUM	75
42-SPG3-072-m01	Spanish Basic Level 3	4	NUM	77
42-SPM1-072-m01	Spanish Intermediate Level 1	4	NUM	78
42-SPM4-072-m01	Spanish Intermediate Level 4	2	NUM	81
06-I-FB-Lws-MA-102-m01	Studyworkshop: Mathematical understanding and arithmetic operations of the prenumerical area up to the written arithmetic procedures	3	B/NB	20
06-I-FB-Lws-SU-102-m01	Studyworkshop: Inquiry based education in science and social studies	4	B/NB	22
06-I-FB-Lws-Soft-102-m01	Studyworkshop: Software in special education	4	B/NB	21
41-IK-BM-122-m01	Information Literacy (Basic Level)	2	B/NB	38
43-LA-MedUnt-121-m01	Employing media and interactive methods at school and in classrooms	3	B/NB	152
43-LA-LTTA-Forsch-121-m01	Learning through the arts - Teaching oriented research	3	B/NB	149
43-LA-LTTA-Lern-prax-121-m01	Learning through the arts - Learning theories and classroom experience	3	B/NB	151

43-LA-ÜBG-121-mo1	Transitions in the education system	3	B/NB	157
43-LA-Self-121-mo1	Self-assessment and career planning	2	B/NB	156
43-LA-Komm-121-mo1	Communicative competence and teaching competence	2	B/NB	145
43-LA-PraxUnt1-121-mo1	Practical work experience in the classroom 1	2	B/NB	154
43-Schul-SozTF-121-mo1	School social work: various Praxis. fields of activity	2	B/NB	161
43-Schul-SozPro-121-mo1	School social work: focus on projects	2	B/NB	160
43-LA-PraxUnt2-121-mo1	Practical work experience in the classroom 2	4	B/NB	155
43-LA-Evalu-121-mo1	Further development of pedagogical competences in schools	2	B/NB	123
43-LA-Ment-121-mo1	Mentoring: Teach - support - take care	3	B/NB	153
o4-Muspäd-LA-112-mo1	School and Museum: Cultural education in the extracurricular hot spot museum	5	B/NB	15
o6-V-FB-Füg-Einf-092-mo1	Introduction to educational science of emotional and behavioral disorders	2	B/NB	25
o6-V-FB-Füg-Theo-092-mo1	Theories to explain emotional and behavioral disorders	2	B/NB	26
o6-GS-FB-WK-121-mo1	Science-based competences for students on a teacher training course	2	B/NB	19
o6-GS-FB-KP-121-mo1	Inner curricular and extracurricular cooperation at primary school level	2	B/NB	18
o6-GS-FB-BK-121-mo1	Competences related to the occupational field of work at primary school	2	B/NB	17
43-LA-BO-121-mo1	Pupils Middle School - Occupational orientation and demands in Middle School Education	3	B/NB	121
11-P-FB-LLL-121-mo1	Student Lab Supervision (Physics)	2	B/NB	37
11-MIND-Ph1-121-mo1	Low Cost - High Impact. Low-Budget Experiments for Science Courses (Physics)	2	B/NB	35
11-MIND-Ph2-121-mo1	Teaching Science with Hands-on-Exhibits (Physics)	2	B/NB	36
42-SEG1-122-mo1	Swedish Basic Level 1	10	NUM	64
42-SEG2-122-mo1	Swedish Basic Level 2	7	NUM	66
42-SEG3-122-mo1	Swedish Basic Level 3	4	NUM	68
43-LA-IntKultK-122-mo1	Intercultural competence	3	B/NB	136
43-LA-actspeak-131-mo1	Active linguistic competence - English	2	B/NB	119
43-LA-IntSkills-PD-Sp-131-mo1	Intercultural and interpersonal Skills - when Presenting and Delivering Speeches	3	B/NB	144
43-LA-IntSkills-PCE-131-mo1	Intercultural and interpersonal Skills - in Perception, Communication and English	3	B/NB	141
43-LA-IntSkills-CSCT-131-mo1	Intercultural and interpersonal Skills - with Creativity and Spontaneity in Communication and Thinking	3	B/NB	138
43-LA-Intakt-Basis-131-mo1	Methods for interaction in the classroom	3	B/NB	128
43-LA-Intakt-EM-A-131-mo1	Interactive Teaching Methods - basics class	3	B/NB	131
43-LA-Intakt-EM-B-131-mo1	Interactive Teaching Methods - follow-up class	3	B/NB	134
o7-GH-FDUB1B-131-mo1	Environmental Education in the Teach'n'LearnGarden	2	B/NB	28
o7-SndP-LLG-131-mo1	Planning and Carrying-out of learning unit with regards to special abled people in the Teach'n'LearnGarden	3	B/NB	34
42-FRM2-102-mo1	French Intermediate Level 2	2	NUM	50
42-FRM3-102-mo1	French Intermediate Level 3	2	NUM	51
42-SPM2-102-mo1	Spanish Intermediate Level 2	2	NUM	79

42-SPM3-102-mo1	Spanish Intermediate Level 3	2	NUM	80
42-ENM2-102-mo1	English Intermediate Level 2	2	NUM	41
42-ENM3-102-mo1	English Intermediate Level 3	2	NUM	42
42-ZfM-StopMo-B-102-mo1	Stop-Motion Films (Basic Course)	3	B/NB	107
42-ZfM-StopMo-E-102-mo1	Stop-Motion Films (Advanced Course)	4	B/NB	108
42-ZfM-StopMo-I-102-mo1	Stop-Motion Films (Intensive Course)	5	B/NB	109
42-ZfM-WebDe-B-102-mo1	Web Design (Basic Course)	3	B/NB	113
42-ZfM-WebDe-E-102-mo1	Web Design (Advanced Course)	4	B/NB	114
42-ZfM-WebDe-I-102-mo1	Web Design (Intensive Course)	5	B/NB	115
43-Intrnatbild-111-mo1	European Education Systems	3	B/NB	117
04-MP-LADF-Ba- sis1-092-mo1	Music Education - Basic Module - Music Practice and Performance	5	B/NB	13
06-EvThinclRp-092-mo1	Inclusive religious education	3	B/NB	16
04-MP-LADF-Pro- jekt-112-mo1	Interdisciplinary Project Module: Music Practice and Performance in Everyday School Life	3	B/NB	14
43-LA-BildsysEx-121-mo1	A comparison of Education Systems	2	B/NB	120
43-LA-GenderDiskr-121-mo1	Examination of discrimination the basis of category: gender	2	B/NB	124
43-LA-GenderSex-121-mo1	Sexual identity and discrimination in social contexts	2	B/NB	125
01-ET-SEFRU-112-mo1	Advanced Issues of theological Ethics	3	NUM	10
43-BHF-LA-122-mo1	Special Challenges to Teacher Education	3	B/NB	116
43-PrHF-LA-Inkl-122-mo1	Special Challenges to Teacher Education - Inclusion	3	B/NB	158
43-PrHF-LA-SiKri-122-mo1	Special Challenges to Teacher Education	3	B/NB	159
43-LA-LLK-fach-122-mo1	Innovative learning methods - teachers and learners: learning from each other - special subjects	3	B/NB	146
43-LA-LLK-schul-122-mo1	Innovative learning methods - teachers and learners: learning from each other - special schoolforms	3	B/NB	147
43-LA-LLK-über- fachl-122-mo1	Innovative learning methods - teachers and learners: learning from each other - key-competences	3	B/NB	148
43-LA-empFor- schmeth-122-mo1	Using qualitative research methods in empirical research on teaching	3	B/NB	122
42-LAT-122-mo1	Qualification in Latin	10	NUM	62
06-V-ProjsozBP-122-mo1	Theory of and practice in deprived areas (project)	5	B/NB	27
06-lk-Komp-122-mo1	Intercultural competences	5	B/NB	24
06-lkHf-122-mo1	Intercultural spheres of activities	5	B/NB	23
42-ZfM-Podca-B-101-mo1	Podcasting (Basic Course)	3	B/NB	104
42-ZfM-Podca-E-101-mo1	Podcasting (Advanced Course)	4	B/NB	105
42-ZfM-Podca-I-101-mo1	Podcasting (Intensive Course)	5	B/NB	106
42-ZfM-ViWork-B-101-mo1	Video Workshop (Basic Course)	3	B/NB	110
42-ZfM-ViWork-E-101-mo1	Video Workshop (Advanced Course)	4	B/NB	111
42-ZfM-ViWork-I-101-mo1	Video Workshop (Intensive Course)	5	B/NB	112
42-ZfM-MeKom-B-101-mo1	Media Literacy (Basic Course)	3	B/NB	101
42-ZfM-MeKom-E-101-mo1	Media Literacy (Advanced Course)	4	B/NB	102
42-ZfM-MeKom-I-101-mo1	Media Literacy (Intensive Course)	5	B/NB	103
42-ZfM-IT-B-101-mo1	Interactive Whiteboards (Basic Course)	3	B/NB	100
42-ZfM-HöSpW-B-101-mo1	Radio Play Workshop (Basic Course)	3	B/NB	97
42-ZfM-HöSpW-E-101-mo1	Radio Play Workshop (Advanced Course)	4	B/NB	98

42-ZfM-HöSpW-I-101-m01	Radio Play Workshop (Intensive Course)	5	B/NB	99
42-ZfM-ElGra-B-101-m01	Electronic Graphic Design (Basic Course)	3	B/NB	94
42-ZfM-ElGra-E-101-m01	Electronic Graphic Design (Advanced Course)	4	B/NB	95
42-ZfM-ElGra-I-101-m01	Electronic Graphic Design (Intensive Course)	5	B/NB	96
42-ZfM-ElAut-B-101-m01	Electronic Authoring Tools (Basic Course)	3	B/NB	88
42-ZfM-ElAut-E-101-m01	Electronic Authoring Tools (Advanced Course)	4	B/NB	89
42-ZfM-ElAut-I-101-m01	Electronic Authoring Tools (Intensive Course)	5	B/NB	90
42-ZfM-E-Lea-B-101-m01	E-Learning (Basic Course)	3	B/NB	91
42-ZfM-E-Lea-E-101-m01	E-Learning (Advanced Course)	4	B/NB	92
42-ZfM-E-Lea-I-101-m01	E-Learning (Intensive Course)	5	B/NB	93
42-ZfM-AVCMed-B-101-m01	AVC-Media (Basic Course)	3	B/NB	82
42-ZfM-AVCMed-E-101-m01	AVC-Media (Advanced Course)	4	B/NB	83
42-ZfM-AVCMed-I-101-m01	AVC-Media (Intensive Course)	5	B/NB	84
42-ZfM-CoPrä-B-101-m01	Computer Based Presenting (Basic Course)	3	B/NB	85
42-ZfM-CoPrä-E-101-m01	Computer Based Presenting (Advanced Course)	4	B/NB	86
42-ZfM-CoPrä-I-101-m01	Computer Based Presenting (Intensive Course)	5	B/NB	87
07-LA-FDEXP-102-m01	Special Didactics in Biology: Low Cost - High Impact. Low-budget Experiments for Science Courses	2	B/NB	32
07-LA-FDHAN-102-m01	Special Didactics in Biology: Teaching Science with Hands-on-Exhibits	2	B/NB	33
01-KG-ThHT-092-m01	Topics of Historical Theology	2	NUM	11
01-PT-ThKR-092-m01	Topics of Canon law	2	NUM	12

