

Subdivided Module Catalogue for the Subject

Educational Science

with the degree "Erste Staatsprüfung für das Lehramt an

Realschulen"

Examination regulations version: 2015 Responsible: Faculty of Catholic Theology Responsible: Faculty of Arts, Historical, Philological, Cultural and Geographical Studies Responsible: Faculty of Human Sciences

JMU Würzburg • generated 02-Aug-2025 • exam. reg. data record L3|888|-|-|H|2015

Abbreviations used

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Course types: \mathbf{E} = field trip, \mathbf{K} = colloquium, \mathbf{O} = conversatorium, \mathbf{P} = placement/lab course, \mathbf{R} = project, \mathbf{S} = seminar, \mathbf{T} = tutorial, $\ddot{\mathbf{U}}$ = exercise, \mathbf{V} = lecture

Term: **SS** = summer semester, **WS** = winter semester

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

LASPO2015

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

20-Oct-2015 (2015-221)

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.

The subject is divided into

| Abbreviation | Module title | ECTS credits | Method of grading | page |
|--|--|---|---|--|
| Studies of Education Scier | tec (35 ECTS credits) | I | | |
| General Pedagogics (8 E | CTS credits) | | | |
| o6-Päd-GBW-LA-152- | | | | |
| m01 | Foundations of Pedagogics | 4 | NUM | 14 |
| 06-Päd-EBF-LA-152-m01 | o6-Päd-EBF-LA-152-mo1 Introduction to Empirical Educational Research. | | | 13 |
| rate modules Begleitvera | o Section 32 Subsection 1 No. 1 Letter b) bb): o6-Schu-l-GL and c nstaltung zum Pädagogisch-didaktischen Schulpraktikum (Cour cement) for each type of school; please select the module for th | se Accomp | anying the Ped | ago- |
| 06-Schul-GL-152-m01 | Foundation Course of School Pedagogy | 4 | NUM | 45 |
| 06-Schul-VT-152-m01 | Special Topics of School Pedagogy | 4 | NUM | 67 |
| 06-Schul-PDP-BV- RS-152-m01 | Accompanying tutorial (Realschule) | 2 | B/NB | 56 |
| Psychology (13 ECTS cred | lits) | <u>.</u> | | |
| o6-Psy-Lern- | Educational Psychology: Learning and Instruction and Social | | | |
| Soz-152-m01 | Psychology (School and Family) | 4 | B/NB | 28 |
| | Developmental Psychology (Childhood and Adolescence); | | | |
| 06-Psy-EntAu-152-m01 | Learning disabilities and behavioral Disorders (Children and | 4 | NUM | 26 |
| | Adolescents) | | | |
| | Psychology of individual differences and personality; As- | | | |
| 06-Psy-DiffDia-152-m01 | sessment and Evaluation in Educational Psychology | 5 | NUM | 23 |
| nying tutorial. Students s in the subject they select ing for a teaching degree lected as Unterrichtsfach the practical training in d (subject-specific provisio in special education will i have to complete an anci | LPO I (examination regulations for teaching-degree programmes tudying for a teaching degree Grundschule or Mittelschule must ed as Unterrichtsfach (subject studied with a focus on the scient Realschule or Gymnasium must complete the respective course or vertieft studiertes Fach (subject studied with a focus on the idactics and teaching methodology as well as the accompanying ns) and SFB (list of modules) of the respective subjects.Student not have to complete a practical training in didactics and teachin llary module (Additiv-Modul). Details on ancillary modules are so of modules) of the respective specialisation in special education | complete tific discipl s in one of cientific di g tutorial a s studying ng method et out in th | the respective (ine), students (the subjects the subjects the subjects the subjects the scipline). Detail re set out in the for a teaching (ology. Instead the subject of the subject the subjec | cours study ey se ls on FSB degre they v |
| - | Practical Training in Classroom Teaching including Theory (Ger- | | | |
| 10-M-SFDPRS-152-m01 | man Realschule) | 4 | B/NB | 74 |
| 04-GeR-Did-SBPr-152- | | | | |
| | ching Methodology and accompanying tutorial (LR) | | B/NB | 11 |
| m01 | | | | |
| mo1 04-Fr-FD-SBPrakt- | | | | - |
| | Practical Training in Didactics and Teaching Methodology | 4 | B/NB | |
| 04-Fr-FD-SBPrakt- | Practical Training in Didactics and Teaching Methodology | | | 9 |
| 04-Fr-FD-SBPrakt- RS-152-m01 | | 4 | B/NB B/NB | 9 |
| 04-Fr-FD-SBPrakt- RS-152-m01 01-LA-Rs-Prakt-FD-152- | Practical Training in Didactics and Teaching Methodology Course-Related Internship with Accompanying Seminar | 4 | B/NB | 9 |
| 04-Fr-FD-SBPrakt- RS-152-m01 01-LA-Rs-Prakt-FD-152- m01 | Practical Training in Didactics and Teaching Methodology | | | 9 |
| o4-Fr-FD-SBPrakt- RS-152-mo1 o1-LA-Rs-Prakt-FD-152- mo1 o6-ThRS-FD-SBP-152- | Practical Training in Didactics and Teaching Methodology Course-Related Internship with Accompanying Seminar Course related internship with accompanying seminar | 4 | B/NB NUM | 9 6 70 |
| o4-Fr-FD-SBPrakt- RS-152-mo1 o1-LA-Rs-Prakt-FD-152- mo1 o6-ThRS-FD-SBP-152- mo1 | Practical Training in Didactics and Teaching Methodology Course-Related Internship with Accompanying Seminar | 4 | B/NB | 9 6 70 72 |
| o4-Fr-FD-SBPrakt- RS-152-mo1 o1-LA-Rs-Prakt-FD-152- mo1 o6-ThRS-FD-SBP-152- mo1 o8-Ch-SBPrakt- | Practical Training in Didactics and Teaching Methodology Course-Related Internship with Accompanying Seminar Course related internship with accompanying seminar | 4 | B/NB NUM | 9 6 70 |

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| HM-MP3-FDP-RS-152- m01 | Music Studies III - Practical Training at School and Supplemen- tary Course (Realschule) - Didactics | 4 | B/NB | 76 |
|----------------------------------|--|---|------|----|
| 07-RS-FDSP-152-m01 | Practical Training in Didactics and Teaching Methodology and accompanying tutorial in Biology (Realschulen) | 4 | B/NB | 71 |
| 10-I-SBFD-RS-152-m01 | Practical Training in Classroom Teaching in Computer Science Education including Theory (German Realschule) | 4 | B/NB | 73 |
| 04-EnR-FD-SBPr-152- m01 | Didactics of English: Practical Training in Didactics and Tea- ching Methodology and accompanying tutorial (Realschule) | 4 | B/NB | 8 |
| 06-SP-RS14-SFPB-152- m01 | Co-op program P.E. at secondary schools (Realschule) | | B/NB | 69 |
| 04-Geo-GeoRS-SfP- Did-152-m01 | | | NUM | 10 |
| 11-L-SBPRS-152-m01 | 11-L-SBPRS-152-mo1 Physics: Practical Training and Theory of Classroom | | B/NB | 75 |

Freier Bereich (general as well as subject-specific electives)

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as sub-ject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below. Freier Bereich (general as well as subject-specific electives) -- open for all teaching degree students irrespective of their sub-ject combinations: For additional courses that are open to all teaching degree students irrespective of their subject combina-tions (fächerübergreifendes Zusatzangebot), please refer to the respective Annex of the "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions on the Area "Freier Bereich" in Tea-ching. Degree Programmes) ching-Degree Programmes).

Freier Bereich (general as well as subject-specific electives) -- subject specific (teaching degree Grundschule (LA GS), teaching degree Mittelschule (LA MS), teaching degree Realschule (LA RS) or teaching degree special education (LA SoP)).