Module title		Abbreviation
Advanced Issues of theological Ethics		01-ET-SEFRU-112-m01
Module coordinator		Module offered by
holder of the Chair of Moral Theology		Faculty of Catholic Theology
ECTS	Method of grading	Only after succ. compl. of module(s)
3	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Investigating specific problems in ethics, this module explores the topics discussed in the lecture on the fundamental principles of theological fundamental ethics in more detail and gives students the opportunity to develop a more thorough understanding of different approaches to ethics. The module aims to equip students with a comprehensive theoretical background of topics for the religious education and ethics classroom. Topics to be discussed include: models for the constitution and justification of ethical norms; models in ethics, e. g.: deontological ethics, virtue ethics, discourse ethics; approaches to theological ethics.		
Intended learning outcomes		
At the end of the course, students will have developed a thorough understanding of key approaches to philosophical and theological ethics. They will have a sound background knowledge that will enable them to teach topics in religion and ethics that are required by the curriculum in an appropriate manner that is tailored to their pupils' needs.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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) oral examination of one candidate each (approx. 15 minutes) or b) written examination (approx. 30 minutes) or c) designing a seminar unit (approx. 45 to 90 minutes) with written elaboration (approx. 5 to 10 pages) or d) assessments during lecture period (approx. 3 to 5 assessments, 30 hours total) or e) essay (approx. 5 pages) or f) term paper (approx. 10 pages)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Topics of Historical Theology		01-KG-ThHT-092-m01
Module coordinator		Module offered by
Managing Director of the Institute of Historical Theology		Faculty of Catholic Theology
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students are introduced to selected topics in church history and historical theology. They develop specialised and methodical skills.		
Intended learning outcomes		
At the end of the course, students will have developed a knowledge of selected topics in historical theology as well as subject-specific transferable skills. They will be able to situate events, developments, and major figures in church history within their historical context and will have developed an awareness of the impact they had. Students will have developed hermeneutical skills that will enable them to critically evaluate historical sources. They will be able to use research methods in historical theology and to make their findings (somewhat) relevant to contemporary issues.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total) or g) designing a seminar unit (45 to 90 minutes)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Topics of Canon law		01-PT-ThKR-092-m01
Module coordinator		Module offered by
holder of the Chair of Canon Law		Faculty of Catholic Theology
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	1983 Codex Iuris Canonici (CIC/1983) Latin-German required for exercise and independent study.
Contents		
Selected topics in canon law that relate to the relevant school curricula (topics will vary from semester to semester). Key legal issues relating to religious education and the role of religious education teacher.		
Intended learning outcomes		
At the end of the course, students will have developed the ability to identify topics in canon law that are relevant to classroom practice and to teach in a manner that complies with canon law requirements. They will have become familiar with the legal framework for religious education in schools as well as with the key legal issues facing religious education teachers.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)		
Allocation of places		
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Additional information		
For students of Katholische Theologie (Catholic Theology), teaching degree Gymnasium: mandatory elective.		
Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Music Education - Basic Module - Music Practice and Performance		o4-MP-LADF-Basis1-092-m01
Module coordinator		Module offered by
chairperson of examination committee Musikpädagogik (Music Pedagogy)		Chair of Music Pedagogy
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Admission prerequisite to assessment: regular attendance of 80% of the teaching units of each course.
Contents		
Ensemble work and performance practice		
Intended learning outcomes		
The student presents vocal-instrumental skills in the group and gains basic experience in ensemble work		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü + Ü (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes)		
Allocation of places		
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Additional information		
Additional information on module duration: 1 to 2 semesters.		
Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Interdisciplinary Project Module: Music Practice and Performance in Everyday School Life			o4-MP-LADF-Projekt-112-mo1
Module coordinator		Module offered by	
chairperson of examination committee Musikpädagogik (Music Pedagogy)		Chair of Music Pedagogy	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
German contents available but not translated yet.			
Musikalisches Gestalten im Schulalltag			
Intended learning outcomes			
German intended learning outcomes available but not translated yet.			
Der/Die Studierende erkundet exemplarisch Wege der Musikvermittlung in der Schule.			
Courses (type, number of weekly contact hours, language — if other than German)			
R (no information on SWS (weekly contact hours) and course language available)			
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. 45 minutes)			
Allocation of places			
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Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title			Abbreviation
School and Museum: Cultural education in the extracurricular hot spot museum			o4-Muspäd-LA-112-mo1
Module coordinator		Module offered by	
holder of the Professorship of Museum Studies		Professorship of Museum Studies	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Introduction to the extracurricular site "museum" with focus on the educational work and the transfer of knowledge, which is implemented there. According to the definition of the International Council of Museum (ICOM), a museum is a "not-for-profit institution that serves society and their development, that is open to the public and that collects, preserves, examines, imparts and exhibits material remains of the human and its ambient environment for study, education and entertainment purposes".			
Intended learning outcomes			
Students acquire a broad overview knowledge concerning the institution museum and the related history, tasks and current problems. They are able to apply a museum educational working method to the extracurricular learning site museum practically. They achieve a museum educational and specific background knowledge that can be applied to the school practice.			
Courses (type, number of weekly contact hours, language — if other than German)			
Ü + R (no information on SWS (weekly contact hours) and course language available)			
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 (approx. 60 minutes) with written elaboration (approx. 5 pages)			
Allocation of places			
Number of places: 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
Additional information on module duration: 1 to 2 semesters.			
Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Inclusive religious education		o6-EvThinclRp-092-m01
Module coordinator		Module offered by
holder of the Chair of Religious Education		Chair of Religious 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		
Students explore the issue of inclusion from an education point of view and study the theory and practice of inclusive teaching in the Protestant religious education classroom.		
Intended learning outcomes		
At the end of the course, students will be able to critically discuss the concept of inclusion in the context of religious education. They will have developed the ability to explore issues in inclusion (disability, finitude, etc.) from the point of view of theology and religious education as well as to incorporate their findings into their teaching.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 20 minutes) with written elaboration (approx. 3 pages) or b) term paper (12 to 15 pages) or c) written examination (approx. 60 minutes)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Competences related to the occupational field of work at primary school		o6-GS-FB-BK-121-m01
Module coordinator		Module offered by
holder of the Chair of Primary Education		Chair of Primary Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Teaching, consulting and innovation requirements related to the professional field of working at Grundschule.		
Intended learning outcomes		
The students become acquainted with the range of requirements in the field of working at Grundschule as well as with institutional, pedagogical and didactical possibilities to overcome problems in this area of work.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) presentation (approx. 15 minutes) c) term paper (approx. 10 pages) or d) portfolio (approx. 10 pages) or e) oral examination (approx. 20 minutes)		
Allocation of places		
Number of places: 35. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Inner curricular and extracurricular cooperation at primary school level		o6-GS-FB-KP-121-m01
Module coordinator		Module offered by
holder of the Chair of Primary Education		Chair of Primary Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Institutions and professions for cooperation in the field of Grundschule, elaboration of pedagogical cooperation possibilities		
Intended learning outcomes		
The students become acquainted with internal and external cooperation partners of Grundschule as well as with cooperation models and their specific implementation possibilities. They develop competencies for launching and stabilising cooperations.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) presentation (approx. 15 minutes) c) term paper (approx. 10 pages) or d) portfolio (approx. 10 pages) or e) oral examination (approx. 20 minutes)		
Allocation of places		
Number of places: 35. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Science-based competences for students on a teacher training course		o6-GS-FB-WK-121-m01
Module coordinator		Module offered by
holder of the Chair of Primary Education		Chair of Primary Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Research techniques relevant for teaching degrees, scientific work techniques and standards, writing scientific papers conforming to standards of technique and content		
Intended learning outcomes		
The students are able to use scientific sources of information and follow scientific work strategies as well as requirements regarding content and technique when writing scientific papers.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) presentation (approx. 15 minutes) c) term paper (approx. 10 pages) or d) portfolio (approx. 10 pages) or e) oral examination (approx. 20 minutes)		
Allocation of places		
Number of places: 35. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Studyworkshop: Mathematical understanding and arithmetic operations of the prenumerical area up to the written arithmetic procedures			o6-I-FB-Lws-MA-102-mo1
Module coordinator		Module offered by	
head of studyworkshop of the Institute of Special Education		Institute of Special 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			
Overview of subject-didactic approaches in maths; active discovery learning in maths; structure- and level-oriented learning in maths; maths classes for heterogeneous groups; knowledge of the corresponding didactic means			
Intended learning outcomes			
Subject and professional competence in teaching maths to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)			
Allocation of places			
Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Studyworkshop: Software in special education		o6-I-FB-Lws-Soft-102-m01
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software		
Intended learning outcomes		
Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)		
Allocation of places		
Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Studyworkshop: Inquiry based education in science and social studies		o6-I-FB-Lws-SU-102-m01
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Overview of different topics of Science and Social Studies; experiments in Science and Social Studies; detailed insights into a selected topic area; inclusive learning in heterogeneous groups; knowledge of the corresponding didactic means; project offers for school groups		
Intended learning outcomes		
Subject and professional competence in teaching science and social studies to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means; organisation and implementation of project offers		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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) with written elaboration (approx. 10 pages) or b) presentation (approx. 30 minutes) with contribution to project		
Allocation of places		
Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Intercultural spheres of activities		o6-lkHf-122-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education V		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
German contents available but not translated yet.		
Theoriegrundlagen zur Integration und Akkulturation von Menschen mit Migrationshintergrund sowie bikulturell sozialisierten Kindern und Jugendlichen, Vorstellung multikultureller Praxis- und Handlungsfelder, insbesondere solcher von pädagogischer Relevanz, z.B. interkulturelle Erziehung in Bildungseinrichtungen und außerschulischen Institutionen sowie interkulturelle Beratung		
Intended learning outcomes		
German intended learning outcomes available but not translated yet.		
Die Studenten sind sensibilisiert für mögliche psychosoziale Belastungsreaktionen sowie migrationsbedingte Verhaltensauffälligkeiten bei Migranten und können erworbenes Wissen selbstständig in der Praxis umsetzen sowie kritisch denken und reflektieren. Des Weiteren sind sie in der Lage, bestehende Konzepte zu übertragen und weiterzuentwickeln.		
Courses (type, number of weekly contact hours, language — if other than German)		
S + S (no information on SWS (weekly contact hours) and course language available)		
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) term paper (approx. 12 pages) or b) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or c) written examination (approx. 60 minutes)		
Allocation of places		
Number of places: maximum 25. Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Intercultural competences		o6-lk-Komp-122-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education V		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Principles and theories of intercultural competence, acquisition of basic terms, intercultural communication and conflicts (in theory and practice), intercultural competence training, multifactorial backgrounds of "migration-induced behavioural abnormalities", prevention and intervention measures against racism and xenophobia		
Intended learning outcomes		
The students have basic knowledge of intercultural action and can independently apply theoretical principles of multicultural work in a reflected manner. In doing so, the students develop awareness of the effects of social changes and framework conditions on migrants and of interpersonal relationships and professional work in heterogeneous, intercultural fields of action.		
Courses (type, number of weekly contact hours, language — if other than German)		
S + S (no information on SWS (weekly contact hours) and course language available)		
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) term paper (approx. 12 pages) or b) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or c) written examination (approx. 60 minutes)		
Allocation of places		
Number of places: maximum 25. Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Introduction to educational science of emotional and behavioral disorders		o6-V-FB-Füg-Einf-o92-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education V		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives.		
Intended learning outcomes		
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, self-competence). They can conduct independent and extensive research to advance their basic knowledge (professional competence, social competence, methodological competence). By acquiring differentiated basic knowledge, the students have gained first competencies in dealing with behavioural disorders (self-competence).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (no information on SWS (weekly contact hours) and course language available)		
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. 30 minutes)		
Allocation of places		
Number of places: 20. Places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Theories to explain emotional and behavioral disorders		o6-V-FB-Füg-Theo-092-m01
Module coordinator		Module offered by
holder of the Chair of Special Education V		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects.		
Intended learning outcomes		
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioural disorders in children and juveniles and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (no information on SWS (weekly contact hours) and course language available)		
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. 30 minutes)		
Allocation of places		
Number of places: 20. Places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Theory of and practice in deprived areas (project)		o6-V-ProjsoczBP-122-m01
Module coordinator		Module offered by
holder of the Chair of Special Education V		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	Admission prerequisite to assessment: practical work: participation in project teams.
Contents		
Selected problems of Education for People with Emotional and Behavioural Disorders, group processes and processes of social learning, violence prevention, intercultural competencies in working with families with a migrant background, alternating prioritisation under the guidance of subject specialists, pedagogical support for children and juveniles from deprived areas; gender- and age-homogeneous youth group work; interest-specific group work with children and juveniles		
Intended learning outcomes		
The students can independently plan, organise and hold group sessions and are able to apply legal basics such as duty of supervision in practice. They are able to work in a team and acquire leadership skills by independently cooperating with fellow students and by communicating with children and their families (self- and social competence). By combining theory and practice, the students are able to critically evaluate pedagogical theories and learn to scrutinise their own actions.		
Courses (type, number of weekly contact hours, language — if other than German)		
S + S + S (no information on SWS (weekly contact hours) and course language available)		
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) term paper (approx. 10 pages) or b) oral examination in groups (groups of 4, approx. 5 minutes per candidate)		
Allocation of places		
Number of places: maximum 25. Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Environmental Education in the Teach'n'LearnGarden		07-GH-FDUBI1B-131-m01
Module coordinator		Module offered by
head of group Didactics of Biology		Faculty of Biology
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>This module has a practical focus and will teach participants how to systematically encourage a sense of nature in children and adolescents and thus make a contribution to environmental education. The course will explore how out-of-classroom activities may enhance the learning experience of pupils and will discuss what methods are appropriate. In the practical phase, participants will deliver teaching units to real groups of pupils. In the Botanical Garden of the University (or, optionally, at a school camp), participants will learn how to impart to pupils, in a didactically reduced manner, a knowledge of species and form in the context of the topics "Forest" or "Water" and will practise their skills. Large parts of the course will also be devoted to the discussion and application of a variety of (open) teaching methods that are supposed to encourage pupils, in a playful atmosphere, to develop a positive attitude and act responsibly towards nature. In this context, participants will systematically try to engage pupils on the emotional level. In the final phase of the course, participants will implement their projects with groups of pupils that come to the teach'n'learn garden (or school camp). This will encourage participants to plan their teaching in a practice-oriented manner and will provide them with an opportunity to acquire experience in their new role as teachers.</p>		
Intended learning outcomes		
<p>Familiarity with the principles of environmental education. Familiarity with different factors that may encourage pupils to act responsibly towards nature. Insight into the fundamental scientific principles behind the respective topics. Overview of the individual contents of the teaching units to be designed. Ability to translate topics from the curriculum for the respective type of school, in a didactically reduced manner, into teaching sequences, teaching units and lessons on habitats. Knowledge of how out-of-classroom activities (in particular in a teach'n'learn garden) may enhance the learning experience of pupils. Ability to design experience-based lessons on these topics that are tailored to the age of pupils as well as to the respective type of school and local conditions.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
<p>This module comprises 2 module components. Information on courses will be listed separately for each module component.</p> <ul style="list-style-type: none"> • 07-GH-FDUBI1-1-131: S (no information on SWS (weekly contact hours) and course language available) • 07-GH-FDUBI1B-2-131: Ü + E (no information on SWS (weekly contact hours) and course language available) 		
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)		
<p>Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.</p> <p>Assessment in module component 07-GH-FDUBI1-1-131: Environmental Education applying a Variety of Teaching Methods in the Teach'n'LearnGarden (Seminar)</p> <ul style="list-style-type: none"> • 1 ECTS, Method of grading: (not) successfully completed • a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages) <p>Assessment in module component 07-GH-FDUBI1B-2-131: Environmental Education in the Teach'n'LearnGarden (Practice) Environmental Education in the Teach'n'LearnGarden (Practice)</p> <ul style="list-style-type: none"> • 1 ECTS, Method of grading: (not) successfully completed • a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages) 		

Allocation of places
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Additional information
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Workload
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Teaching cycle
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title			Abbreviation
Gaining Confidence in Teaching Skills through Practical Experience in the Teach'n'LearnGarden			07-GH-FDUBI2-121-m01
Module coordinator		Module offered by	
head of group Didactics of Biology		Faculty of Biology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This module has a practical focus and will teach participants how to systematically encourage a sense of nature in children and adolescents and thus make a contribution to environmental education. The course will explore how out-of-classroom activities may enhance the learning experience of pupils and will discuss what methods are appropriate. In the practical phase, participants will deliver teaching units to real groups of pupils. In the Botanical Garden of the University (or, optionally, at a school camp), participants will learn how to impart to pupils, in a didactically reduced manner, a knowledge of species and form in the context of the topics "Forest" or "Water" and will practise their skills. Large parts of the course will also be devoted to the discussion and application of a variety of (open) teaching methods that are supposed to encourage pupils, in a playful atmosphere, to develop a positive attitude and act responsibly towards nature. In this context, participants will systematically try to engage pupils on the emotional level. In the final phase of the course, participants will implement their projects with groups of pupils that come to the teach'n'learn garden (or school camp). This will encourage participants to plan their teaching in a practice-oriented manner and will provide them with an opportunity to acquire experience in their new role as teachers.</p>			
Intended learning outcomes			
<p>Familiarity with the principles of environmental education. Familiarity with different factors that may encourage pupils to act responsibly towards nature. Insight into the fundamental scientific principles behind the respective topics. Overview of the individual contents of the teaching units to be designed. Ability to translate topics from the curriculum for the respective type of school, in a didactically reduced manner, into teaching sequences, teaching units and lessons on habitats. Knowledge of how out-of-classroom activities (in particular in a teach'n'learn garden) may enhance the learning experience of pupils. Ability to design experience-based lessons on these topics that are tailored to the age of pupils as well as to the respective type of school and local conditions.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
Ü (no information on SWS (weekly contact hours) and course language available)			
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 (20 to 30 minutes) or b) term paper (7 to 10 pages)			
Allocation of places			
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Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Planning and Carrying-out of learning units in the Teach'n'Learn Garden		07-HRGy-PRJLL-121-m01
Module coordinator		Module offered by
head of group Didactics of Biology		Faculty of Biology
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
<p>This module will provide participants with an overview of biology experiments that are suitable for introducing pupils to science, experiments that can be performed in a teach'n'learn lab and can be incorporated into the biology classroom at <i>Gymnasium (Mittelstufe and Oberstufe)</i>. Having gained an overview of traditional and modern methods in biology, participants will learn to incorporate these into school-specific experiments. Students will prepare classroom and lab sessions, will be trained in important techniques for measuring how effective a session was and will practise teaching these sessions to their fellow students in the teach'n'learn lab/teach'n'learn garden. Particular emphasis will be placed on ensuring that it is possible to implement the methods both with groups of pupils in the teach'n'learn lab and in the biology classroom at a <i>Gymnasium</i>.</p>		
Intended learning outcomes		
<p>Knowledge of both traditional and modern methods in biology. Ability to forge and maintain links with out-of-classroom learning environments. Ability to prepare sessions in a teach'n'learn lab and perform the respective follow-up work. Insight into how sessions in the teach'n'learn lab may raise the pupils' level of motivation and interest in biology in general and current topics in biology in particular. Knowledge of how out-of-classroom sessions in the teach'n'learn lab/teach'n'learn garden may be incorporated into biology lessons and, in particular, into lessons designed to introduce pupils in <i>Oberstufe Gymnasium</i> to science. Overview of current topics in didactics as well as potential developments in research on biology didactics. Ability to assess and evaluate the cognitive learning achievement of pupils.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü + E (no information on SWS (weekly contact hours) and course language available)		
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 (20 to 30 minutes) or b) portfolio (7 to 10 pages)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Special Didactics in Biology: Low Cost - High Impact. Low-budget Experiments for Science Courses			07-LA-FDEXP-102-m01
Module coordinator		Module offered by	
head of group Didactics of Biology		Faculty of Biology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Using examples from the classroom, the exercise will acquaint students with specific teaching aids (originals, preparations and media) for use in the biology classroom and will assess these with regard to the media literacy skills to be developed. The seminar will discuss both traditional aids used in the biology classroom (models, blackboard, OHP, transparencies, textbook and worksheets etc.) and modern aids (computer simulations, ppt presentations etc.). After having received a theoretical introduction to teaching aids, students will be arranged into small teams that will deliver lessons or individual phases of lessons on specific topics from the curriculum. They will focus on a teaching aid of their choice which will subsequently be assessed with regard to aspects of media didactics.			
Intended learning outcomes			
Knowledge of the fact that the term "teaching aids in the biology classroom" refers to originals, preparations and media. Familiarity with a biology-specific, didactic definition of the term "media". Overview of different aspects of biology-specific media (encoding, hardware, software, message, sensory modalities).			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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)			
seminar paper (7 to 10 pages)			
Allocation of places			
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Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Special Didactics in Biology: Teaching Science with Hands-on-Exhibits		07-LA-FDHAN-102-m01
Module coordinator		Module offered by
head of group Didactics of Biology		Faculty of Biology
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>[Version 1: This seminar will provide students preparing for the written state examination with an opportunity to revise key topics in biology didactics. In small teams, students will prepare and deliver presentations on three key areas. The first block will discuss an area of the theory of biology didactics, this will be followed by the discussion of a topic in the biology classroom with respect to aspects of the scientific discipline and a didactic analysis. In the final part of the course, students will solve an exam paper from a previous year.] [Version 2: Using examples from the classroom, the seminar will acquaint students with specific teaching aids (originals, preparations and media) for use in the biology classroom and will assess these with regard to the media literacy skills to be developed. The seminar will discuss both traditional aids used in the biology classroom and modern media. After having received a theoretical introduction to teaching aids, students will be arranged into small teams that will deliver lessons or individual phases of lessons on specific topics from the curriculum. They will focus on a teaching aid of their choice which will subsequently be assessed with regard to aspects of media didactics.]</p>		
Intended learning outcomes		
<p>Familiarity with relevant aspects of biology didactics and awareness of the fact that typical methods of the discipline play a central role in the biology classroom. Ability to design lively biology lessons, using original objects and teaching aids. Ability to use methods in biology in a way that promotes the learning processes of pupils. Familiarity with both biology-specific and interdisciplinary topics from the curriculum for <i>Grundschule</i>. Ability to prepare scientific analyses of selected topics from the curriculum for <i>Grundschule</i> and to subsequently present these topics in a manner that is tailored to the target group. Ability to prepare didactic analyses of topics from the curriculum for <i>Grundschule</i>. Ability to translate, with the help of didactic analyses, selected topics from the curriculum into teaching sequences and lessons as well as to deliver these teaching sequences and lessons, applying problem-based and/or open teaching methods. Overview of experiments on botany, zoology and human biology typically performed in the <i>Grundschule</i> biology classroom. Ability to implement the experiments in the classroom and to integrate them into activity and problem-based lessons. Insight into frameworks for education in <i>Grundschule</i>. Insight into legal and social factors that influence schools.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
seminar paper (7 to 10 pages)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Planning and Carrying-out of learning unit with regards to special abled people in the Teach'n'LearnGarden			07-SndP-LLG-131-m01
Module coordinator		Module offered by	
head of group Didactics of Biology		Faculty of Biology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Practical units in the teach'n'learn garden with teaching degree students supervising groups of pupils; helping pupils answer questions on the topics discussed in the teach'n'learn garden. Questionnaires and evaluations to determine and discuss how effective the units in the teach'n'learn garden were.			
Intended learning outcomes			
Knowledge of both traditional and modern methods in biology. Ability to forge and maintain links with out-of-classroom learning environments. Knowledge of how out-of-classroom sessions in the teach'n'learn garden may be incorporated into biology lessons. Overview of current topics in didactics as well as potential developments in research on biology didactics. Ability to assess and evaluate the cognitive learning achievement of pupils.			
Courses (type, number of weekly contact hours, language — if other than German)			
Ü + E (no information on SWS (weekly contact hours) and course language available)			
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 (20 to 30 minutes) or b) term paper (7 to 10 pages)			
Allocation of places			
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Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Low Cost - High Impact. Low-Budget Experiments for Science Courses (Physics)		11-MIND-Ph1-121-m01
Module coordinator		Module offered by
holder of the Chair of Physics and its Didactics		Faculty of Physics and Astronomy
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	This module can be chosen by students studying at least one subject in the natural sciences.
Contents		
Conception and realisation of experimental stations with ordinary and inexpensive consumables for classes of Grundschule and secondary level I.		
Intended learning outcomes		
The students develop simple scientific experimenting stations to use for the transition from primary to secondary level I for small groups from different types of schools. In doing so, they learn to simplify and convey scientific contents relevant to the curriculum in due consideration of the target group.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) term paper (approx. 8 pages, time to complete: 1 to 4 weeks) or c) examination of one candidate each (approx. 10 minutes) or d) examination in groups (approx. 20 minutes, groups of 2)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Teaching Science with Hands-on-Exhibits (Physics)		11-MIND-Ph2-121-m01
Module coordinator		Module offered by
holder of the Chair of Physics and its Didactics		Faculty of Physics and Astronomy
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	This module can be chosen by students studying at least one subject in the natural sciences.
Contents		
Designing and creating hands-on exhibits for STEM subjects.		
Intended learning outcomes		
The students evaluate the advantages and disadvantages of the hands-on approach for teaching scientific contents in and out of school. They plan and implement an interdisciplinary science exhibition as an example of project-oriented work with pupils of secondary level I and II.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) term paper (approx. 8 pages, time to complete: 1 to 4 weeks) or c) examination of one candidate each (approx. 10 minutes) or d) examination in groups (approx. 20 minutes, groups of 2)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Student Lab Supervision (Physics)		11-P-FB-LLL-121-m01
Module coordinator		Module offered by
holder of the Chair of Physics and its Didactics		Faculty of Physics and Astronomy
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	This module can be chosen by students studying at least one subject in the natural sciences.
Contents		
The module provides an introduction to successful supervision of pupils independently carrying out experiments in the teaching-learning-laboratory.		
Intended learning outcomes		
The students learn to classify different groups of pupils according to their subject-specific and experimental level of performance, to support the pupils according to their needs and age and to help them during independent experimenting (supervision competencies in open classroom situations). The students are able to methodically and critically evaluate their own actions. A lecturer gives individual feedback to the students to avoid negative behaviour patterns and to support the students' strengths. The students develop professional behaviour patterns by repeatedly working on the same topic with different groups of pupils (reflection competencies and self-control competencies).		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) term paper (approx. 8 pages, time to complete: 1 to 4 weeks) or c) examination of one candidate each (approx. 10 minutes) or d) examination in groups (approx. 20 minutes, groups of 2)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Information Literacy (Basic Level)		41-IK-BM-122-m01
Module coordinator		Module offered by
head of University Library		University Library
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Information literacy in an academic context: search strategies, resources, online searches, etc.		
Intended learning outcomes		
Students know what information is needed for what purpose. They are able to locate information that is relevant within their discipline(s) and beyond in a variety of resources and to evaluate this information. They recognise the difference in quality between information they have retrieved from specific, restricted access resources (databases) and information they have found on the free web. The module aims to equip students with the skills needed to find information and literature that is relevant to the topics of their papers.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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. 60 minutes) or b) preparing and delivering a presentation with slides (approx. 10 minutes or approx. 5 minutes and 1 page) or c) completing exercises (approx. 10 exercises) or d) presentation without slides (approx. 30 minutes) or e) preparing and delivering a presentation with slides (approx. 5 minutes) and completing exercises (approx. 5 exercises) or f) presentation without slides (approx. 15 minutes) and completing exercises (approx. 5 exercises)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 (1) 1. Sprachheilpäd. Sonderpädagogik und Bezugswissenschaften der Sprachheilpädagogik SO		

Module title		Abbreviation
English Basic Level 3		42-ENG3-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.		
Intended learning outcomes		
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: English		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
English Intermediate Level 1		42-ENM1-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-ENG3 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: English		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
English Intermediate Level 2		42-ENM2-102-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (Zfs)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-ENM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: English Assessment offered: once a year, winter semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
English Intermediate Level 3		42-ENM3-102-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (Zfs)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-ENM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: English Assessment offered: once a year, summer semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
English Intermediate Level 4		42-ENM4-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-ENM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.		
Intended learning outcomes		
Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 -- Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: English		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
French Basic Level 1			42-FRG1-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
10	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 3 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-FRG1-1-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-FRG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-FRG1-3-072: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-FRG1-1-072: French Basic Level 1-1 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: French			
Assessment in module component 42-FRG1-2-072: French Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: French• Only after successful completion of module components: Successful completion of module component 42-FRG1-1 or of an assessment test is a prerequisite for participation in module component 42-FRG1-2.			
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Assessment in module component 42-FRG1-3-072: French Basic Level 1-3

- 4 ECTS, Method of grading: numerical grade
- option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course
- Language of assessment: French
- Only after successful completion of module components: Successful completion of module component 42-FRG1-2 or of an assessment test is a prerequisite for participation in module component 42-FRG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title			Abbreviation
French Basic Level 2			42-FRG2-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
7	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 2 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-FRG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-FRG1-3-072: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-FRG1-2-072: French Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: French• Only after successful completion of module components: Successful completion of module component 42-FRG1-1 or of an assessment test is a prerequisite for participation in module component 42-FRG1-2.			
Assessment in module component 42-FRG1-3-072: French Basic Level 1-3 <ul style="list-style-type: none">• 4 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: French			

- Only after successful completion of module components: Successful completion of module component 42-FRG1-2 or of an assessment test is a prerequisite for participation in module component 42-FRG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title		Abbreviation
French Basic Level 3		42-FRG3-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-FRG2 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.		
Intended learning outcomes		
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: French		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
French Intermediate Level 1		42-FRM1-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-FRG1 or 42-FRG2 or 42-FRG3 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: French		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
French Intermediate Level 2		42-FRM2-102-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-FRM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: French Assessment offered: once a year, winter semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
French Intermediate Level 3		42-FRM3-102-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-FRM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: French Assessment offered: once a year, summer semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
French Intermediate Level 4		42-FRM4-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-FRM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.		
Intended learning outcomes		
Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 -- Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: French		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Italian Basic Level 1			42-ITG1-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
10	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 3 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">42-ITG1-1-072: Ü (no information on SWS (weekly contact hours) and course language available)42-ITG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)42-ITG1-3-072: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-ITG1-1-072: Italian Basic Level 1-1 <ul style="list-style-type: none">3 ECTS, Method of grading: numerical gradeoption 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the courseLanguage of assessment: Italian			
Assessment in module component 42-ITG1-2-072: Italian Basic Level 1-2 <ul style="list-style-type: none">3 ECTS, Method of grading: numerical gradeoption 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the courseLanguage of assessment: ItalianOnly after successful completion of module components: Successful completion of module component 42-ITG1-1 or of an assessment test is a prerequisite for participation in module component 42-ITG1-2.			
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Assessment in module component 42-ITG1-3-072: Italian Basic Level 1-3