EWS

| Psychology | | | | |
|-------------------------------|--|---|------|----|
| | Children with Learning Disabilities: Psychological Theories and Methods for the Improvement of Attention, Motivation and Per- formance | | B/NB | 19 |
| 06-Psy-Begab-152-m01 | Gifted Children: Fundamentals and Concepts | 3 | B/NB | 21 |
| 06-Psy-EinwissA-152-m01 | Introduction to Scientific Methodology in the Educational Con- text | 3 | B/NB | 25 |
| 06-Psy-Gespräf-152-m01 | Conversation Techniques for Teachers | 3 | B/NB | 27 |
| o6-Psy-Spez- Lern-152-mo1 | Psychological Fundamentals, Diagnostics and Intervention of Specific Learning Disabilities | 3 | B/NB | 39 |
| 06-Psv-ProgAuff-152-m01 | Psychological Grounded Programs for the Modification of Be- havioral Disorders | | B/NB | 37 |
| 06-Psy-Medien-152-m01 | Psychological Grounded Application of Media in Specific School Subjects | | B/NB | 33 |
| 06-Psy-PraxBera-152-m01 | From Experience of Counselling Centres in the Educational Field | 3 | B/NB | 35 |
| 06-Psy-Suvi-152-m01 | Counselling and Supervision | 3 | B/NB | 41 |
| o6-Psy-Lwerd- sein-152-mo1 | Becoming Teacher - Being Teacher | 3 | B/NB | 31 |
| o6-Psy-Tut- ausbDD-152-mo1 | Training of Tutors for Differential Psychology and Pedago- gic-Psychological Diagnostics | | B/NB | 43 |
| 06-Psv-LTrain-152-m01 | Psychological Teacher Trainings with a view to professional practice | 3 | B/NB | 30 |
| School Pedagogy | · | | | |
| 06-Schul-Meth-152-m01 | Topical Subjects of School Pedagogy | 3 | B/NB | 47 |

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Julius Maximilis

| o6-Päd-NKG-LA-152-mo1 Man between nature, culture and society 5 NUM 17 Pedagogic-didactic teaching placement (6 ECTS credits) inter will be separate modules Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didactic Teaching Placement) for eac type of school; please select the module for the school type for which you are pursuing a teaching degree. o6-Schul-PDP-RS-152-mo1 internship (Realschule) 6 B/NB 57 Hausarbeit (thesis) (10 ECTS credits) internship (Realschule) 6 B/NB 57 Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations feaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaftle (Educational Science Courses) or Gesellschaftswissenschaftle (Educational Science Course)) or in the subject Erziehungswissenschaftle (Didactics of a Group of Subjects of Mittelschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of a mination regulations for teaching-degree programmes) in the subject Erziehungswissenschaftle (Educational Science) (Erziehungswissenschaftle (Educational Science Courses)) or in one of the two subjects budy ing for a teaching degree e programmes) in the subject Erziehungswissenschaften (Educational Science) (Erziehungswissenschafte | | | | | | | | | |
|---|---|---|----------------------------|-------------------------|---------|--|--|--|--|
| Sek-152-mo1 General Pedagogics o6-Päd-HP-LA-152-mo1 History of education - LA 5 NUM 15 o6-Päd-NKG-LA-152-mo1 Man between nature, culture and society 5 NUM 17 Pedagogic-didactic teaching placement (6 ECTS credits) There will be separate modules Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didactic Teaching Placement) for each speed school; please select the module for the school type for which you are pursuing a teaching degree. 6 B/NB 57 Hausarbeit (thesis) (a ECTS credits) 6 B/NB 57 Hausarbeit (thesis) (a teaching degree Grundule is worth to ECTS credits. 6 B/NB 57 Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations feaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit (module is worth to ECTS credits. 5 Students Studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Grundschule (Didactics of a Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik de Grundschule (Didactics or Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik de Grundschule (Didactics or Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik de Grundschule (Didactics | o6-Schul-Unt- | Toaching in socondary oducation | 2 | B/NB | - Q | | | | |
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| Pedagogic-didactic teaching placement (6 ECTS credits) There will be separate modules Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didactic Teaching Placement) for eac ype of school; please select the module for the school type for which you are pursuing a teaching degree. o6-Schul-PDP-RS-152-mo1 Internship (Realschule) 6 B/NB 57 Hausarbeit (thesis) (a ECTS credits) Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations f eaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits. Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Erziehungswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Studium (Educational Science 1 LPO I, Didaktik der Grundschule (Didactics of a Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics or or Grundschule) within the meaning of Seuton 36 Subsection 1 LPO I, or in the subject Sudium (Educational Science) (Erziehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach (subject studietes fach (subject studiete with a focus on the scientific discipline). Students studying for a teaching degree programmes) in the subject Erziehungswissenschaftliches Students (Leucational Science Courses)) or in one of the two subjects t | o6-Päd-HP-LA-152-mo1 | 06-Päd-HP-LA-152-mo1 History of education - LA 5 NUM 15 | | | | | | | |
| There will be separate modules Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didactic Teaching Placement) for each ype of school; please select the module for the school type for which you are pursuing a teaching degree. 06-Schul-PDP-RS-152-mo1 Internship (Realschule) 6 B/NB 57 Hausarbeit (thesis) (10 ECTS credits) Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for eaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits. Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaftliches Studium (Social and Political Sciences Courses)), in the subject Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of a Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of a Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of a Grundschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of a Grundschule) within the meaning of Section 30 rin one of the two subjects they selected as Unterrichtsfach (subject Studiend with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students itudying for a teaching degree programmes) in the subject Erziehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline). Students may als | 06-Päd-NKG-LA-152-m01 | Man between nature, culture and society | 5 | NUM | 17 | | | | |
| ype of school; please select the module for the school type for which you are pursuing a teaching degree.o6-Schul-PDP-RS-152-mo1Internship (Realschule)6B/NB57 Jausarbeit (thesis) (to ECTS credits) Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations f eaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits.Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 10 20 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educatio- nal Science) (Erziehungswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Stu- dium (Social and Political Sciences Courses)), in the subject Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) within the meaning of Section 1 LPO I, or in the subject they selected as Unterrichtsfach (sul ect studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching-degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Er- eichungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach (sul emination regulations for teaching-degree programmes) in the subject triatense wite their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Didaktik der Grundschule (Didactics or Grundschule) within the meaning of Section 1 LPO I, or in the subject they selected as Unterrichtsfach (sul <td>Pedagogic-didactic teaching</td> <td>placement (6 ECTS credits)</td> <td>•</td> <td>•</td> <td></td> | Pedagogic-didactic teaching | placement (6 ECTS credits) | • | • | | | | | |
| Hausarbeit (thesis) (10 ECTS credits) Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for eaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits. Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Secti- on 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educatio- nal Science) (Erziehungswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Stu- dium (Social and Political Sciences Courses)), in the subject Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics for Grundschule) within the meaning of Section 36 Subsection 1 LPO I, or in the subject they selected as Unterrichtsfach (sul ect studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Er- tiehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unter- tichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree in special education may write their Hausarbeit (thesis) in their specialisation in sp- cial education. In accordance with the provisions of Section 29 Subsection 1 Sentence 2 LPO I (examination regulations for eaching-degree programmes), students may also choose to write an interdisciplinary thesis. For the Hausarbeit modules of each specialisation in special education, see the corre | There will be separate module type of school; please select | es Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didac the module for the school type for which you are pursuing a teac | tic Teachin ching degre | ig Placement) fo ee. | or each | | | | |
| Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for eaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits. Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Secti- on 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaftliches Stu- all Science) (Erziehungswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Stu- dium (Social and Political Sciences Courses)), in the subject Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics or Grundschule) within the meaning of Section 36 Subsection 1 LPO I, or in the subject they selected as Unterrichtsfach (sul ect studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree Realschule or Gymnasium may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (ex amination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Er- ciehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unter- ichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree in special education may write their Hausarbeit (thesis) in their specialisation in sp- cial education. In accordance with the provisions of Section 29 Subsection 1 Sentence 2 LPO I (examination regulations for eaching-degree programmes), students may also choose to write an interdisciplinary th | o6-Schul-PDP-RS-152-mo1 | Internship (Realschule) | 6 | B/NB | 57 | | | | |
| eaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits. Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaftliches Studium (Educational Science) (Erziehungswissenschaftliches Studium (Education 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of a Group of Subjects of Mittelschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics of Grundschule) within the meaning of Section 1 LPO I, or in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching-degree programmes) in the subject Erziehungswissenschafter (Education 29 LPO I (examination regulations for teaching-degree programmes)) or in one of the two subjects they selected as Unterrichtsfach (Erziehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific disciplice) in the subject Erziehungswissenschafter (Educational Science) (Erziehungswissenschaftliches Studium Ceucational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Students may write their Hausarbeit (thesis) in their specialisation in special education. In accordance with the provisions of Section 29 Subsection 1 Sentence 2 LPO I (examination regulations for teaching degree in special education may write their Hausarbeit (thesis) in their specialisation in special education, see the corresponding SFB (list of modules). | Hausarbeit (thesis) (10 ECTS | credits) | | | | | | | |
| 06-HA-EWS-RS-152-m01 INESIS 10 NUM 12 | Preparation of a written hadsaber (thesis) in accordance with the provisions of Section 29 LPOT (examination regulations for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). The Hausarbeit module is worth 10 ECTS credits. Students studying for a teaching degree Grundschule or Mittelschule may write their Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) in the subject Erziehungswissenschaftliches Studium (Educational Science Courses) or Gesellschaftswissenschaftliches Studium (Social and Political Sciences Courses)), in the subject Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) within the meaning of Section 38 Subsection 1 LPO I, Didaktik der Grundschule (Didactics for Grundschule) within the meaning of Section 36 Subsection 1 LPO I, or in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree programmes) in the subject Erziehungswissenschaften (Educational Science Courses)) or in one of the two subjects they selected as Unterrichtsfach (sub- amination regulations for teaching-degree programmes) in the subject Erziehungswissenschaften (Educational Science) (Er- ziehungswissenschaftliches Studium (Educational Science Courses)) or in one of the two subjects they selected as Unter- richtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Students may also choose to write an interdisciplinary thesis. Students studying for a teaching degree in special education may write their Hausarbeit (thesis) in their specialisation in spe- cial education. In accordance with the provisions of Section 29 Subsection 1 Sentence 2 LPO I (examination regulations for teaching-degree programmes), students may also choose to write an interdisciplinary thesis. For the Hausarbeit modules of each | | | | | | | | |
| | o6-HA-EWS-RS-152-mo1 | Thesis | 10 | NUM | 12 | | | | |