- 4 ECTS, Method of grading: numerical grade
- option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course
- Language of assessment: Italian
- Only after successful completion of module components: Successful completion of module component 42-ITG1-2 or of an assessment test is a prerequisite for participation in module component 42-ITG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title			Abbreviation
Italian Basic Level 2			42-ITG2-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
7	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 2 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-ITG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-ITG1-3-072: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-ITG1-2-072: Italian Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Italian• Only after successful completion of module components: Successful completion of module component 42-ITG1-1 or of an assessment test is a prerequisite for participation in module component 42-ITG1-2.			
Assessment in module component 42-ITG1-3-072: Italian Basic Level 1-3 <ul style="list-style-type: none">• 4 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Italian			

- Only after successful completion of module components: Successful completion of module component 42-ITG1-2 or of an assessment test is a prerequisite for participation in module component 42-ITG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title		Abbreviation
Italian Basic Level 3		42-ITG3-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-ITG2 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.		
Intended learning outcomes		
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Italian		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Italian Intermediate Level 1		42-ITM1-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-ITG1 or 42-ITG2 or 42-ITG3 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Italian		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Italian Intermediate Level 2		42-ITM2-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-ITM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Italian Assessment offered: once a year, winter semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Italian Intermediate Level 3		42-ITM3-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-ITM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Italian Assessment offered: once a year, summer semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Italian Intermediate Level 4		42-ITM4-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-ITM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.		
Intended learning outcomes		
Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 -- Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Italian		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Qualification in Latin		42-LAT-122-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
10	numerical grade	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	Admission prerequisite to assessment: regular attendance of all course sessions offered (a maximum of 2 incidents of unexcused absence each). Students who meet all prerequisites will be admitted to assessment at the assessment date immediately after the final course session. If students do not participate in assessment or do not successfully complete assessment at this date, they will have to obtain all qualifications for admission to assessment anew before registering to retake the assessment. For more information, please refer to the Prüfungsordnung für die Akademische Feststellungsprüfung zum Nachweis gesicherter Kenntnisse in Latein (examination regulations for the academic assessment examination to prove a sound knowledge of the Latin language; Kleines Latinum) of Julius-Maximilians-Universität Würzburg dated 11 September 2009 as amended from time to time.
Contents		
In this module, students (without any previous knowledge of the Latin language) gain a solid knowledge of Latin.		
Intended learning outcomes		
Students develop the ability to comprehend the content, structure, and message of original Latin texts that correspond in difficulty to simpler passages from prose texts (e. g. Caesar, Nepos). Upon successful completion of the module, students will be issued the Latin language certificate <i>Kleines Latinum</i> that attests a "solid knowledge" of the Latin language. The certificate also attests a "knowledge" of the Latin language.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü + Ü + Ü (no information on SWS (weekly contact hours) and course language available)		
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. 180 minutes). For more information, please refer to the Prüfungsordnung für die Akademische Feststellungsprüfung zum Nachweis gesicherter Kenntnisse in Latein (examination regulations for the academic assessment examination to prove a sound knowledge of the Latin language; Kleines Latinum) of Julius-Maximilians-Universität Würzburg dated 11 November 2009 as amended from time to time. Language of assessment: German and Latin. For more information, please refer to the Prüfungsordnung für die Akademische Feststellungsprüfung zum Nachweis gesicherter Kenntnisse in Latein (examination regulations for the academic assessment examination to prove a sound knowledge of the Latin language; Kleines Latinum) of Julius-Maximilians-Universität Würzburg (JMU) dated 11 November 2009 as amended from time to time. Assessment offered: once a year		
Allocation of places		
Number of places: 5-60. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title			Abbreviation
Swedish Basic Level 1			42-SEG1-122-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
10	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of the country in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 3 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-SEG1-1-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-SEG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-SEG1-3-122: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-SEG1-1-072: Swedish Basic Level 1-1 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Swedish			
Assessment in module component 42-SEG1-2-072: Swedish Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Swedish• Only after successful completion of module components: Successful completion of module component 42-SEG1-1 or of an assessment test is a prerequisite for participation in module component 42-SEG1-2.			
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Assessment in module component 42-SEG1-3-122: Swedish Basic Level 1-3

- 4 ECTS, Method of grading: numerical grade
- option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course
- Language of assessment: Swedish
- Only after successful completion of module components: Successful completion of module component 42-SEG1-2 or of an assessment test is a prerequisite for participation in module component 42-SEG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title			Abbreviation
Swedish Basic Level 2			42-SEG2-122-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
7	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of the country in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 2 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-SEG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-SEG1-3-122: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-SEG1-2-072: Swedish Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Swedish• Only after successful completion of module components: Successful completion of module component 42-SEG1-1 or of an assessment test is a prerequisite for participation in module component 42-SEG1-2.			
Assessment in module component 42-SEG1-3-122: Swedish Basic Level 1-3 <ul style="list-style-type: none">• 4 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Swedish			

- Only after successful completion of module components: Successful completion of module component 42-SEG1-2 or of an assessment test is a prerequisite for participation in module component 42-SEG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title		Abbreviation
Swedish Basic Level 3		42-SEG3-122-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-SEG2 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.		
Intended learning outcomes		
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of the country in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Swedish		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Swedish Intermediate Level 1		42-SEM1-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Swedish Intermediate Level 2		42-SEM2-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Swedish Intermediate Level 3			42-SEM3-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.			
Intended learning outcomes			
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.			
Courses (type, number of weekly contact hours, language — if other than German)			
Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course			
Allocation of places			
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Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Swedish Intermediate Level 4		42-SEM4-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.		
Intended learning outcomes		
Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 -- Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Spanish Basic Level 1			42-SPG1-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
10	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 3 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-SPG1-1-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-SPG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-SPG1-3-072: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-SPG1-1-072: Spanish Basic Level 1-1 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Spanish			
Assessment in module component 42-SPG1-2-072: Spanish Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Spanish• Only after successful completion of module components: Successful completion of module component 42-SPG1-1 or of an assessment test is a prerequisite for participation in module component 42-SPG1-2.			
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Assessment in module component 42-SPG1-3-072: Spanish Basic Level 1-3

- 4 ECTS, Method of grading: numerical grade
- option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course
- Language of assessment: Spanish
- Only after successful completion of module components: Successful completion of module component 42-SPG1-2 or of an assessment test is a prerequisite for participation in module component 42-SPG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title			Abbreviation
Spanish Basic Level 2			42-SPG2-072-m01
Module coordinator		Module offered by	
head of Language Centre (ZFS)		Language Centre (ZfS)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
7	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.			
Intended learning outcomes			
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.			
Courses (type, number of weekly contact hours, language — if other than German)			
This module comprises 2 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none">• 42-SPG1-2-072: Ü (no information on SWS (weekly contact hours) and course language available)• 42-SPG1-3-072: Ü (no information on SWS (weekly contact hours) and course language available)			
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)			
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.			
Assessment in module component 42-SPG1-2-072: Spanish Basic Level 1-2 <ul style="list-style-type: none">• 3 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Spanish• Only after successful completion of module components: Successful completion of module component 42-SPG1-1 or of an assessment test is a prerequisite for participation in module component 42-SPG1-2.			
Assessment in module component 42-SPG1-3-072: Spanish Basic Level 1-3 <ul style="list-style-type: none">• 4 ECTS, Method of grading: numerical grade• option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course• Language of assessment: Spanish			

- Only after successful completion of module components: Successful completion of module component 42-SPG1-2 or of an assessment test is a prerequisite for participation in module component 42-SPG1-3.

Allocation of places

Number of places: 5-25. Places will be allocated by lot.

Additional information

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Workload

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Teaching cycle

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

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Module title		Abbreviation
Spanish Basic Level 3		42-SPG3-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-SPG2 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.		
Intended learning outcomes		
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Spanish		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Spanish Intermediate Level 1		42-SPM1-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	42-SPG1 or 42-SPG2 or 42-SPG3 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Spanish		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Spanish Intermediate Level 2		42-SPM2-102-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-SPM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Spanish Assessment offered: once a year, winter semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Spanish Intermediate Level 3		42-SPM3-102-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-SPM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.		
Intended learning outcomes		
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Spanish Assessment offered: once a year, summer semester		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Spanish Intermediate Level 4		42-SPM4-072-m01
Module coordinator		Module offered by
head of Language Centre (ZFS)		Language Centre (ZfS)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	numerical grade	42-SPM1 or assessment test
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.		
Intended learning outcomes		
Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 -- Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (<i>unterste Mobilitätsstufe</i>) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
option 1: written multi-component examination (approx. 90 minutes total) with 4 components (reading comprehension, listening comprehension, writing, communication skills) or option 2: oral assessment (approx. 10 minutes) and written multi-component examination (approx. 60 to 90 minutes total) with 3 components (reading comprehension, listening comprehension, writing) or option 3: 2 to 4 oral assessments (approx. 30 to 60 minutes total) as well as 2 to 4 written assessments (approx. 10 to 15 pages total), all components/assessments each weighted 1:1; options will be selected and examination dates be fixed at the beginning of the course Language of assessment: Spanish		
Allocation of places		
Number of places: 5-25. Places will be allocated by lot.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
AVC-Media (Basic Course)		42-ZfM-AVCMed-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Principles of different configurations of new media technologies and their applicability in school.		
Intended learning outcomes		
After successfully completing this module, the students are able to use different configurations of new media technologies for planning and teaching school lessons. Furthermore, they are able to plan, conduct and present smaller projects in the field of new media technologies.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 20 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 24. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
AVC-Media (Advanced Course)		42-ZfM-AVCMed-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Principles of different configurations of new media technologies and their applicability in school.		
Intended learning outcomes		
After successfully completing this module, the students are able to use different configurations of new media technologies for planning and teaching school lessons. Furthermore, they are able to plan, conduct and present bigger projects in the field of new media technologies.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 30 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 24. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
AVC-Media (Intensive Course)		42-ZfM-AVCMed-I-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Principles of different configurations of new media technologies and their applicability in school.		
Intended learning outcomes		
After successfully completing this module, the students are able to use different configurations of new media technologies for planning and teaching school lessons. Furthermore, they are able to plan, conduct and present complex projects in the range of new media technologies.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 40 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 24. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Computer Based Presenting (Basic Course)		42-ZfM-CoPrä-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The aim of the module is to improve the students' presentation skills. Especially multimedia aspects such as mastering presentation software, properly editing and integrating video footage and recording audio files will play an important role.		
Intended learning outcomes		
The students have basic skills in using technology and software to create and give multimedia-supported presentations. Furthermore, they know how to give professional, multimedia-supported presentations and are able to create a proper handout.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (20 to 30 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 15. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Computer Based Presenting (Advanced Course)		42-ZfM-CoPrä-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The aim of the module is to improve the students' presentation skills. Especially multimedia aspects such as mastering presentation software, properly editing and integrating video footage and recording audio files will play an important role.		
Intended learning outcomes		
The students have advanced skills in using technology and software to create and give multimedia-supported presentations. Furthermore, they know how to give professional, multimedia-supported presentations and are able to create a proper handout.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 to 40 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 15. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Computer Based Presenting (Intensive Course)		42-ZfM-CoPrä-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The aim of the module is to improve the students' presentation skills. Especially multimedia aspects such as mastering presentation software, properly editing and integrating video footage and recording audio files will play an important role.		
Intended learning outcomes		
The students have professional skills in using technology and software to create and give multimedia-supported presentations. Furthermore, they know how to give professional, multimedia-supported presentations and are able to create a proper handout.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (60 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 15. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Electronic Authoring Tools (Basic Course)		42-ZfM-ElAut-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to working with multimedia authoring systems.		
Intended learning outcomes		
The students have basic theoretical and practical knowledge of conceptualising, creating and using multimedia software applications with the help of electronic authoring systems.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (20 to 30 minutes)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Electronic Authoring Tools (Advanced Course)		42-ZfM-ElAut-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to working with multimedia authoring systems.		
Intended learning outcomes		
The students have advanced theoretical and practical knowledge of conceptualising, creating and using multimedia software applications with the help of electronic authoring systems.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (30 to 40 minutes)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Electronic Authoring Tools (Intensive Course)		42-ZfM-ElAut-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to working with multimedia authoring systems.		
Intended learning outcomes		
The students have detailed theoretical and practical knowledge of conceptualising, creating and using multimedia software applications with the help of electronic authoring systems.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 60 minutes)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
E-Learning (Basic Course)		42-ZfM-E-Lea-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
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 discuss theoretical and practical principles of e-learning. In addition, we discuss and compare different (multi)media application examples from practice.		
Intended learning outcomes		
The students have acquired basic knowledge of different approaches, theories and topics of the field of e-learning.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (20 to 30 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 20. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
E-Learning (Advanced Course)		42-ZfM-E-Lea-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, we discuss theoretical and practical principles of e-learning. In addition, we discuss and compare different (multi)media application examples from practice.		
Intended learning outcomes		
The students have acquired advanced knowledge of different approaches, theories and topics of the field of e-learning.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 to 40 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 20. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
E-Learning (Intensive Course)		42-ZfM-E-Lea-I-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module, we discuss theoretical and practical principles of e-learning. In addition, we discuss and compare different (multi)media application examples from practice.		
Intended learning outcomes		
The students have acquired profound knowledge of different approaches, theories and topics of the field of e-learning.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (60 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 20. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Electronic Graphic Design (Basic Course)		42-ZfM-ElGra-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to working with graphics software.		
Intended learning outcomes		
The students have acquired basic theoretical and practical knowledge of (re)creating and editing graphical content. They are able to create small tutorials on their own and to critically evaluate pre-existing tutorials.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (20 to 30 minutes)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Electronic Graphic Design (Advanced Course)		42-ZfM-ElGra-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to working with graphics software.		
Intended learning outcomes		
The students have acquired advanced theoretical and practical knowledge of (re)creating and editing graphical content. They are able to create bigger tutorials on their own and to critically evaluate pre-existing tutorials.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (30 to 40 minutes)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Electronic Graphic Design (Intensive Course)		42-ZfM-ElGra-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to working with graphics software.		
Intended learning outcomes		
The students have acquired profound theoretical and practical knowledge of (re)creating and editing graphical content. They are able to create complex tutorials on their own and to critically evaluate pre-existing tutorials.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (60 minutes)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Radio Play Workshop (Basic Course)		42-ZfM-HöSpW-B-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The module provides an overview of aspects, concepts and elements of popular and new radio plays. The aim of the course is to create own radio plays whilst taking into account aspects of media criticism and school.		
Intended learning outcomes		
After successfully completing this module, the students have acquired basic skills in dealing with microphones, headsets, preamplifiers, and audio interfaces. Furthermore, they are able to use audio software in a proper way and to process audio materials under production-aesthetic aspects. The participants are able to conceptualize and implement radio play structures by using a specific text source.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 20 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 16. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Radio Play Workshop (Advanced Course)		42-ZfM-HöSpW-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The module provides an overview of aspects, concepts and elements of popular and new radio plays. The aim of the course is to create own radio plays whilst taking into account aspects of media criticism and school.		
Intended learning outcomes		
After successfully completing this module, the students have acquired advanced skills in dealing with microphones, headsets, preamplifiers, and audio interfaces. Furthermore, they are able to use audio software in a proper way and to process audio materials under production-aesthetic aspects. The participants are able to conceptualize and implement radio play structures by using a specific text source.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 30 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 16. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Radio Play Workshop (Intensive Course)		42-ZfM-HöSpW-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The module provides an overview of aspects, concepts and elements of popular and new radio plays. The aim of the course is to create own radio plays whilst taking into account aspects of media criticism and school.		
Intended learning outcomes		
After successfully completing this module, the students have acquired profound skills in dealing with microphones, headsets, preamplifiers, and audio interfaces. Furthermore they are able to use audio software in a professional way and to process audio materials under production-aesthetic aspects. The participants are able to conceptualize and implement radio play structures by using a specific text source.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project including presentation (approx. 50 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 16. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Interactive Whiteboards (Basic Course)		42-ZfM-IT-B-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Blackboards are still the classic medium for teaching classes. The students examine the theoretical principles of working with boards to determine the possibilities and opportunities of using interactive board systems. The module provides an overview of the functionality of interactive whiteboards which combine the functions of blackboards with the functions of flip charts by using computer technology as well as projection technology. Self-organised learning processes, which are demanded by modern learning culture, are put into practice. In this way, the students actively participate in class and work with the board systems from the beginning of the seminar.		
Intended learning outcomes		
After successfully completing this module, the students have acquired basic skills in dealing with interactive whiteboards. By creating virtual arrangements, the students have learned to create content for interactive whiteboards and they are able to integrate these whiteboards into school lessons in a useful manner. Furthermore, they know how to search for additional digital resources and materials for teaching school lessons with an interactive whiteboard.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 30 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 15. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Media Literacy (Basic Course)		42-ZfM-MeKom-B-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
We will introduce, examine and evaluate traditional as well as new approaches to and theories about media competency, while especially focusing on analysing different focus areas from the perspectives of different disciplines, e.g. pedagogy, psychology and informatics.		
Intended learning outcomes		
The students have basic knowledge of different approaches and theories in the field of media competency.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (20 to 30 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 20. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Media Literacy (Advanced Course)		42-ZfM-MeKom-E-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
We will introduce, examine and evaluate traditional as well as new approaches to and theories about media competency, while especially focusing on analysing different focus areas from the perspectives of different disciplines, e.g. pedagogy, psychology and informatics.		
Intended learning outcomes		
The students have acquired advanced knowledge of different approaches and theories in the field of media competency.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 to 40 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 20. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Media Literacy (Intensive Course)		42-ZfM-MeKom-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
We will introduce, examine and evaluate traditional as well as new approaches to and theories about media competency, while especially focusing on analysing different focus areas from the perspectives of different disciplines, e.g. pedagogy, psychology and informatics.		
Intended learning outcomes		
The students have acquired profound knowledge of different approaches and theories in the field of media competency.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project including presentation (approx. 45 to 50 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 20. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Podcasting (Basic Course)		42-ZfM-Podca-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Different approaches to creating and publishing podcasts (audio files).		
Intended learning outcomes		
After successfully completing this module, the students have basic knowledge of how to properly use techniques, materials and methods of creating and publishing podcasts. They have basic competencies in working with audio files and know how to publish them online.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 20 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Podcasting (Advanced Course)		42-ZfM-Podca-E-101-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Different approaches to creating and publishing podcasts (audio files).		
Intended learning outcomes		
After successfully completing this module, the students have advanced knowledge of how to properly use techniques, materials and methods of creating and publishing podcasts. They have advanced competencies in working with audio files and know how to publish them online.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 30 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Podcasting (Intensive Course)		42-ZfM-Podca-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Different approaches to creating and publishing podcasts (audio files).		
Intended learning outcomes		
After successfully completing this module, the students have detailed knowledge of how to properly use techniques, materials and methods of creating and publishing podcasts. They have professional competencies in working with audio files and know how to publish them online.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 50 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Stop-Motion Films (Basic Course)		42-ZfM-StopMo-B-102-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Aspects, concepts and elements of realising a stop motion animation. Creating an own stop motion film whilst taking into account aspects of media criticism.		
Intended learning outcomes		
After successfully completing this module, the students have basic knowledge of using stop motion animation software in a professional manner. They acquire basic competencies in working with relevant software, e.g. stop motion software, and are able to create aesthetically pleasing products. At the end of the module, the participants choose a topic to create and implement their own film concept for a stop motion animation.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project (expenditure of time as specified at the beginning of the course) with written elaboration (approx. 2 pages) and presentation (approx. 30 minutes)		
Allocation of places		
Number of places: 14. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Stop-Motion Films (Advanced Course)		42-ZfM-StopMo-E-102-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Aspects, concepts and elements of realising a stop motion animation. Creating an own stop motion film whilst taking into account aspects of media criticism.		
Intended learning outcomes		
After successfully completing this module, the students have advanced knowledge of using stop motion animation software in a professional manner. They acquire advanced competencies in working with relevant software, e.g. stop motion software, and are able to create aesthetically pleasing products. At the end of the module, the participants choose a topic to create and implement their own film concept for a stop motion animation.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project (expenditure of time as specified at the beginning of the course) with written elaboration (approx. 2 pages) and presentation (approx. 40 minutes)		
Allocation of places		
Number of places: 14. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Stop-Motion Films (Intensive Course)		42-ZfM-StopMo-I-102-mo1
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Aspects, concepts and elements of realising a stop motion animation. Creating an own stop motion film whilst taking into account aspects of media criticism.		
Intended learning outcomes		
After successfully completing this module, the students have detailed knowledge of using stop motion animation software in a professional manner. They acquire professional competencies in working with relevant software, e.g. stop motion software, and are able to create aesthetically pleasing products. At the end of the module, the participants choose a topic to create and implement their own film concept for a stop motion animation.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project (expenditure of time as specified at the beginning of the course) with written elaboration (approx. 2 pages) and presentation (approx. 50 minutes)		
Allocation of places		
Number of places: 14. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Video Workshop (Basic Course)		42-ZfM-ViWork-B-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to creating a video project by using different working methods.		
Intended learning outcomes		
After successfully completing this module, the students have basic knowledge of working with cameras and video editing software. Therefore, they are able to implement basic projects in the field of film studies.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 20 to 30 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Video Workshop (Advanced Course)		42-ZfM-ViWork-E-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to creating a video project by using different working methods.		
Intended learning outcomes		
After successfully completing this module, the students have advanced knowledge of working with cameras and video editing software. Therefore, they are able to implement advanced projects in the field of film studies.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 30 to 40 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Video Workshop (Intensive Course)		42-ZfM-ViWork-I-101-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Practical introduction to creating a video project by using different working methods.		
Intended learning outcomes		
After successfully completing this module, the students have profound knowledge of working with cameras and video editing software. Therefore, they are able to implement profound projects in the field of film studies.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project with presentation (approx. 40 to 50 minutes) and written elaboration (approx. 2 pages)		