| o6-HA-EWS-RS-152-mo1 | Thesis | 10 | NUM | 12 |
|----------------------|--------|----|-----|----|
|----------------------|--------|----|-----|----|

| Module | e title | | | | Abbreviation |
|---|---|--|--|---|--|
| Course | -Relate | ed Internship with Accom | panying Seminar | | 01-LA-Rs-Prakt-FD-152-m01 |
| Module | Module coordinator Module offered by | | | | |
| holder of the Chair of Religious Education Faculty of Catholic Theology | | | Theology | | |
| ECTS | Meth | od of grading | Only after succ. con | npl. of module(s) | |
| 4 | (not) | successfully completed | | | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 semester undergraduate | | | | | |
| Conten | ts | | | | |
| semina riences ry-base and de | ar that a they h ed cour velop t | accompanies the placeme ave made. Comparing the ses, students become far | ent gives students an eir practical classroo niliar with the tensio n position on the iss | n opportunity for theorem m experiences with ns between the theorem ue. The focus of the | ligious education classroom. The ory-based reflection on the expe- what they have learned in theo- ory and the practice of teaching seminar is on the theory-based sitions. |
| | | ning outcomes | , | | |
| practic they ha | e. They ave ma | | ll enable them to eng | gage in theory-based | t teaching models into classroom I reflection upon the experiences an) |
| P (o) + | S (2) | | | | |
| | | sessment (type, scope, la ion on whether module ca | | | tion offered — if not every seme- |
| Conten regulat | its and ions fo | | mmes); participation | | ntence 1 No. 4 LPO I (examination ing practice, completion of all set |
| Allocat | ion of _l | olaces | | | |
| | | | | | |
| Additional information | | | | | |
| | | | | | |
| Workload | | | | | |
| 120 h | | | | | |
| Teaching cycle | | | | | |
| | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | |
| § 34 l 1 Nr. 4 | | | | | |
| Module | e appea | ars in | | | |
| First st | ate exa | mination for the teaching | g degree Realschule E | ducational Science | (2015) |

| Module title Abbreviation | | | | | Abbreviation |
|--|-------------------------------|--|---|---|---|
| Practic | al Trair | ing in Didactics and Tea | ching Methodology | | 04-DtRS-FD-SBP-152-m01 |
| Module coordinator Module offered by | | | | | |
| holder of the Chair of the Didactics of the German Langua- ge and Literature | | | | | |
| ECTS Method of grading Only after succ. compl. of module(s) | | | | | |
| 4 | (not) s | successfully completed | | | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 seme | ster | undergraduate | | | |
| Conten | ts | | | | |
| tract of proach on of p | school ; As pla lanning | reality; Planning, prepar nning decisions, generic | ration, implementation preparation of a fact articulation; System | on, reflection and eva tual and didactic ana atic expansion of me | hing-practical concepts to an ex- aluation of a proper teaching ap- alysis as well as the textualisati- ethodical know-how and reflecti- |
| | | ning outcomes | | | |
| During the course, students have already acquired the course objects, which are extrapolated from an important perspective, in a learning objective and compentence-oriented, lesson plan compliant, methodically target-ai- med and pedagogical and subject-didactic way and are dimensioned for specific sequences or intentions of a course. Students will be able to assign these aspects, which are guided by the extension of professional skill and self-competence, to scholastic practice. In an inependent lesson approach, the link between theoretical knowledge and scholastic practice can be tested. Students can realise their planning, implementation and evaluation in course and practice phases. Students are able to make a vocational field ascertaining change of role and perspective and put themselves to the test of scholastic reality. In doing so, they extend their communication, presentation and contemplation skills. | | | | | |
| | | , number of weekly conta | | - if other than Germa | ın) |
| P (o) + | S (2) | · · · · · · | | | |
| | | e ssment (type, scope, la on on whether module c | | | tion offered — if not every seme- |
| Participation in mandatory teaching practice, completion of all set tasks as specified by placement school and; written documentation (approx. 10 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes). | | | | | |
| Allocation of places | | | | | |
| | | | | | |
| Additional information | | | | | |
| | | | | | |
| Workload | | | | | |
| 120 h | | | | | |
| Teaching cycle | | | | | |
| | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | |
| § 34 l 1 Nr. 4 | | | | | |
| Module | | irs in | | | |
| | •• | mination for the teaching | g degree Realschule E | ducational Science | (2015) |

| Module title | | | | | Abbreviation | |
|--|---|--|--|---|---|--|
| Didactics of English: Practical Training in Didactics and Teaching Methodology | | | | | 04-EnR-FD-SBPr-152-m01 | |
| and accompanying tutorial (Realschule) Module coordinator Module offered by | | | | | | |
| | | | | Module offered by | | |
| | | Chair of Foreign Language | _ | Institute of Modern | Philologies | |
| ECTS | | od of grading | Only after succ. com | ipl. of module(s) | | |
| 4 Duratia | | | | | | |
| Duratio | | Module level undergraduate | Other prerequisites | ith informative posit | ion naner | |
| Contents | | | | | | |
| tise as plete th which c will lie school | well as ne expe prientat on curr educat | consolidate experiences riences by technical asp te towards the content re ent developments conce | that are acquired du ects. Thus, selected a quirements of valid g rning the teaching pr ogy are the result; th | rring the work placen areas concerning the uidelines and curric actice. In this contex | e work placement, will systema- nent in a school and will com- practice in the English lessons, ula, will be covered. The focus at, connecting factors regarding essful implementation of educa- | |
| | · | , , | е. | | | |
| | | ning outcomes expected to | | | | |
| e • c • le fi | xempla ritically earn to ndings | arily / reflect the latest develo involve important findin with subject-specific kn | pments in the educat gs from school educa owledge as well as to | ional system ation and learning p involve the present | | |
| | | , number of weekly conta | ct hours, language – | · If other than Germa | n) | |
| P (o) + Module | • • | t in: English and/or Germ | ian | | | |
| Method | d of ass | sessment (type, scope, la | nguage — if other tha | | tion offered — if not every seme- | |
| ster, information on whether module can be chosen to earn a bonus) a) report on work placement (approx. 5 pages) or b) portfolio (approx. 7 pages) or c) written elaboration of practical assignment (e. g. instructional model) (approx. 5 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes). Language of assessment: English and/or German | | | | | | |
| Allocation of places | | | | | | |
| | | | | | | |
| Additional information | | | | | | |
| Regular attendance and active participation highly recommended. | | | | | | |
| Workload | | | | | | |
| 120 h | | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | | |
| § 34 1 Nr. 4 | | | | | | |
| Module appears in | | | | | | |
| | | mination for the teaching | degree Realschule F | ducational Science | (2015) | |

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JMU Würzburg • generated 02-Aug-2025 • exam. reg. data record Lehramt Realschulen Erziehungswissenschaften - 2015

| Module title A | | | | | Abbreviation |
|---|----------------------|---|------------------------|-----------------------|---|
| Practical Training in Didactics and Teaching Methodolog | | | | | 04-Fr-FD-SBPrakt-RS-152-m01 |
| Module coordinator Module offered by | | | | | <u> </u> |
| | . Schula isisch (| amt, chairperson of exam French) | ination committee | Institute of Modern | Philologies |
| ECTS Method of grading Only after succ. compl. of module(s) | | | | | |
| 4 | (not) | successfully completed | | | |
| Durati | on | Module level | Other prerequisites | | |
| 1 seme | ester | undergraduate | | | |
| Conte | nts | | | | |
| During ted. | g the ev | ent, the lessons which ar | e hold during the wo | rk placement, will be | e prepared, discussed and reflec- |
| Intend | led lear | ning outcomes | | | |
| Stude | nts are | able to plan and estimate | their own lessons. | | |
| Course | es (type | e, number of weekly conta | ict hours, language – | - if other than Germa | an) |
| P (o) + | S (2) | | | | |
| | | sessment (type, scope, la ion on whether module c | | | ation offered — if not every seme- |
| b) sem Conter | ninar pa nts and | per (5 to 10 pages) | s specified in Section | | pecified by placement school and ntence 1 No. 4 LPO I (examination |
| Alloca | tion of | places | | | |
| | | | | | |
| Additional information | | | | | |
| | | | | | |
| Workle | oad | | | | |
| 120 h | | | | | |
| Teachi | ing cyc | le | | | |
| | | | | | |
| Referr | ed to in | LPOI (examination regu | lations for teaching- | degree programmes) | |
| § 34 I : | | | | | |
| - | e appe | ars in | | | |
| | tate exa | | | | |

| Modul | e title | | | | Abbreviation | |
|---|-------------------------------|--|---|----------------------|--|--|
| Practio | cal Train | ning in Didactics and Tea | ching Methodology · | Realschule | 04-Geo-GeoRS-SfP-Did-152-mo1 | |
| Modul | e coord | inator | | Module offered by | · · · · · · · · · · · · · · · · · · · | |
| Subjeo tics | ct Repre | sentative (Fachvertreter) | Geography Didac- | Institute of Geogra | phy and Geology | |
| ECTS | Meth | od of grading | Only after succ. con | npl. of module(s) | | |
| 4 | nume | rical grade | | | | |
| Durati | on | Module level | Other prerequisites | | | |
| 1 seme | ester | undergraduate | | | | |
| Conte | nts | | | | | |
| techni work p stance | cal plar placeme by LPC | ning and analysis of count, which fits the studen II (§ 34, 4). | irses and an own tead | ching approach sho | irst experiences concerning the uld be made. The subject-didactic ermined concerning form and sub- | |
| Intend | ed lear | ning outcomes | | | | |
| | | able to conduct technica of self-critically. | l planning and analys | is of teaching lesso | ns. They are able to reflect about | |
| Course | es (type | , number of weekly conta | act hours, language – | - if other than Germ | an) | |
| P (o) + | S (2) | | | | | |
| | | sessment (type, scope, la ion on whether module c | | | ation offered — if not every seme- | |
| Conter regula | nts and tions fo | | s specified in Section mmes); participation | 34 Subsection 1 Se | ntence 1 No. 4 LPO I (examination ning practice, completion of all set | |
| | tion of | | | | | |
| | | | | | | |
| Additi | onal inf | ormation | | | | |
| | | | | | | |
| Workl | oad | | | | | |
| 120 h | | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | | |
| § 34 I : | | | | | | |
| | e appea | ars in | | | | |
| | | mination for the teachin | g degree Realschule I | Educational Science | 2 (2015) | |

| Didactics of History: Practical Training in Didactics and Teleand accompanying tutorial (LR) Module coordinator Module coordinator holder of the Professorship of Modern and Contemporary History and of Didactics of History ECTS Method of grading Only after succ. col 4 (not) successfully completed Duration Module level Other prerequisite | Module offered by Institute of History | 04-GeR-Did-SBPr-152-m01 |
|---|--|--|
| Module coordinator holder of the Professorship of Modern and Contemporary History and of Didactics of History ECTS Method of grading 4 (not) successfully completed | Institute of History | |
| holder of the Professorship of Modern and ContemporaryHistory and of Didactics of HistoryECTSMethod of gradingOnly after succ. co4(not) successfully completed | Institute of History | |
| History and of Didactics of HistoryECTSMethod of gradingOnly after succ. co4(not) successfully completed | mpl. of module(s) | |
| 4 (not) successfully completed | | |
| | c | |
| Duration Module level Other prerequisite | с. | |
| | :5 | |
| 1 semester undergraduate | | |
| Contents | | |
| sing lessons, students gain an insight into pedagogical, d classroom. Independently preparing and delivering lessor quired. The seminar that accompanies the placements ex for Realschule criteria for classroom observation and the ral school and classroom education subject-specific me and lessons an introduction to the use of modern media tents on the blackboard and transparencies (topics to be focus of the module is on teaching practice; the seminar r | s, students consolida olores topics such as: e analysis of lessons thods and techniques in the classroom th agreed upon with plac | te the knowledge they have ac- an introduction to the curriculum - fundamental principles of gene- planning teaching sequences te representation of class con- ement school). The predominant |
| Intended learning outcomes | | |
| sign; they are able to translate topics from the curriculum story classroom; they are able to select and use appropria classroom; they are able to incorporate both findings from gy of learning as well as their knowledge in the area of his Courses (type, number of weekly contact hours, language | te media, methods, a the disciplines of sch tory didactics into the | nd modes of interaction in the nool education and the psycholo- ir teaching. |
| P (0) + Ü (2) | | |
| Method of assessment (type, scope, language — if other t ster, information on whether module can be chosen to ear | | tion offered — if not every seme- |
| a) participation in mandatory teaching practice, completic b) written elaboration of conceptual design of a class with the blackboard (Tafelbild) | - | |
| Allocation of places | | |
| | | |
| Additional information | | |
| | | |
| Workload | | |
| 120 h | | |
| Teaching cycle | | |
| | | |
| Referred to in LPO I (examination regulations for teaching | -degree programmes) | |
| § 34 l 1 Nr. 4 | <u> </u> | |
| Module appears in | | |
| First state examination for the teaching degree Realschule | Educational Science | (2015) |

| Module | Module title Abbreviation | | | | | |
|-------------------|---------------------------|---|------------------------|---------------------|---|--|
| Thesis | | | | | o6-HA-EWS-RS-152-mo1 | |
| Module | coord | inator | | Module offered by | | |
| | unknown | | | Institute of Pedago | gV | |
| ECTS | Metho | od of grading | Only after succ. com | | 57 | |
| 10 | nume | rical grade | | | | |
| Duratio | n | Module level | Other prerequisites | | | |
| | | unknown | | | | |
| Conten | ts | | | | | |
| No info | rmatio | n on contents available. | | | | |
| Intende | ed leari | ning outcomes | | | | |
| No info | rmatio | n on intended learning ou | utcomes available. | | | |
| Course | s (type | , number of weekly conta | ct hours, language — | if other than Germa | in) | |
| No cou | rses as | signed to module | | | | |
| | | e ssment (type, scope, la on on whether module ca | | | tion offered — if not every seme- | |
| prox. 3 Langua | o to 50 ge of a | pages) | | - | aching-degree programmes) (ap- on 4 LPO I (examination regulati- | |
| Allocat | ion of p | olaces | | | | |
| | | | | | | |
| Additio | nal inf | ormation | | | | |
| | | | | | | |
| Worklo | ad | | | | | |
| 300 h | 300 h | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-c | legree programmes) | | |
| § 29 | | | | | | |
| Module | e appea | ins in | | | | |
| First sta | ate exa | mination for the teaching | g degree Realschule E | ducational Science | (2015) | |

| Module | e title | | | | Abbreviation |
|---|---------------------|--|------------------------|-----------------------|---------------------------------|
| Introdu | iction t | o Empirical Educational | Research. | | o6-Päd-EBF-LA-152-mo1 |
| Module | e coord | inator | | Module offered by | <u> </u> |
| holder | ofthe | Chair of Research in Edu | ication | Chair of Research i | n Education |
| ECTS | Methe | od of grading | Only after succ. con | npl. of module(s) | |
| 4 | nume | rical grade | | | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 seme | ster | undergraduate | | | |
| Conten | ts | | | | |
| | | e we discuss theories, m liagnostics and evaluati | | of empiric education | al research while focusing on |
| Intende | ed lear | ning outcomes | | | |
| | | acquire basic knowledg on fields of competence | | esearch as evaluatio | n research and about principles |
| Course | s (type | , number of weekly cont | act hours, language – | - if other than Germa | in) |
| V (2) | | | | | |
| Allocat | ion of _l | nation (approx. 120 min olaces ormation | | | |
| | | | | | |
| Worklo | ad | | | | |
| 120 h | | | | | |
| Teachi | ng cycl | e | | | |
| | | IDOI (oversignation | ulations for to a him | | |
| | | LPOI (examination reg | ulations for teaching- | degree programmes) | |
| § 32 N Module | | | | | |
| | | | a dagraa Crundaahul | Educational Caiona | |
| | | mination for the teachir mination for the teachir | | | - |
| First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) | | | | | |
| First state examination for the teaching degree Sonderpädagogik Educational Science (2015) | | | | | |
| | | mination for the teachir | | | |
| | ate exa | | | | e (2020 (Prüfungsordnungsversi- |
| | ate exa | | ng degree Sonderpäda | gogik Educational S | cience (2020 (Prüfungsordnungs |