Allocation of places		
Number of places: 8. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Web Design (Basic Course)		42-ZfM-WebDe-B-102-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The aim of the module is to create own websites whilst taking into account different aspects of layout options, user guidance etc. In addition, we discuss the differences and similarities between print media and the internet. Furthermore, we review and analyse popular websites to develop a critical approach to website creation.		
Intended learning outcomes		
After successfully completing this module, the students have acquired basic knowledge of designing websites. They have basic skills in creating own web presences and are able to critically reflect pre-existing web content.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project (expenditure of time as specified at the beginning of the course) with written elaboration (approx. 2 pages) and presentation (approx. 30 minutes)		
Allocation of places		
Number of places: 12. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Web Design (Advanced Course)		42-ZfM-WebDe-E-102-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The aim of the module is to create own websites whilst taking into account different aspects of layout options, user guidance etc. In addition, we discuss the differences and similarities between print media and the internet. Furthermore, we review and analyse popular websites to develop a critical approach to website creation.		
Intended learning outcomes		
After successfully completing this module, the students have acquired advanced knowledge of designing web-sites. They have advanced skills in creating own web presences and are able to critically reflect pre-existing web content.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project (expenditure of time as specified at the beginning of the course) with written elaboration (approx. 2 pages) and presentation (approx. 40 minutes)		
Allocation of places		
Number of places: 12. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Web Design (Intensive Course)		42-ZfM-WebDe-I-102-m01
Module coordinator		Module offered by
head of Centre for Media Didactics (ZfM)		Centre for Media Didactics (ZfM)
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The aim of the module is to create own websites whilst taking into account different aspects of layout options, user guidance etc. In addition, we discuss the differences and similarities between print media and the internet. Furthermore, we review and analyse popular websites to develop a critical approach to website creation.		
Intended learning outcomes		
After successfully completing this module, the students have acquired basic knowledge of designing websites. They have professional skills in creating own web presences and are able to critically reflect pre-existing web content.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
project (expenditure of time as specified at the beginning of the course) with written elaboration (approx. 2 pages) and presentation (approx. 50 minutes)		
Allocation of places		
Number of places: 12. Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. The remaining places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Special Challenges to Teacher Education		43-BHF-LA-122-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students will get an insight into the practical interaction with children and young adults. The focus is on dealing with difficult pupils or rather with difficult situations. Due to the specific institutional context, students are encouraged to observe, analyze and reflect upon communicative and social behavior. Opportunities for action in demanding situations will be developed and tested in this exercise.		
Intended learning outcomes		
Students know methods for dealing with difficult pupils or rather difficult situations and enhance their own social competence. Dealing with such situations in practice, increases the ability to practically implement concepts with children and young adults as well as the pedagogical reflective faculties. Practical exercises enable the building up of methodological competences.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
2 logs (approx. 2 pages each) and term paper (approx. 10 pages)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
European Education Systems		43-Intnatbild-111-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	43-LA-BildsysEx
Duration	Module level	Other prerequisites
1 semester	undergraduate	This module is only open for students who attended the preparatory course for the field trip to the respective country in the module they successfully completed beforehand.
Contents		
<p>This modul provides the chance to become acquainted with different international educational systems. With excursions into other European as well as non-European countries an international and intercultural exchange between educational systems takes place. This can cover a system as a whole on a political level as well as individual sections on the level of specific educational institutions. Subject of this are educational as well as extra- and pre-school institutions. Apart from structural questions, content-related fields of duty as well as general moral values and cultural norms of an educational system or individual fields of education will be dealt with.</p>		
Intended learning outcomes		
<p>Students are acquainted with different international educational systems or individual fields of education of a broader system, know how to describe them structurally and classify them in reference to their content, and are able to relate their objectives to their fields of duty. International educational institutions and systems can be placed correctly into their wider context of respective national and cultural values and norms.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
E (no information on SWS (weekly contact hours) and course language available)		
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)		
<p>field trip report (approx. 5 pages) Language of assessment: German or language of the respective destination country of the field trip</p>		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Active linguistic competence - English		43-LA-actspeak-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
With the help of different methods, this course offers the chance to optimize the speaker's active vocabulary and language skills. In doing so, occasions and situations for speaking are generated in which the students interactively talk, discuss and negotiate with each other. Potential language barriers, personal inhibitions thresholds or negatively connoted situations will be reduced and canceled out with mutual sympathy and understanding. Thus, a feeling for the language, language skills, and a confident readiness of speech will emerge.		
Intended learning outcomes		
Students have activated their vocabulary and can use it appropriately. They can use the English language correctly and eloquently and they actively communicate freely without inhibitions in different situations. With the help of varied methods students can learn on their own initiative and further train their communicative and language competences.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: English		
Allocation of places		
Number of places: 12. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Active linguistic competence - English			43-LA-actspeak-131-m01
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
With the help of different methods, this course offers the chance to optimize the speaker's active vocabulary and language skills. In doing so, occasions and situations for speaking are generated in which the students interactively talk, discuss and negotiate with each other. Potential language barriers, personal inhibitions thresholds or negatively connoted situations will be reduced and canceled out with mutual sympathy and understanding. Thus, a feeling for the language, language skills, and a confident readiness of speech will emerge.			
Intended learning outcomes			
Students have activated their vocabulary and can use it appropriately. They can use the English language correctly and eloquently and they actively communicate freely without inhibitions in different situations. With the help of varied methods students can learn on their own initiative and further train their communicative and language competences.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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 (approx. 30 minutes) with written elaboration (approx. 3 pages) Language of assessment: English			
Allocation of places			
Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
A comparison of Education Systems		43-LA-BildsysEx-121-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The modul functions as the preparation for the subsequent excursion to schools in different European countries. The course includes facts about the history, culture, society, and other aspects of the target culture. Furthermore, students will acquire knowledge about the structure of teacher training, schools and higher education systems of the respective country in order to compare them to the German educational system. Additionally, students are prepared in an intercultural way for the respective country. This will form the basis for the mutual exchange		
Intended learning outcomes		
Students are able to reflect upon and discuss about similarities and differences of international educational systems in comparison with the German educational system. They can discuss different aspects of educational systems in respect to migration and intercultural learning. They recognize and can assess historic, social, cultural and political effects on educational systems.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 20 minutes) or b) term paper (approx. 10 pages) or c) portfolio (30 hours total)		
Allocation of places		
Number of places: 15. 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. Provided there is enough capacity, the same course will be offered several times in parallel as a mandatory elective. This means that the number of available places might increase to 20.		
Additional information		
The lecturer can decide to replace a seminar (S) with a field trip (E).		
Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Pupils Middle School - Occupational orientation and demands in Middle School Education			43-LA-BO-121-m01
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
2 semester	undergraduate	--	
Contents			
Information about the structure of the vocational education system. Insight into the vocational education in the dual system (Areas of studies: metal, electricity, media, gastronomy).			
Intended learning outcomes			
Students have an overview of the vocational education system as well as having gained knowledge about different qualified jobs. Sitting in on classes, they have gained insights into the didactic and methodical work at vocational colleges. Additionally, they have a special overview of the assistance offers available for adolescents without an apprentice position and insights into practice related, didactic, and methodic work with adolescents without an apprentice position.			
Courses (type, number of weekly contact hours, language — if other than German)			
P (no information on SWS (weekly contact hours) and course language available)			
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)			
report on practical experiences (approx. 10 pages) Assessment offered: once a year, winter semester			
Allocation of places			
Number of places: 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Using qualitative research methods in empirical research on teaching		43-LA-empForschmeth-122-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students will gain insights into the theory and praxis of empirical methods of classroom research. Using the example of a question and aided by working with literature, the research process is reconstructed from asking a question to evaluation and a personal, small, empirical data collection is going to be conducted.		
Intended learning outcomes		
Under guidance, students develop an empirical question and can by means of this question conduct an exemplary data collection. They will get to know empiricism with the help of a practical example of classroom research and become acquainted with the use of academic literature via examples from a specific empiric research area.		
Courses (type, number of weekly contact hours, language — if other than German)		
R (no information on SWS (weekly contact hours) and course language available)		
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)		
project (approx. 20 hours total) and oral presentation (approx. 30 minutes)		
Allocation of places		
Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
Course might be offered in the form of a block course.		
Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Further development of pedagogical competences in schools			43-LA-Evalu-121-mo1
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Pedagogical concepts in schools are constantly developed further To that end different instruments and the committees included in this process are portrayed in their collaboration. Theoretical principles of educational development and evaluation; sitting in classes while visiting schools, application of evaluation instruments and analysis of evaluation results; planning of intervention methods in the planning of educational development.			
Intended learning outcomes			
Students have experienced the pedagogical work in schools as a process that is subject to a constant development. They know the principles of educational evaluation models as instruments of educational development. They have basic knowledge using evaluation instrument, their application, implementation, and evaluation. They are able to choose appropriate intervention models on the basis of evaluation results.			
Courses (type, number of weekly contact hours, language — if other than German)			
R (no information on SWS (weekly contact hours) and course language available)			
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) project report (approx. 5 pages) or b) presentation (approx. 20 minutes)			
Allocation of places			
Number of places: 12. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Examination of discrimination the basis of category: gender		43-LA-GenderDiskr-121-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
With the help of dealing with different approaches, the module wants to raise awareness for the topic of discrimination and to balance out a social imbalance caused by bias and prejudice. The dealt with approaches are opposed to any kind of discrimination and oppression. In doing so, individual biases, positioning of power and experiences of discrimination are addressed in relevance to social inequality.		
Intended learning outcomes		
The students are aware of social and individual forms of discrimination by dealing with different approaches to gender and discrimination issues and are able to face such problem areas in a solution-oriented way. Within specific fields of application such as schools and education, students are able to apply practical measures purposefully.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 20 minutes) or b) term paper (approx. 8 pages)		
Allocation of places		
Number of places: 15. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Sexual identity and discrimination in social contexts		43-LA-GenderSex-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Admission prerequisite to assessment: regular attendance of courses (as specified at the beginning of the course).
Contents		
<p>Manifestations of discrimination and sexual identity in social norms and laws and their relevance for educational contexts: schools play an important role in the practice of key competences for the work life. Within the scope of anti-discrimination laws, this entails to learn to respect the diversity of others. To address the feature of "sexual identity" in this context is necessary because this topic has often been neglected. While this attitude has become natural for the features "gender", "ethnic origin", and "disability", the educational community still struggles with the aspect of "sexual orientation". Within the scope of educational laws to approach the interdisciplinary and equal portrayal of all forms of sexual orientation, mechanism of action of power relations in groups, prejudices, and discrimination are worked out. The focus is on the category of "sexual identity".</p>		
Intended learning outcomes		
<p>The students are aware of social and individual forms of discrimination by dealing with different approaches to gender and discrimination issues and are able to transfer this to the category of "sexual identity" in a solution-oriented way. They are able to interdisciplinary take different aspects of "sexual identity" into consideration in the context of schools and other educational contexts.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 20 minutes) or b) term paper (approx. 8 pages)		
Allocation of places		
<p>Number of places: 15. 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.</p>		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Methods for interaction in the classroom			43-LA-Intakt-Basis-121-m01
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
KIK are holistic, student-centered, and action-oriented educational methods for the areas of (foreign) languages, communication, personal development, student interaction, interpersonal and intercultural competencies as well as team development. Minimalistic when it comes to preparation and directly assimilable to lessons, clearly structured techniques and settings train important key competencies such as creativity, spontaneity, and reactivity. They broaden strategies for action, flexibility considering different roles, and increase receptiveness, expressive motivation as well as expressive powers in communication. The learning-psychological optimal approaches to lessons enable students in specific action situations to experience communication and language in an individually, sensory, bodily, and emotionally direct way. Nonverbal and verbal warm-up exercises, different roles, and distancing techniques break up personal, cultural as well as linguistic barriers, providing shelter and stilling the fear of making mistakes. Sources comprise the linguistic dramaturgy (PDL) of the pedagogue Dr. Bernard Dufeu, Action Method Techniques from Jacob Levy Moreno's psychodrama and impromptu theater as well as further holistic techniques from the Relational Approach, Silent Way, sociometry, exercises from impromptu theater and the education of actors, activities from the area of team building as well as holistic, interactive exercises that were developed by Ingrid Ebert within the scope of her work with children, adolescent and adult education.			
Intended learning outcomes			
After the intact-basic module students are able to: - develop a pedagogical basic understanding of linguistic dramaturgy (e.g. PDL) - to fully name the basic and methodic principles of the above mentioned holistic educational techniques - to describe, instruct and implement the basic techniques of e.g. PDL, mirroring, duplicating, projection and warm-up exercises in a group- taking into consideration one of the techniques with warm-up exercises introduced in the basic module, to design a plan for a lesson that can be integrated into the ongoing learning material			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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. 45 minutes) with written elaboration (maximum 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: German or English			
Allocation of places			
Number of places: 12. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Module title			Abbreviation
Methods for interaction in the classroom			43-LA-Intakt-Basis-131-m01
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
KIK are holistic, student-centered, and action-oriented educational methods for the areas of (foreign) languages, communication, personal development, student interaction, interpersonal and intercultural competencies as well as team development. Minimalistic when it comes to preparation and directly assimilable to lessons, clearly structured techniques and settings train important key competencies such as creativity, spontaneity, and reactivity. They broaden strategies for action, flexibility considering different roles, and increase receptiveness, expressive motivation as well as expressive powers in communication. The learning-psychological optimal approaches to lessons enable students in specific action situations to experience communication and language in an individually, sensory, bodily, and emotionally direct way. Nonverbal and verbal warm-up exercises, different roles, and distancing techniques break up personal, cultural as well as linguistic barriers, providing shelter and stilling the fear of making mistakes. Sources comprise the linguistic dramaturgy (PDL) of the pedagogue Dr. Bernard Dufeu, Action Method Techniques from Jacob Levy Moreno's psychodrama and impromptu theater as well as further holistic techniques from the Relational Approach, Silent Way, sociometry, exercises from impromptu theater and the education of actors, activities from the area of team building as well as holistic, interactive exercises that were developed by Ingrid Ebert within the scope of her work with children, adolescent and adult education.			
Intended learning outcomes			
After the intact-basic module students are able to: - develop a pedagogical basic understanding of linguistic dramaturgy (e.g. PDL) - to fully name the basic and methodic principles of the above mentioned holistic educational techniques - to describe, instruct and implement the basic techniques of e.g. PDL, mirroring, duplicating, projection and warm-up exercises in a group- taking into consideration one of the techniques with warm-up exercises introduced in the basic module, to design a plan for a lesson that can be integrated into the ongoing learning material			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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 (approx. 45 minutes) with written elaboration (approx. 5 pages) Language of assessment: German or English			
Allocation of places			
Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Module title		Abbreviation
Interactive Teaching Methods -basics class		43-LA-Intakt-EM-A-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>KIK are holistic, student-centered, and action-oriented educational methods for the areas of (foreign) languages, communication, personal development, student interaction, interpersonal and intercultural competencies as well as team development. Minimalistic when it comes to preparation and directly assimilable to lessons, clearly structured techniques and settings train important key competencies such as creativity, spontaneity, and reactivity. They broaden strategies for action, flexibility considering different roles, and increase receptiveness, expressive motivation as well as expressive powers in communication. The learning-psychological optimal approaches to lessons enable students in specific action situations to experience communication and language in an individually, sensory, bodily, and emotionally direct way. Nonverbal and verbal warm-up exercises, different roles, and distancing techniques break up personal, cultural as well as linguistic barriers, providing shelter and stilling the fear of making mistakes. Sources comprise the linguistic dramaturgy (PDL) of the pedagogue Dr. Bernard Dufeu, Action Method Techniques from Jacob Levy Moreno's psychodrama and impromptu theater as well as further holistic techniques from the Relational Approach, Silent Way, sociometry, exercises from impromptu theater and the education of actors, activities from the area of team building as well as holistic, interactive exercises that were developed by Ingrid Ebert within the scope of her work with children, adolescent and adult education.</p>		
Intended learning outcomes		
<p>After the KIK extension module A students are able to: - to describe, instruct and implement further interactive and group dynamical, oral and written warm-up, intermediate and main exercises from linguistic dramaturgy in a group - taking into consideration one of the techniques with warm-up exercises introduced in the extension A, to design a plan for a lesson that can be integrated into the ongoing learning material</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