| Module | title | | | | Abbreviation | |
|--|---|--|---|---|---|--|
| Founda | tions o | f Pedagogics | | | 06-Päd-GBW-LA-152-m01 | |
| Module | coord | inator | | Module offered by | | |
| holder o | of the Q | Chair of Systematic Educa | ational Science | Chair of Systematic | Educational Science | |
| ECTS | Metho | od of grading | Only after succ. com | pl. of module(s) | | |
| 4 | nume | rical grade | | | | |
| Duratio | n | Module level | Other prerequisites | | | |
| 1 semes | ster | undergraduate | | | | |
| Contents | | | | | | |
| Basic co | oncept | s and processes of educa | ational sciences. | | | |
| Intende | d learn | ning outcomes | | | | |
| orientat | ional k | | e of the subject and t | he meaning of the c | ces. The students have basic and oncept of education. They are | |
| Courses | s (type, | , number of weekly conta | ct hours, language — | if other than Germa | n) | |
| V (2) | | | | | | |
| | | e ssment (type, scope, la on on whether module ca | | | tion offered — if not every seme- | |
| b) oral e c) prese | examin entatio | nination (approx. 120 mi ation of one candidate e n (15 to 30 minutes) and (15 to 20 pages) | ach (approx. 30 minu | - | | |
| Allocati | on of p | olaces | | | | |
| | | | | | | |
| Additio | nal inf | ormation | | | | |
| | | | | | | |
| Workloa | ad | | | | | |
| 120 h | | | | | | |
| Teachin | ig cycl | e | | | | |
| | | | | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-d | legree programmes) | | |
| § 32 N | r. 1 b) a | aa) | | | | |
| Module appears in | | | | | | |
| First sta First sta First sta First sta First sta on 2015 | ite exa ite exa ite exa ite exa ite exa j)) ite exa | mination for the teaching | g degree Realschule E g degree Gymnasium I g degree Sonderpädag g degree Mittelschule g degree Mittelschule | ducational Science (Educational Science gogik Educational Sc Educational Science Educational Science | (2015) (2015) :ience (2015) | |

| listory of education - LA | Abbreviation |
|--|--|
| instory of Education - LA | o6-Päd-HP-LA-152-mo1 |
| Module coordinator | Module offered by |
| nolder of the Chair of Systematic Educational Science | Chair of Systematic Educational Science |
| | compl. of module(s) |
| 5 numerical grade | |
| Duration Module level Other prerequisit | tes |
| semester undergraduate | |
| Contents | |
| Selected eras of the history of pedagogy, corresponding on to anthropological and sociocultural principles in view schooling and education. | |
| ntended learning outcomes | |
| The students have basic knowledge of anthropology and concepts of educational sciences in view of its history an ciopolitical discussions. | |
| Courses (type, number of weekly contact hours, language | e — if other than German) |
| 5 (3) | |
| Method of assessment (type, scope, language — if other | · · · · · · · · · · · · · · · · · · · |
| ster, information on whether module can be chosen to ea a) written examination (approx. 120 minutes) or | arn a bonus) |
| c) presentation (15 to 30 minutes) and written elaboratio d) term paper (15 to 20 pages) or e) portfolio (approx. 10 to 20 pages) Assessment offered: Once a year, winter semester | |
| Allocation of places | |
| to places. Should the number of applications exceed the according to the number of subject semesters. Among ap places will be allocated by lot. A waiting list will be main available. | oplicants with the same number of subject semesters, |
| Additional information | |
| <u></u> | |
| Norkload | |
| 150 h | |
| Feaching cycle | |
| - | |
| Referred to in LPO I (examination regulations for teachir | ig-degree programmes) |
| § 22 Nr. 1 h) § 22 Nr. 2 f) § 22 Nr. 5 h) | |
| Module appears in | |
| First state examination for the teaching degree Grundsch First state examination for the teaching degree Realschul First state examination for the teaching degree Sonderpä First state examination for the teaching degree Mittelsch First state examination for the teaching degree Mittelsch First state examination for the teaching degree Mittelsch | le Educational Science (2015) idagogik Educational Science (2015) ule Educational Science (2015) |
| - | • generated 02-Aug-2025 • exam. reg. data re- page 15 / 76 |
| | Realschulen Erziehungswissenschaften - 2015 |



| Module | | | | | Abbreviation | |
|---|--|---|---|--|-------------------------------------|--------------|
| Man be | etween | nature, culture and soo | ciety | | 06-Päd-NKG-LA-152 | -m01 |
| Module | e coordi | nator | | Module offered by | <u> </u> | |
| holder | of the C | hair of Systematic Edu | cational Science | | Educational Science | e |
| ECTS | 1 | d of grading | | succ. compl. of module(s) | | |
| 5 | numer | ical grade | | | | |
| Duratio | on | Module level | Other prerequisites | 5 | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | ts | | | | | |
| on to ai | nthropc | of the history of pedag ological and sociocultu education. | | | | |
| Intende | ed learn | ing outcomes | | | | |
| concep | ots of ed | ave basic knowledge o lucational sciences in v cussions. | | | | |
| Course | s (type, | number of weekly con | tact hours, language - | – if other than Germa | in) | |
| S (2) | | | | | | |
| | | essment (type, scope, on on whether module | | | ition offered — if not | every seme- |
| Assess Allocat 10 plac accordi | ment of ion of p es. Sho ing to th | uld the number of app ne number of subject s | lications exceed the n emesters. Among app | licants with the same | number of subject s | semesters, |
| availab | ole. | allocated by lot. A wait | ing list will be mainta | ined and places re-al | located by lot as the | y become |
| Additio | onal info | ormation | | | | |
| | | | _ | | | |
| Worklo | ad | | | | | |
| 150 h | | | | | | |
| Teachir | ng cycle | 9 | | | | |
| | | | | | | |
| | | LPOI (examination reg | gulations for teaching- | degree programmes) | | |
| § 22 § 22 § 22 | Nr. 2 f) | | | | | |
| Module | - | rs in | | | | |
| First sta First sta First sta | ate exar ate exar ate exar ate exar | nination for the teachi nination for the teachi nination for the teachi nination for the teachi nination for the teachi | ng degree Realschule ng degree Sonderpäda ng degree Mittelschul | Educational Science agogik Educational S e Educational Science | (2015) cience (2015) e (2015) | dnungsversi- |
| | - | tional Science (2015) | | enerated 02-Aug-2025 • exan | - | page 17 / 76 |
| | | | cord Lehramt Re | alschulen Erziehungswissenso | chaften - 2015 | |



| Module | title | | | · | Abbreviation |
|--|--|--|---|---|--|
| | | Learning Disabilities: Ps | ychological Theories | and Methods for | o6-Psy-Beeint-152-mo1 |
| | | ent of Attention, Motivat | | | |
| Module | e coord | inator | | Module offered by | |
| holder | of the F | Professorship of Educatio | nal Psychology | Institute of Psychol | logy |
| ECTS | Metho | od of grading | Only after succ. com | npl. of module(s) | |
| 3 | (not) s | successfully completed | | | |
| Duratio | n | Module level | Other prerequisites | | |
| 1 seme | ster | undergraduate | | | |
| Conten | ts | | | | |
| dagogio prograr | cal-psy nmes t | chological interventions o enhance concentration | and training program | mes. Specific and g | ducation. Basic principles of pe- rade-appropriate methods and |
| Intende | ed learn | ning outcomes | | | |
| know th gramm | ne theo es. | retical principles, structu | ire, course, carrying c | out and evaluation o | ng difficulties in pupils. They f intervention or training pro- |
| Course | s (type | , number of weekly conta | ct hours, language — | - if other than Germa | an) |
| S (2) | | | | | |
| ster, inf a) talk (b) term c) writte | formati (approx paper en exar | essment (type, scope, la on on whether module ca c. 20 minutes) or (approx. 7 pages) or nination (approx. 30 min ation of one candidate e | an be chosen to earn utes) or | a bonus) | ation offered — if not every seme- |
| Allocat | | | | | |
| 30 plac accordi | es. Sho ng to tl will be | ould the number of appli he number of subject ser | nesters. Among appli | icants with the same | laces, places will be allocated e number of subject semesters, located by lot as they become |
| Additio | nal inf | ormation | | | |
| | | | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| Teachir | ng cycl | e | | | |
| | | | | | |
| Referre | d to in | LPO I (examination regu | lations for teaching-o | degree programmes) | |
| § 22 § 22 § 22 | Nr. 1 h) Nr. 2 f) | | | | |
| Module | appea | ars in | | | |
| First sta First sta First sta | ate exa ate exa ate exa ate exa | mination for the teaching mination for the teaching mination for the teaching mination for the teaching mination for the teaching | g degree Realschule E g degree Sonderpäda g degree Mittelschule | ducational Science gogik Educational S Educational Scienc | (2015) cience (2015) |

|--|



| Module | e title | | | | Abbreviation | |
|--|--|---|---|--|--|--|
| Gifted | Childre | n: Fundamentals and Co | ncepts | | o6-Psy-Begab-152-mo1 | |
| Module | e coord | inator | | Module offered by | | |
| holder | of the l | Professorship of Educatio | onal Psychology | Institute of Psychol | ogv | |
| ECTS | - | od of grading | Only after succ. com | · · · · · · · · · · · · · · · · · · · | 6, | |
| 3 | (not) s | successfully completed | | | | |
| Duratio | on | Module level | Other prerequisites | | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | ts | | | | | |
| sulting | advan | | | | nanifestations, including the re- f special support for highly gifted | |
| Intend | ed lear | ning outcomes | | | | |
| sibilitie well as for the | es of id the po promo | entification. They know th | ne capabilities and lin oblems of these child s as well as the poss | nits of highly gifted ren. They know scho ibilities of psycholog | | |
| S (2) | J (type | , number of weekly collid | ier nours, language – | | ui <i>y</i> | |
| ster, in a) talk b) term c) writt | formati (approx paper en exai | x. 20 minutes) or (approx. 7 pages) or mination (approx. 30 min | an be chosen to earn utes) or | a bonus) | tion offered — if not every seme- | |
| Allocat | | | | | | |
| 30 plac accord | ces. Sho ing to t will be | ould the number of applic he number of subject sen | nesters. Among appli | cants with the same | laces, places will be allocated number of subject semesters, located by lot as they become | |
| Additio | onal inf | ormation | | | | |
| | | | | | | |
| Worklo | ad | | | | | |
| 90 h | | | | | | |
| Teachi | ng cycl | e | | | | |
| | | | | | | |
| Referre | ed to in | LPOI (examination regu | lations for teaching-o | legree programmes) | | |
| § 22 § 22 § 22 | Nr. 2 f) | | | | | |
| Module | e appea | ars in | | | | |
| First sta First sta First sta | ate exa ate exa ate exa ate exa | mination for the teaching mination for the teaching mination for the teaching mination for the teaching mination for the teaching | g degree Realschule E g degree Sonderpäda g degree Mittelschule | ducational Science gogik Educational Science Educational Science | (2015) cience (2015) | |
| | | ational Science (2015) | | ported on Aug 2025 • over | | |



| Module | e title | | | | Abbreviation |
|-------------------------------------|---|---|--|--|--|
| Psycho | logy of | individual differences a | nd personality; Asses | ssment and Evalua- | o6-Psy-DiffDia-152-mo1 |
| tion in | Educat | ional Psychology | | | , , |
| Module | e coord | inator | | Module offered by | |
| holder | of the I | Professorship of Educatio | onal Psychology | Institute of Psychol | ogy |
| ECTS | Metho | od of grading | Only after succ. com | pl. of module(s) | |
| 5 | nume | rical grade | | | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 seme | ster | undergraduate | Prerequisite for adm | ission to assessme | nt: 8 written exercises (approx. 1 |
| | | | page) as specified b | y vhb. | |
| Conten | ts | | | | |
| through sional grading | n curios develor g and a | sity, learning and perform oment of teachers / psyc | nance motivation, inte hological principles a ccess; questioning, a | erest, self-concept) r nd quality criteria; n ssessment, observa | And motivational (motivation requirements of learning; profes- neasuring of school performance tion and test methods; diagno- d evaluation |
| | | ning outcomes | <u>, , , , , , , , , , , , , , , , , , , </u> | | |
| ture of differei for the | pupils nt talen develo / alter a | as well as the correspond ts. They acquire knowled pment and improvement | ding differences betw lge of the individual e of the pupils' perform | een pupils including motional-motivation nance. They are able | erformance and personality struc g the different manifestations of nal and cognitive requirements e to theoretically analyse, if ne- thods for the assessment of per |
| Course | s (type | , number of weekly conta | ict hours, language — | if other than Germa | in) |
| V (2) + | | | · · · · · · · · · · · · · · · · · · · | | · · · · · · · · · · · · · · · · · · · |
| Metho | d of ass | sessment (type, scope, la on on whether module c | | | tion offered — if not every seme |
| written credita | | nation (approx. 45 minuto bonus | es) | | |
| Allocat | ion of p | olaces | | | |
| | | | | | |
| Additio | nal inf | ormation | | | |
| | | ay be offered online by V | /irtualla Hachcchula E | Payara (uhb) | |
| Worklo | | ay be onered online by V | | ayem (viib). | |
| | au | | | | |
| 150 h | | | | | |
| Teachi | ng cycl | e | | | |
| | | | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-c | legree programmes) | |
| § 32 N | Ir. 1 b) | cc) | | | |
| Module | e appea | ars in | | | |
| First sta First sta First sta | ate exa ate exa ate exa | mination for the teaching mination for the teaching mination for the teaching mination for the teaching mination for the teaching | g degree Realschule E g degree Gymnasium g degree Sonderpädag | ducational Science Educational Science | (2015) 2 (2015) |

LA Realschulen Educational Science (2015)



| Module | e title | | | | Abbreviation |
|----------------------------|----------------------|--|------------------------|----------------------|--|
| Introdu | iction t | o Scientific Methodology | / in the Educational C | Context | 06-Psy-EinwissA-152-m01 |
| Module | e coord | inator | | Module offered by | · · · · · · · · · · · · · · · · · · · |
| holder | of the F | Professorship of Education | onal Psychology | Institute of Psycho | logy |
| ECTS | Metho | od of grading | Only after succ. com | pl. of module(s) | |
| 3 | (not) s | successfully completed | | | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 semester undergraduate | | | | | |
| Conten | ts | | | | |
| Basic e | mpirica | al methods, data collecti | on and processing; w | orking with texts. | |
| Intende | ed learı | ning outcomes | | | |
| | | have applicable knowled ipally able to write a psy | | | e able to collect and process data. teria. |
| Course | s (type | , number of weekly conta | ct hours, language — | · if other than Germ | an) |
| Ü (1) | | | | | |
| | | sessment (type, scope, la on on whether module c | | | ation offered — if not every seme- |
| portfoli cal stu | | rox. 10 pages, to include | 3 components on the | e design, implemen | tation and evaluation of an empiri- |
| Allocat | ion of p | olaces | | | |
| accord | ing to tl will be | he number of subject ser | nesters. Among appli | cants with the sam | blaces, places will be allocated e number of subject semesters, llocated by lot as they become |
| Additio | nal inf | ormation | | | |
| | | | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| Teachi | ng cycl | e | | | |
| | <u> </u> | - | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-o | legree programmes |) |
| § 22 § 22 § 22 | Nr. 1 h) Nr. 2 f) | | | | |
| Module | e appea | ars in | | | |
| First sta | | mination for the teaching mination for the teaching | | | |