<p>a) presentation (approx. 45 minutes) with written elaboration (maximum 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: German or English</p>		
Allocation of places		
<p>Number of places: 12. 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.</p>		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Interactive Teaching Methods - basics class			43-LA-Intakt-EM-A-131-mo1
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
KIK are holistic, student-centered, and action-oriented educational methods for the areas of (foreign) languages, communication, personal development, student interaction, interpersonal and intercultural competencies as well as team development. Minimalistic when it comes to preparation and directly assimilable to lessons, clearly structured techniques and settings train important key competencies such as creativity, spontaneity, and reactivity. They broaden strategies for action, flexibility considering different roles, and increase receptiveness, expressive motivation as well as expressive powers in communication. The learning-psychological optimal approaches to lessons enable students in specific action situations to experience communication and language in an individually, sensory, bodily, and emotionally direct way. Nonverbal and verbal warm-up exercises, different roles, and distancing techniques break up personal, cultural as well as linguistic barriers, providing shelter and stilling the fear of making mistakes. Sources comprise the linguistic dramaturgy (PDL) of the pedagogue Dr. Bernard Dufeu, Action Method Techniques from Jacob Levy Moreno's psychodrama and impromptu theater as well as further holistic techniques from the Relational Approach, Silent Way, sociometry, exercises from impromptu theater and the education of actors, activities from the area of team building as well as holistic, interactive exercises that were developed by Ingrid Ebert within the scope of her work with children, adolescent and adult education.			
Intended learning outcomes			
After the KIK extension module A students are able to: - to describe, instruct and implement further interactive and group dynamical, oral and written warm-up, intermediate and main exercises from linguistic dramaturgy in a group - taking into consideration one of the techniques with warm-up exercises introduced in the extension A, to design a plan for a lesson that can be integrated into the ongoing learning material			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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 (approx. 45 minutes) with written elaboration (approx. 5 pages) Language of assessment: German or English			
Allocation of places			
Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Interactive Teaching Methods - follow-up class		43-LA-Intakt-EM-B-121-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>KIK are holistic, student-centered, and action-oriented educational methods for the areas of (foreign) languages, communication, personal development, student interaction, interpersonal and intercultural competencies as well as team development. Minimalistic when it comes to preparation and directly assimilable to lessons, clearly structured techniques and settings train important key competencies such as creativity, spontaneity, and reactivity. They broaden strategies for action, flexibility considering different roles, and increase receptiveness, expressive motivation as well as expressive powers in communication. The learning-psychological optimal approaches to lessons enable students in specific action situations to experience communication and language in an individually, sensory, bodily, and emotionally direct way. Nonverbal and verbal warm-up exercises, different roles, and distancing techniques break up personal, cultural as well as linguistic barriers, providing shelter and stilling the fear of making mistakes. Sources comprise the linguistic dramaturgy (PDL) of the pedagogue Dr. Bernard Dufeu, Action Method Techniques from Jacob Levy Moreno's psychodrama and impromptu theater as well as further holistic techniques from the Relational Approach, Silent Way, sociometry, exercises from impromptu theater and the education of actors, activities from the area of team building as well as holistic, interactive exercises that were developed by Ingrid Ebert within the scope of her work with children, adolescent and adult education.</p>		
Intended learning outcomes		
<p>After the KIK extension module B students are able to: - to describe, instruct and implement further interactive and group dynamical, oral and written warm-up, intermediate and main exercises from linguistic dramaturgy and other innovative approaches to teaching in a group - taking into consideration one of the techniques with warm-up exercises introduced in the extension A, to design a plan for a lesson that can be integrated into the ongoing learning material</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
<p>a) presentation (approx. 45 minutes) with written elaboration (maximum 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: German or English</p>		
Allocation of places		
<p>Number of places: 12. 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.</p>		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module title		Abbreviation
Interactive Teaching Methods - follow-up class		43-LA-Intakt-EM-B-131-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>KIK are holistic, student-centered, and action-oriented educational methods for the areas of (foreign) languages, communication, personal development, student interaction, interpersonal and intercultural competencies as well as team development. Minimalistic when it comes to preparation and directly assimilable to lessons, clearly structured techniques and settings train important key competencies such as creativity, spontaneity, and reactivity. They broaden strategies for action, flexibility considering different roles, and increase receptiveness, expressive motivation as well as expressive powers in communication. The learning-psychological optimal approaches to lessons enable students in specific action situations to experience communication and language in an individually, sensory, bodily, and emotionally direct way. Nonverbal and verbal warm-up exercises, different roles, and distancing techniques break up personal, cultural as well as linguistic barriers, providing shelter and stilling the fear of making mistakes. Sources comprise the linguistic dramaturgy (PDL) of the pedagogue Dr. Bernard Dufeu, Action Method Techniques from Jacob Levy Moreno's psychodrama and impromptu theater as well as further holistic techniques from the Relational Approach, Silent Way, sociometry, exercises from impromptu theater and the education of actors, activities from the area of team building as well as holistic, interactive exercises that were developed by Ingrid Ebert within the scope of her work with children, adolescent and adult education.</p>		
Intended learning outcomes		
<p>After the KIK extension module B students are able to: - to describe, instruct and implement further interactive and group dynamical, oral and written warm-up, intermediate and main exercises from linguistic dramaturgy and other innovative approaches to teaching in a group - taking into consideration one of the techniques with warm-up exercises introduced in the extension A, to design a plan for a lesson that can be integrated into the ongoing learning material</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
<p>presentation (approx. 45 minutes) with written elaboration (approx. 5 pages) Language of assessment: German or English</p>		
Allocation of places		
<p>Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.</p>		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module title		Abbreviation
Intercultural competence		43-LA-IntKultK-122-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
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 deals with the challenges of the pedagogical work in schools and educational institutions for adolescents against the background of different cultures and cultural standards. Particular emphasis is placed on the diversity of values and life styles, different world views and orientation patterns as well as different ways of thinking and living of adolescents. At the same time, the thematic emphases are dealt with under an intercultural point of view.		
Intended learning outcomes		
Students have knowledge about different facets and subject areas of intercultural (adolescent) work. In dealing with the diversity of cultures and cultural interpretive patterns they command over basic intercultural key competencies. With the help of practical exercises students can transfer their knowledge to situations of their own pedagogical actions.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
Allocation of places		
Number of places: 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Intercultural and interpersonal Skills - with Creativity and Spontaneity in Communication and Thinking			43-LA-IntSkills-CSCT-121-mo1
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This course sets out to give an insight into the different dimensions of emotional intelligence, spontaneity, creativity and imagination in communication and human interaction. Role theory as means of understanding social, interpersonal and intercultural interaction and its limits, Moreno's theories about spontaneity and creativity, his Action Method techniques, and the importance of 'warming-up' to access and unblock spontaneity and creativity will be explored theoretically and 'in action'. The participants will get to know a wide range of exercises tapping into their creative and imaginative sources to actively train flexible ways of behaviour, reaction and thinking that transcend and break up personal and cultural barriers. The course provides the teacher students at the same time with practical exercises and teaching methods to train these important key skills in a meaningful, structured and effective way in class.</p>			
Intended learning outcomes			
<p>Upon completing this seminar the students should be able to: - understand the dimensions and principles of emotional intelligence, creativity and imagination; - explain and evaluate role theory in developing and understanding flexible interpersonal and intercultural communication; - understand and explain the principles of the creative process; - define and explain Moreno's theories about spontaneity, creativity and 'warming-up'; - describe and apply methods for releasing creativity based on Moreno's Action Method techniques, Psychodrama, Sociometry and various other sources.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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)			
<p>a) written elaboration of the design of a class (approx. 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: English</p>			
Allocation of places			
<p>Number of places: 12. 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.</p>			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Intercultural and interpersonal Skills - with Creativity and Spontaneity in Communication and Thinking		43-LA-IntSkills-CSCT-131-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>This course sets out to give an insight into the different dimensions of emotional intelligence, spontaneity, creativity and imagination in communication and human interaction. Role theory as means of understanding social, interpersonal and intercultural interaction and its limits, Moreno's theories about spontaneity and creativity, his Action Method techniques, and the importance of 'warming-up' to access and unblock spontaneity and creativity will be explored theoretically and 'in action'. The participants will get to know a wide range of exercises tapping into their creative and imaginative sources to actively train flexible ways of behaviour, reaction and thinking that transcend and break up personal and cultural barriers. The course provides the teacher students at the same time with practical exercises and teaching methods to train these important key skills in a meaningful, structured and effective way in class.</p>		
Intended learning outcomes		
<p>Upon completing this seminar the students should be able to: - understand the dimensions and principles of emotional intelligence, creativity and imagination; - explain and evaluate role theory in developing and understanding flexible interpersonal and intercultural communication; - understand and explain the principles of the creative process; - define and explain Moreno's theories about spontaneity, creativity and 'warming-up'; - describe and apply methods for releasing creativity based on Moreno's Action Method techniques, Psychodrama, Sociometry and various other sources.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
<p>presentation (approx. 45 minutes) with written elaboration (approx. 5 pages) Language of assessment: English</p>		
Allocation of places		
<p>Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.</p>		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Intercultural and interpersonal Skills - in Perception, Communication and English			43-LA-IntSkills-PCE-121-mo1
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This course introduces the basic concepts of the term communication, the principles of interpersonal communication, and the most important process theory-models of communication. It also provides in-depth knowledge on the practices, principles, role and significance of perception in interpersonal and intercultural communication. Emphasis is placed on sensitizing participants to intercultural and interpersonal communication processes, recognizing potential problem areas and perceptual errors, acquiring skills and techniques to avoid misunderstandings, increasing empathy, and developing active listening skills. Extensive guided practice to experience the processes of communication and perception and to acquire flexible behaviour patterns and effective forms of interpersonal and intercultural interaction are given. Immediate and creative action methods, the principles of spontaneity, and holistic training techniques will help break up personal and cultural barriers and develop open attitudes and flexible behaviours. Thus, the course provides the students at the same time with practical exercises and teaching methods to train affective and behavioural learning targets and skills in an educational environment.</p>			
Intended learning outcomes			
<p>Upon completing this seminar the students should be able to: - understand the complexity of the term 'communication' and the principles of interpersonal communication, - outline the transactional process model of communication, including the aspects of communication they incorporate (e.g. codes, messages, the concept of noise, 'shared environments' etc.), - describe the role and significance of perception in interpersonal and intercultural communication (including one's own perception), - take the perspective of another person and member of another culture (empathy), - show flexible strategies of behaviour and communication in a variety of unknown and unexpected communicative situations, - know and apply a variety of holistic, interactive and student-centred teaching methods in class themselves as teachers to train the above skills.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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)			
<p>a) written elaboration of the design of a class (approx. 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each) Language of assessment: English</p>			
Allocation of places			
<p>Number of places: 12. 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.</p>			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module title			Abbreviation
Intercultural and interpersonal Skills - in Perception, Communication and English			43-LA-IntSkills-PCE-131-mo1
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This course introduces the basic concepts of the term communication, the principles of interpersonal communication, and the most important process theory-models of communication. It also provides in-depth knowledge on the practices, principles, role and significance of perception in interpersonal and intercultural communication. Emphasis is placed on sensitizing participants to intercultural and interpersonal communication processes, recognizing potential problem areas and perceptual errors, acquiring skills and techniques to avoid misunderstandings, increasing empathy, and developing active listening skills. Extensive guided practice to experience the processes of communication and perception and to acquire flexible behaviour patterns and effective forms of interpersonal and intercultural interaction are given. Immediate and creative action methods, the principles of spontaneity, and holistic training techniques will help break up personal and cultural barriers and develop open attitudes and flexible behaviours. Thus, the course provides the students at the same time with practical exercises and teaching methods to train affective and behavioural learning targets and skills in an educational environment.</p>			
Intended learning outcomes			
<p>Upon completing this seminar the students should be able to: - understand the complexity of the term 'communication' and the principles of interpersonal communication, - outline the transactional process model of communication, including the aspects of communication they incorporate (e.g. codes, messages, the concept of noise, 'shared environments' etc.), - describe the role and significance of perception in interpersonal and intercultural communication (including one's own perception), - take the perspective of another person and member of another culture (empathy), - show flexible strategies of behaviour and communication in a variety of unknown and unexpected communicative situations, - know and apply a variety of holistic, interactive and student-centred teaching methods in class themselves as teachers to train the above skills.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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 (approx. 45 minutes) with written elaboration (approx. 5 pages) Language of assessment: English			
Allocation of places			
Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module title			Abbreviation
Intercultural and interpersonal Skills - when Presenting and Delivering Speeches			43-LA-IntSkills-PDSp-121-m01
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This course provides instructions and practical training in preparation and delivery of speeches in a variety of contexts and to audiences with diverse cultural, educational and professional backgrounds and experience. Emphasis is placed on task and audience analysis, nonverbal aspects of communication when presenting, audience involvement, pre-speech preparation, structure and organisation of speeches. Aspects like the use of spontaneity, imagination and flexibility to adjust the presentation style when needed and to involve the audience are given special consideration and training. Employing a wide range of highly creative and holistic training techniques this seminar will actively explore these aspects of speaking and train an open, personal, flexible and spontaneous approach to presenting, thus developing a repertoire of styles and a diverse range of perspectives. The course provides the teacher students at the same time with practical exercises and teaching methods to train their pupils effective presentation skills across cultures in an educational environment.</p>			
Intended learning outcomes			
<p>Upon completing this seminar the students should be able to: - understand (public) presenting and speaking as a transactive process, - demonstrate an awareness of the importance of pre-speech preparation and post-speech appraisal, - show the capacity to analyse both task and audience and prepare the presentation or speech accordingly, - make effective use of the dynamics of spoken language including nonverbal as well as vocal aspects of communication, - know and apply a variety of holistic, interactive and student-centred teaching methods in class themselves as teachers to train the above skills.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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)			
<p>a) written elaboration of the design of a class (approx. 5 pages) or b) presentations (approx. 3 individual contributions, approx. 10 minutes each)</p> <p>Language of assessment: English</p>			
Allocation of places			
<p>Number of places: 12. 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.</p>			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title			Abbreviation
Intercultural and interpersonal Skills - when Presenting and Delivering Speeches			43-LA-IntSkills-PDSp-131-mo1
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This course provides instructions and practical training in preparation and delivery of speeches in a variety of contexts and to audiences with diverse cultural, educational and professional backgrounds and experience. Emphasis is placed on task and audience analysis, nonverbal aspects of communication when presenting, audience involvement, pre-speech preparation, structure and organisation of speeches. Aspects like the use of spontaneity, imagination and flexibility to adjust the presentation style when needed and to involve the audience are given special consideration and training. Employing a wide range of highly creative and holistic training techniques this seminar will actively explore these aspects of speaking and train an open, personal, flexible and spontaneous approach to presenting, thus developing a repertoire of styles and a diverse range of perspectives. The course provides the teacher students at the same time with practical exercises and teaching methods to train their pupils effective presentation skills across cultures in an educational environment.</p>			
Intended learning outcomes			
<p>Upon completing this seminar the students should be able to: - understand (public) presenting and speaking as a transactive process, - demonstrate an awareness of the importance of pre-speech preparation and post-speech appraisal, - show the capacity to analyse both task and audience and prepare the presentation or speech accordingly, - make effective use of the dynamics of spoken language including nonverbal as well as vocal aspects of communication, - know and apply a variety of holistic, interactive and student-centred teaching methods in class themselves as teachers to train the above skills.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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)			
<p>presentation (approx. 45 minutes) with written elaboration (approx. 5 pages) Language of assessment: English</p>			
Allocation of places			
<p>Number of places: 12. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.</p>			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Communicative competence and teaching competence		43-LA-Komm-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Reflection upon their own role as a teacher trainee and future teacher; Self- and time-management; Image of the self and the other; goal-oriented use of media; theme-centered use of teaching methods.		
Intended learning outcomes		
Students are able to reflect about their own role and to constructively include difference between their image of themselves and the image of the other. They command over a basic know-how and repertoire of methods. In the interplay of their role, the image of themselves and of the other as well as an appropriate repertoire of media and methods, students are able to didactically process acquired contents of their discipline while taking into consideration the addressee		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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. 45 minutes) or b) term paper (approx. 5 pages)		
Allocation of places		
Number of places: 15. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Innovative learning methods - teachers and learners: learning from each other - special subjects		43-LA-LLK-fach-122-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students gain insights into daily teaching practices or rather real life planning and creation of lessons. They learn about different, innovative, co-operative teaching and learning methods which desicnget especially for their subject. They devise own examples for lessons, and discuss and reflect upon them in a group. Emphasis is thus placed on subject specific didactical and methodological questions and their implementation.		