| Inumerical grade | Module | | | | _ | Abbreviation | |
|--|--|--|--|---|--|---|--|
| Module coordinator Module offered by Institute of Psychology Institute of Psychology ECTS Method of grading Only after succ. compl. of module(s) - - Duration Module level Other prerequisites is semester undergraduate - Contents - - Wodels and requirements of development; development of selected functional areas: intelligence, memory, conweledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support. / learning and performance disorders fait entiveness, concentration, partial performance disorders, disorders of social behaviour; communication and eressonality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and vio ence, delinquency and drug consumption, extracurricular and at-school prevention and intervention intended learning outcomes Netto areas and anomalies, Learning difficulties and behavioural abnormalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German) (/ () + (/) Courses type: alternatively S Wethod of assessment (type, scope, language — if other than German, examination offered — if not every sem ster, information on whether module can be chosen to earn a bonus) Writite examination for the teaching degree Grundschule Educational | | • | | | Learning disabili- | 06-Psy-EntAu-152-r | n01 |
| Institute of Paychology Institute of Psychology ECTS Method of grading Only after succ. compl. of module(s) A numerical grade Duration Module level Other prerequisites is sensetr undergraduate Contents Wodels and requirements of development; development of selected functional areas: Intelligence, memory, cnowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; communication and ore-so-cality disorders; disorders of social behaviour; communication and ore-social disorders; disorders of social behaviour; communication and vicence, delinquery and drug consumption, extracurricular and at-school prevention and intervention Intended learning outcomes Intended learning outcomes The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies. Intervention on whether module can be chosen to earn a bonus) Written examination of weekly contact hours, language — if other than German) (/ (2) + / (2) <t< th=""><th></th><th></th><th></th><th>en and Adolescents)</th><th>v</th><th></th><th></th></t<> | | | | en and Adolescents) | v | | |
| ECTS Method of grading Only after succ. compl. of module(s) A numerical grade | Module | e coordi | nator | | Module offered by | | |
| numerical grade Duration Module level Other prerequisites is emester undergraduate Contents | holder | of the P | rofessorship of Educat | ional Psychology | Institute of Psychol | logy | |
| Module level Other prerequisites 1 stemester undergraduate Contents Wodels and requirements of development; development of selected functional areas: Intelligence, memory, cnowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support. / learning and performance disorders, disorders of cocial behaviour, communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and vio- ence, delinquency and drug consumption, extracurricular and at-school prevention and intervention Intended learning outcomes The students are able to classify individual children and juveniles according to peculiarities of developmental teteps, areas and anomalies, learning difficulties and behaviour ala bromalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German, examination offered — if not every semu ster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) .anguage of assessment (type, scope, language — if other than German, examination offered — if not every semu ster, information on whether module can be chosen to earn a bonus) written examination on whether module can be chosen to earn a bonus) written examination of places Moditional information | ECTS | 1 | | Only after succ. co | mpl. of module(s) | | |
| is semester undergraduate | 4 | numer | ical grade | | | | |
| Contents Wodels and requirements of development; development of selected functional areas: Intelligence, memory, snowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support. (Learning and performance disorders (at entiveness, concentration, partial performance disorders, disorders of social behaviour; communication and vio-ence, delinquency and drug consumption, extracurricular and at-school prevention and intervention Intended learning outcomes Itel students are able to classify individual children and juveniles according to peculiarities of developmental tesps, areas and anomalies. They are able to apply, alter or create psychologically founded measures or programmes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German) (/ (2) + V (2) Course type: alternatively S Method of assessment: (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) Written examination (approx. 45 minutes) | Duratio | on | Module level | Other prerequisites | 5 | | |
| Wodels and requirements of development; development of selected functional areas: Intelligence, memory, snowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support. / learning and performance disorders (at ientiveness, concentration, partial performance disorders, disorders of social behaviour; communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and vio-ence, delinquency and drug consumption, extracurricular and at-school prevention and intervention Intended learning outcomes The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies. Envire are able to apply, alter or create psychologically founded measures or programmes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German) (2) + V (2) Course type: alternatively S Wethod of assessment (type, scope, language — if other than German, examination offered — if not every semoster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) anguage of assessment: German and/or English areditable for bonus Additional information Additional information - - - Morkload - 120 h - - - S 2 l Nr. 1b) cc) | 1 seme | ster | undergraduate | | | | |
| anowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour, identity and self-concept; childhood and adolescence; development support. / learning and performance disorders (at entiveness, concentration, partial performance disorders, disorders of social behaviour, communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and vio- ence, delinquency and drug consumption, extracurricular and at-school prevention and intervention intended learning outcomes The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies, learning difficulties and behavioural abnormalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German) ((2) + V (2) Course type: alternatively S Method of assessment (type, scope, language — if other than German, examination offered — if not every semo ster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) anguage of assessment: German and/or English creditable for bonus Allocation of places Additional information Fraching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) S 32 Nr. 1 b) cc) Module appears in Tirst state examination for the teaching degree Grundschule Educational Science (2015) Tirst state examination for the teaching degree Grundschule Educational Science (2015) Tirst state examination for the teaching degree Sonderpädagogik Educational Science (2015) Tirst state examination for the teaching degree Grundschule Educational Science (2015) Tirst state examination for the teaching degree Mittelschule Educational Science (2015) Tirst state examination for the teaching degree Sonderpädagogik Educational Science (2016) Tirst state examination for the teaching degree Sonderpädagogik Educational Science (2016) Tirs | Conten | Its | | | | | |
| The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies. They are able to apply, after or create psychologically founded measures or programmes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German) ((2) + V (2) Course type: alternatively S 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. 45 minutes) .anguage of assessment: German and/or English creditable for bonus Altocation of places - Morkload Loo h Feaching cycle - Referent to in LPO1 (examination regulations for teaching-degree programmes) S 32 INr. 1b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state | knowle and sel tentive person lence, o | edge, lar lf-conce ness, co ality dis delinque | nguage and speech, mo pt; childhood and ado oncentration, partial pe orders (discipline and ency and drug consum | otivation, moral thinki lescence; developmen rformance disorders, education difficulties | ng and acting, social nt support. / learning disorders of social b , anxiety and social v | l and sexual behavio and performance di ehaviour, communic vithdrawal, aggressio | ur; identity sorders (at- ation and on and vio- |
| steps, areas and anomalies. They are able to apply, alter or create psychologically founded measures or pro- grammes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level. Courses (type, number of weekly contact hours, language — if other than German) (2 (2) + V (2) Course type: alternatively S Method of assessment (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) Language of assessment: German and/or English reditable for bonus Allocation of places Additional information Morkload Lao h Feaching cycle Saga I Nr. 1b (c) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagog | Intende | ed learn | ing outcomes | | | | |
| V(2) + V(2) Course type: alternatively S Method of assessment (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) .anguage of assessment: German and/or English treditable for bonus Allocation of places - - Morkload 120 h Feaching cycle - Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 I Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) First state examination for the teaching degree Sonderpädagogik Educational Science (2020) | steps, a | areas ar | nd anomalies. They are | able to apply, alter o | r create psychologica | illy founded measure | es or pro- |
| Course type: alternatively S Method of assessment (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) Language of assessment: German and/or English creditable for bonus Allocation of places | Course | s (type, | number of weekly cont | tact hours, language - | – if other than Germa | an) | |
| ster, information on whether module can be chosen to earn a bonus) written examination (approx. 45 minutes) .anguage of assessment: German and/or English creditable for bonus Allocation of places Aldication of places Additional information Additinformation Additional informa | • • | • • | ternatively S | | | | |
| written examination (approx. 45 minutes) Language of assessment: German and/or English creditable for bonus Allocation of places | Metho | d of asso | essment (type, scope, | language — if other th | an German, examina | ation offered — if not | every seme |
| Language of assessment: German and/or English Creditable for bonus Allocation of places - Additional information - Morkload 120 h Feaching cycle - - Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 I Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) <t< td=""><td>ster, in</td><td>formatio</td><td>on on whether module</td><td>can be chosen to earr</td><td>n a bonus)</td><td></td><td></td></t<> | ster, in | formatio | on on whether module | can be chosen to earr | n a bonus) | | |
| Additional information Additional informatinformation Additional information Additional information | Langua | age of as | sessment: German and | | | | |
| Workload 120 h Feaching cycle - Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 l Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | Allocat | ion of p | laces | | | | |
| Workload 120 h Feaching cycle - Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 l Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | | | | | | | |
| Workload 120 h Feaching cycle - Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 l Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | Additio | onal info | rmation | | | | |
| I220 h Freaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 l Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | | | | | | | |
| I220 h Freaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 l Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | Warkla | ad | | | | | |
| Freaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | | au | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) § 32 Nr. 1 b) cc) Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) ARealschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- | - | - | | | | | |
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| Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) ARealschulen Educational Science (2015) | | | | ulations for teaching- | degree programmes) | | |
| First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers 50 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers 50 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers 50 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers 50 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) A Realschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | § 32 N | Vr. 1 b) c | c) | | | | |
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| First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) A Realschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- | First sta | ate exan | nination for the teachir | ng degree Grundschul | e Educational Scienc | e (2015) | |
| First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) A Realschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- | | | | | | - | |
| First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) A Realschulen Educational Science (2015) MU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | | | | | | - | |
| First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsvers on 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) A Realschulen Educational Science (2015) JMU Würzburg • generated 02-Aug-2025 • exam. reg. data re- | | | | / | | - | |
| First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnung version 2015)) A Realschulen Educational Science (2015) JMU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | First sta | ate exan | | | | | dnungsvers |
| A Realschulen Educational Science (2015) JMU Würzburg • generated 02-Aug-2025 • exam. reg. data re- page 26 / 76 | First sta | ate exan | nination for the teachir | ng degree Sonderpäda | agogik Educational S | cience (2020 (Prüfur | ngsordnung |
| | vC131011 | 1 2015)) | | | | | |
| | A Realsch | ulen Educa | tional Science (2015) | | | | page 26 / 76 |

| Module | e title | | | Abbreviation | |
|-------------------|--|--------------------------|------------------------------|------------------------|--------------|
| Conver | rsation Techniques for Teach | ers | | 06-Psy-Gespräf-152 | 2-m01 |
| Madul | e coordinator | | Madula offered by | | |
| | | | Module offered by | | |
| | of the Professorship of Educ | | Institute of Psychol | ogy | |
| ECTS | Method of grading | Only after succ. co | mpl. of module(s) | | |
| 3 | (not) successfully complete | | | | |
| Duratio | | Other prerequisites | | in side at a factor of | -) |
| 1 seme | | Regular attendance | e (no more than three | incidents of absenc | e). |
| Conten | its | | | | |
| paratio | nt aspects of messages; bas on for and phases of convers sations as well as testing an | ation; problem and solu | tion orientation; obs | ervation and analysi | s of sample |
| Intende | ed learning outcomes | | | | |
| | udents acquire basic attitude ofessional and confidence-b | | pensable for a target- | and result-oriented | conversation |
| Course | s (type, number of weekly co | ontact hours, language - | – if other than Germa | in) | |
| Ü (3) | · · · · · | | | | |
| Method | d of assessment (type, scope | | | tion offered — if not | every seme- |
| | formation on whether modu | | | | |
| Design ting/co | al examination (designing a ing a seminar includes provi pordinating the participants' g/designing a class. | ding subject-specific in | put, giving instruction | | |
| Allocat | tion of places | | | | |
| accordi | ces. Should the number of ap ing to the number of subject will be allocated by lot. A wa ble. | semesters. Among app | licants with the same | number of subject s | semesters, |
| Additio | onal information | | | | |
| | | | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| - | ng cycle | | | | |
| | | | | | |
| Poforro | d to in IPOL (avamination : | agulations for toaching | degree programmes | | |
| | ed to in LPO I (examination r | | uegree programmes) | | |
| § 22 § 22 | | | | | |
| § 22 | - | | | | |
| | e appears in | | | | |
| | ate examination for the teac | ning degree Grundschul | e Educational Scienc | e (2015) | |
| | ate examination for the teach | | | - | |
| | ate examination for the teach | | | - | |
| | ate examination for the teacl | | | | |
| First sta | ate examination for the teacl | | | - | dnungsversi- |
| | ate examination for the teacl | ning degree Sonderpäda | agogik Educational S | cience (2020 (Prüfur | ngsordnungs- |
| | n 2015)) ulen Educational Science (2015) | | renerated 02-Aug-2025 • exan | - | page 27 / 76 |
| | | cora Lenramt Rea | alschulen Erziehungswissenso | manen - 2015 | |