Intended learning outcomes		
Students broaden their subject specific methodological knowledge and build up methodological competencies. They have knowledge about different co-operative ways of teaching and learning and their optimal application in lessons. Students are able to take up a position concerning questions of planning lessons and to reflect upon that position from different points of view.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (45 to 90 minutes) or b) oral examination of one candidate each (10 to 30 minutes) or c) presentation (10 to 30 minutes) or d) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or e) designing a seminar (approx. 45 minutes) or f) designing a class (approx. 45 minutes) or g) seminar paper (8 to 15 pages) or h) practical examination (10 to 30 minutes) or i) portfolio (30 to 45 hours total)		
Allocation of places		
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Innovative learning methods - teachers and learners: learning from each other - special schoolforms		43-LA-LLK-schul-122-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students gain insights into daily teaching practices or rather real life planning and creation of lessons. They learn about different, innovative, co-operative teaching and learning methods which are designed especially for their type of school. They devise own examples for lessons, and discuss and reflect upon them in a group. Emphasis is thus placed on subject specific didactical and methodological questions and their implementation.		
Intended learning outcomes		
Students broaden their type of school specific methodological knowledge and build up methodological competencies. They have knowledge about different co-operative ways of teaching and learning and their optimal application in lessons. Students are able to take up a position concerning questions of planning lessons and to reflect upon that position from different points of view.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (45 to 90 minutes) or b) oral examination of one candidate each (10 to 30 minutes) or c) presentation (10 to 30 minutes) or d) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or e) designing a seminar (approx. 45 minutes) or f) designing a class (approx. 45 minutes) or g) seminar paper (8 to 15 pages) or h) practical examination (10 to 30 minutes) or i) portfolio (30 to 45 hours total)		
Allocation of places		
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Innovative learning methods - teachers and learners: learning from each other - key-competences		43-LA-LLK-überfachl-122-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students gain insights into daily teaching practices or rather real life planning and creation of lessons. They learn about different, innovative, co-operative teaching and learning methods which are interdisciplinary. They devise own examples for lessons, and discuss and reflect upon them in a group. Emphasis is thus placed on subject specific didactical and methodological questions and their implementation.		
Intended learning outcomes		
Students broaden their methodological knowledge and build up methodological competencies. They have knowledge about different co-operative ways of teaching and learning and their optimal application in lessons. Students are able to take up a position concerning questions of planning lessons and to reflect upon that position from different points of view.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (45 to 90 minutes) or b) oral examination of one candidate each (10 to 30 minutes) or c) presentation (10 to 30 minutes) or d) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or e) designing a seminar (approx. 45 minutes) or f) designing a class (approx. 45 minutes) or g) seminar paper (8 to 15 pages) or h) practical examination (10 to 30 minutes) or i) portfolio (30 to 45 hours total)		
Allocation of places		
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Learning through the arts - Teaching oriented research			43-LA-LTTA-Forsch-121-m01
Module coordinator		Module offered by	
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	43-LA-LTTA-Lernprax	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Not a new project, not an event, but a "rethinking" of classroom teaching. Information: about LTTA in general and about the cooperation with the Royal Conservatory of Toronto and Queens University: The teacher education program Learning Through the Arts", developed at Canada's Royal Conservatory of Music, has become the world's most comprehensive school initiative based on the arts. LTTA brings specially trained artists to schools, who cooperate with teachers to create lessons that cover learning material in an exciting and playful way. For example, pupils learn math through dancing, history via story-telling and the natural sciences through the fine arts. The artists and teachers form a three-year teaching partnership with the goal of teaching non artistic subjects, such as math, natural sciences, history, and languages, in a holistic fashion by adding a broad variety of art forms (music, dance, fine arts). LTTA offers schools a comprehensive implementation program that includes advanced vocational training, support in the classroom, models for integration of the curriculum as well as means for rating pupils and evaluating the program. Ongoing, high quality professional training for teachers, artists, principals, and lecturers at LTTA schools are at the center of the program's philosophy. Content of the module: "Learning through the arts" can be used at all types of schools and with all kinds of students. In the seminar, interconnections with the Bavarian curricula and own lesson plans for the major subjects are worked out. Areas of the sciences of teaching and learning, learning theories and results of brain research form a focal point of the theoretical part. Artist-teacher-cooperation leads to a changed understanding of learning culture. Besides the insights into the practical work, there will also be an elucidation about educational successes. In the seminar, students will get to know the work of LTTA at our schools and in other countries, while also analyzing and reflecting upon it. Some investigations from the LTTA model school can be realized. The participants of the seminar can also take part in events by LTTA, such as artists' training, teachers' further education as well as in teaching examples at our project schools.			
Intended learning outcomes			
Students gained knowledge about teaching theories, are able to do immersed curricular work, to reprocess lessons methodically and can transfer the artistic experiences choreographically, sculpturally, musically etc to their subject area. They can confidently work in a team. Furthermore, through their own practical implementation, they have experienced a furthering of their teaching personality with an increased feeling of security when using artistic elements for the purpose of achieving cognitive curricular goals. Moreover, they gained knowledge about classroom teaching research and are able implement and analyze their own units and surveys.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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) oral presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or b) designing a seminar (approx. 45 minutes) with written elaboration (approx. 3 pages)			
Allocation of places			
Number of places: 30. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload
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Teaching cycle
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title		Abbreviation
Learning through the arts - Learning theories and classroom experience		43-LA-LTTA-Lernprax-121-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>"Learning through the arts" can be used at all types of schools and with all kinds of pupils. In the seminar, interconnections with the Bavarian curricula and own lesson plans for the major subjects will be worked out. Areas of the sciences of teaching and learning, learning theories, and results of brain research form a focal point of the theoretical part. Artist-teacher-cooperation leads to a changed understanding of learning culture. Besides insights into practical work, there will also be an elucidation about educational successes. In the seminar, students will get to know the work of LTTA at our schools and in other countries, while also analyzing and reflecting upon it. The participants of the seminar can also take part in events by LTTA, such as artists' training, teachers' further education, as well as in teaching examples at our project schools.</p>		
Intended learning outcomes		
<p>Students gained knowledge about teaching theories, are able to do immersed curricular work, to reprocess lessons methodically and can transfer the artistic experiences choreographically, sculpturally, musically etc to their subject area. They can confidently work in a team. Furthermore, through their own practical implementation, they have experienced a furthering of their teaching personality with an increased feeling of security when using artistic elements for the purpose of achieving cognitive curricular goals. Moreover, they gained knowledge about classroom teaching research and are able implement and analyze their own units and surveys.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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) oral presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or b) designing a seminar (approx. 45 minutes) with written elaboration (approx. 3 pages)		
Allocation of places		
<p>Number of places: 30. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.</p>		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Employing media and interactive methods at school and in classrooms		43-LA-MedUnt-121-mo1
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Basics of communication at school / educational work; task specification of a teacher; introduction to various (interactive) media and medial methods; their use and purposeful usage in the classroom; production of learning objects for the classroom.		
Intended learning outcomes		
The students know a broad variety of media and medial methods and are able to use them in the classroom purposefully. Through the use of interactive media they can lead the students to self-organized and independent learning and working. They can prepare their lessons effectively and support them with objects for learning in an optimal way.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (approx. 10 minutes, approx. 15 pages)		
Allocation of places		
Number of places: 27. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Mentoring: Teach - support - take care		43-LA-Ment-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Beginning students determine their preferences, interests and goals for their studies with the help of a mentor in order to reach clarity about their choice of studies. Depending on their needs, the students will either learn the basics of an effective time management during their studies, reflect their job choice on basis of their own abilities or improve their communicative skills and their competence in speaking in front of an audience. The focus hereby lies on evaluating their choice of studies as well as their own abilities in connection to their academic teaching studies.		
Intended learning outcomes		
The students know their own capabilities in the according areas (time management, career choice or communicative skills). They can also asses and analyze their capabilities in said areas.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
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)		
designing a seminar (approx. 45 minutes) and portfolio (25 to 30 hours total)		
Allocation of places		
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Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practical work experience in the classroom 1		43-LA-PraxUnt1-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The students gain an insight into teaching practice. The focus lies on the conveyance of teaching methods and methods for individual advancement in the classroom. Through observations, coaching projects, internships or purposeful assignments inside or outside the classroom, the students have their own practical education and teaching experiences.		
Intended learning outcomes		
The students learn about various kinds of teaching methods and methods for individual advancement and differentiation. They are familiar with concepts about professional action in the classroom and about dealing with heterogeneity and difference. The acquired knowledge about teaching can already be applied in some cases.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
report on practical experiences (approx. 5 pages)		
Allocation of places		
Number of places: 15. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practical work experience in the classroom 2		43-LA-PraxUnt2-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
The module offers opportunities for practical experience in the classroom and everyday school life and their theoretical reflection. This way, didactic concepts, teaching methods or methods for individual advancement and differentiation are conveyed. Through observations, individual advancement projects, internships or purposeful assignments inside or outside the classroom the students gain their own practical education and teaching experiences.		
Intended learning outcomes		
The students are able to put theoretical approaches into practice in an activity-oriented fashion and reflect upon it in a theory-driven way. They are experienced in the application of concepts and models in the classroom or in individual advancement. They can attribute the direct learning behavior of students to the use of concepts and models and therefore apply those purposefully. They are able to employ different approaches according when explaining teaching material to pupils according to this pupil's individual needs and capabilities.		
Courses (type, number of weekly contact hours, language — if other than German)		
P (no information on SWS (weekly contact hours) and course language available)		
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)		
report on practical experiences (approx. 10 pages)		
Allocation of places		
Number of places: 30. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Self-assessment and career planning		43-LA-Self-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Based on a number of working steps, students' own ideas and wishes concerning their careers and plans for their professional future are made more transparent. Besides contributions by the seminar supervisors, topics will be treated in depth via role playing games as well as group and individual work which focuses on determining individual strengths and weaknesses, self-presentation (replication of their self-perception and how others perceive them), and definition of goals (in life as well as their career, and the compatibility of both).		
Intended learning outcomes		
The students learn to grasp and specify their skill profile. This includes a critical self-reflection in reference of their own goals. A comparison of their self-perception and how they are perceived by others enables the students to make their first steps towards improving their skills. These include their self-presentation as well as raising awareness for a possible correction in their career planning. The seminar prompts the students to take meaningful steps towards an implementation of their career plans.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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)		
exercises (approx. 90 minutes)		
Allocation of places		
Number of places: 15. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Transitions in the education system		43-LA-ÜBG-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The module addresses transitions between different institutions of the education system and between different types of schools. This concerns the transition from elementary schools to secondary schools as well as the transition from preschool institutions to elementary schools to improve the permeability between different types of schools, up to the transition between high schools to university and college. The concept of "transition" is hereby theoretically elaborated, reflected critically, and practically implemented.		
Intended learning outcomes		
Students are able to put theoretical approaches of the concept "transition" holistically into practice and reflect upon practice theoretically. They are experienced at elaborating lesson concepts at the interface between the types of schools that flank a transition. They can attribute the different requirement profiles of specific lesson sequences and units to the transition matter and thus use them purposefully. In periods of teaching practice that take place in selected schools they can validate the theoretical knowledge practically.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (approx. 15 minutes) and term paper (approx. 5 pages)		
Allocation of places		
Number of places: 20. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Special Challenges to Teacher Education - Inclusion		43-PrHF-LA-Inkl-122-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The students gain insights into the practice of working with children and teenagers in an inclusive context. Via practical training they observe, analyze, and reflect upon an inclusive setting in practice and familiarize themselves with concepts of a professionally dealing with heterogeneity. Methods for differentiation when dealing with an inclusive student body are tested.		
Intended learning outcomes		
The students are familiar with fundamental questions of inclusion. They name various challenges that inclusion creates for the individual, society, and school. They are able to take on different perspectives and points of view concerning inclusion and base their own position on this. They elaborate basic competences for dealing with students in inclusive lesson contexts.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
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 (45 to 90 minutes) or b) oral examination of one candidate each (10 to 30 minutes) or c) presentation (10 to 30 minutes) or d) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or e) designing a seminar (approx. 45 minutes) or f) designing a class (approx. 45 minutes) or g) seminar paper (8 to 15 pages) or h) practical examination (10 to 30 minutes) or i) portfolio (30 to 45 hours total)		
Allocation of places		
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Special Challenges to Teacher Education			43-PrHF-LA-SiKri-122-m01
Module coordinator			Module offered by
head of Professional School of Education (PSE)			Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
The students get an insight into the practice of dealing with crisis situations at school with a focus on case-related conversation and consulting competence. Future teachers are made aware of their perception of individual student crisis and learn when to consult which out-of-school institutions, if necessary.			
Intended learning outcomes			
The students have examined problems of children and teenagers in situations of crisis and realize when to contact which out-of-school institutions for help with certain special problems.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (no information on SWS (weekly contact hours) and course language available)			
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 (45 to 90 minutes) or b) oral examination of one candidate each (10 to 30 minutes) or c) presentation (10 to 30 minutes) or d) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or e) designing a seminar (approx. 45 minutes) or f) designing a class (approx. 45 minutes) or g) seminar paper (8 to 15 pages) or h) practical examination (10 to 30 minutes) or i) portfolio (30 to 45 hours total)			
Allocation of places			
Number of places: maximum 15. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.			
Additional information			
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Workload			
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Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
School social work: focus on projects		43-Schul-SozPro-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Admission prerequisite to assessment: active practical participation.
Contents		
As a means of help for young people at school the youth welfare services offer fast and unbureaucratic help and/or cooperation with other areas. It is aimed at young people with severe social and pedagogical problems, who are dependent on support to overcome disadvantages or individual impairments. The module offers an insight into the tasks, structures and contents of an active youth or school social work and gives the students the opportunity to participate in the concrete pedagogical work with a professional focus on "projects", or to bring their own small projects to fruition.		
Intended learning outcomes		
The students have gained an insight into the diverse task areas of a teacher at the level of lower secondary education. They are experienced in carrying out projects of social school work and are able to use those as a basis for the development of their own pedagogical projects. They have furthered their own methodic competence and are able to use it purposefully, reflect upon it critically and broaden it independently.		
Courses (type, number of weekly contact hours, language — if other than German)		
R (no information on SWS (weekly contact hours) and course language available)		
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) project report (approx. 5 pages) or b) interview log (approx. 5 pages) or c) portfolio (approx. 5 pages)		
Allocation of places		
Number of places: 15. Places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
School social work: various Praxis. fields of activity		43-Schul-SozTF-121-m01
Module coordinator		Module offered by
head of Professional School of Education (PSE)		Centre for Teacher Training and Educational Research (ZfL)
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Admission prerequisite to assessment: active practical participation.
Contents		
As a means of help for young people at school the youth welfare services offer fast and unbureaucratic help and/or cooperation with other areas. It is aimed at young people with severe social and pedagogical problems, who are dependent on support to overcome disadvantages or individual impairments. The module offers an insight into the tasks, structures and contents of an active youth or social school work. In various areas of occupation, such as the "fostering of psychosocial competence" or the diverse tasks of networking the tasks of social school work are presented in their different aspects		
Intended learning outcomes		
Students have gained insights into the diverse areas of responsibility of social school work. Because of their focus on "psychosocial competences" they are experienced in the application of psychosocial methods of the social school workers and are able to choose and apply them adequately, reflect upon them critically and broaden them independently. Alternatively, with the focus on "networking", the students have basic knowledge about institutions and some experience in committees, and are familiar with tasks, competence and procedures in social school work and are thus able to coordinate the different requirements.		
Courses (type, number of weekly contact hours, language — if other than German)		
R (no information on SWS (weekly contact hours) and course language available)		
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) project report (approx. 5 pages) or b) interview log (approx. 5 pages) or c) portfolio (approx. 5 pages)		
Allocation of places		
Number of places: 10. 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 (2 deadlines).		
Additional information		
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Workload		
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Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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