| Module | | | | | Abbreviation | |
|--|--|--|---|--|---|---|
| | | sychology: Learning an | d Instruction and Soc | ial Psychology | 06-Psy-LernSoz-152 | 2-m01 |
| - | l and Fa | | | | | |
| Module | e coord | inator | | Module offered by | | |
| holder | of the F | Professorship of Educat | ional Psychology | Institute of Psycho | logy | |
| ECTS | | od of grading | Only after succ. co | mpl. of module(s) | | |
| 4 | (not) s | successfully completed | | | | |
| Duratio | on | Module level | Other prerequisites | 5 | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | Its | | | | | |
| memor thinkin quality cation in smal | y, know g, prob of clas (teache ll group | processes (theories ar /ledge acquisition (mod lem solving (thinking p ses (specific measures r-student and student- s (school class, work g teachers and students | dels of memory and re rocesses and their pri and requirements of i student interaction, in roup, teaching staff, fa | quirements of memo nciples, also during mproving classes)/ itercultural learning) amily); social attitud | prising and knowledg problem solving); ins social interaction and ; social structures an es, social cognition a | ge building); struction, d communi- d processes and subjecti- |
| Intende | ed learr | ning outcomes | | | | |
| hand a ves the | nd effic studer ne know | Psychology of Learning ient help for better lear its' sympathy for pupils rledge necessary for co i class. | ming on the other han and their dependence | d. Advanced knowle y on group, family a | dge of Social Psycho nd society; therefore | logy impro- , the student |
| Course | s (type, | number of weekly con | tact hours, language - | – if other than Germa | an) | |
| V (2) + Course | • • | lternatively S | | | | |
| | | essment (type, scope, on on whether module | | | ation offered — if not | every seme- |
| | age of a | nation (approx. 45 minu ssessment: German an bonus | | | | |
| Allocat | ion of p | olaces | | | | |
| | · · · · | | | | | |
| Additio | nal inf | ormation | | | | |
| | | | | | | |
| Worklo | he | | | | | |
| | au | | | | | |
| 120 h | | | _ | | | |
| Teachi | ng cycl | 9 | | | | |
| | | | | | | |
| | | LPOI (examination reg | ulations for teaching- | degree programmes |) | |
| § 32 N | lr. 1 b) (| cc) | | | | |
| Module | e appea | rs in | | | | |
| First sta First sta First sta | ate exa ate exa ate exa | gree (1 major) Academic mination for the teachin mination for the teachin mination for the teachin mination for the teachin | ng degree Grundschul ng degree Realschule ng degree Gymnasium | e Educational Science Educational Science Educational Science | (2015) e (2015) | |
| A Realsch | ulen Educa | ational Science (2015) | | enerated 02-Aug-2025 • exa alschulen Erziehungswissens | - | page 28 / 76 |
| | | | | 0 | 2 | |

Julius-Maximilians-UNIVERSITÄT WÜRZBURG



First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sondernädagogik Educational Science (2020 (Prüfungsordnungs-

| LA Realschulen Educational Science (2015) | |
|---|--|
|---|--|

| Module | title | | | Abbreviation | |
|---------------------------------|---|-------------------------|--|-----------------------|--------------|
| Psycho | logical Teacher Trainings with | a view to professiona | l practice | o6-Psy-LTrain-152-r | n01 |
| Module | coordinator | | Module offered by | | |
| | | | | | |
| | of the Professorship of Education | T | Institute of Psychol | ogy | |
| ECTS | Method of grading (not) successfully completed | Only after succ. con | ipi. of module(s) | | |
| 3 | | | | | |
| Duratio | | Other prerequisites | | incidents of absons | <u>م</u> |
| 1 seme | | Regular attendance | (no more than three | | e). |
| Conten | | | | | |
| | logical training programmes fo tions; practical presentation a | | | | and process |
| Intende | ed learning outcomes | | | | |
| training applica | dents know training programm g for teachers. They are able to tions and can develop stimuli a and teaching. | connect the theoretica | al principles of these | e programmes to the | presented |
| Course | s (type, number of weekly conta | act hours, language – | - if other than Germa | n) | |
| S (2) | | | | | |
| | d of assessment (type, scope, la formation on whether module c | | | tion offered — if not | every seme- |
| b) term c) writte d) oral | (approx. 20 minutes) or paper (approx. 7 pages) or en examination (approx. 30 mir examination of one candidate e | | tes) | | |
| Allocat | ion of places | | | | |
| accordi | es. Should the number of appling to the number of subject se will be allocated by lot. A waitinle. | mesters. Among appli | icants with the same | number of subject s | semesters, |
| Additio | nal information | | | | |
| | | | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| - | ng cycle | | | | |
| reaciiii | 15 cycle | | | | |
| | | lations for to all. | | | |
| | d to in LPO I (examination reg | llations for teaching-o | legree programmes) | | |
| § 22 § 22 | Nr. 2 f) | | | | |
| § 22 | | | | | |
| | e appears in | | | | |
| | ate examination for the teachin | | | | |
| | ate examination for the teachin | | | - | |
| | ate examination for the teachin | , | | - | |
| | ate examination for the teachin ate examination for the teachin | | | | Inungevorci |
| 0n 201 | | 5 acgree milleistiidle | | 2020 (FiululigSOI) | anungsvelsi- |
| | ate examination for the teachin | g degree Sonderpäda | gogik Educational S | cience (2020 (Prüfur | igsordnungs- |
| | ulen Educational Science (2015) | | enerated 02-Aug-2025 • exan Ischulen Erziehungswissenso | - | page 30 / 76 |

| Modul | - | | | | Abbreviation | |
|--|--|--|---|--|--|--|
| Becom | ning Tea | icher - Being Teacher | | | o6-Psy-Lwerdsein-: | 152-m01 |
| Modul | e coord | inator | | Module offered by | <u> </u> | |
| holder | of the l | Professorship of Educat | ional Psychology | Institute of Psychol | logv | |
| ECTS | | od of grading | Only after succ. con | | | |
| 3 | | successfully completed | | | | |
| Duratio | on | Module level | Other prerequisites | | | |
| 1 seme | ester | undergraduate | Regular attendance | (no more than three | incidents of absend | e). |
| Conter | nts | | | | | |
| study a ficance course and so | a teachi e of coll es analy ocio-psy | n, self-reflection and re ing degree programme egial counselling when se the teaching behavio chological alternatives e consideration of diffe | (demands on teachers dealing with difficult p our of the participating (usage of video feedb | ; individual stress m pupils, parents and c students and the st | anagement strategie colleagues). The teac ructure of learning-p | es; the signi- her training sychological |
| Intend | ed lear | ning outcomes | | | | |
| unders and be the stu chers a priate | stand the come a udents l and chil basic a | eir expectations and co ne importance of persor acquainted with solution know advantageous and Idren/juveniles as well ttitude taking into acco | al attitude and behavi n-oriented systemic pe d disadvantageous for as alternative behavio unt the pupils' individe | our when dealing wi rspectives. After cor ms and effects of po ur patterns for dealin ual peculiarities. | th pupils, parents an npleting the teachin ssible interactions b ng with pupils based | nd colleague g training, etween tea- |
| Course | es (type | , number of weekly con | tact hours, language – | - if other than Germa | an) | |
| Ü (2) | | | | | | |
| | | sessment (type, scope, ion on whether module | | | ation offered — if not | every seme- |
| Design ting/co | ning a so oordina | nination (designing a se eminar includes providi ting the participants' co ning a class. | ng subject-specific inp | out, giving instructio | u | |
| Allocat | tion of j | places | | | | |
| cated a sters, p | accordi | es. Should the number on ng to the number of sub will be allocated by lot. | ject semesters. Amon | g applicants with the | e same number of su | bject seme- |
| Additio | onal inf | ormation | | | | |
| | | | | | | |
| Worklo | oad | | | | | |
| 90 h | | | | | | |
| Teachi | ing cycl | e | | | | |
| | | | | | | |
| Referre | ed to in | LPOI (examination reg | gulations for teaching- | degree programmes) | | |
| § 22 | Nr. 1 h) Nr. 2 f) Nr. 5 h) | | | | | |
| Modul | e appea | ars in | | | | |
| First st | tate exa | mination for the teachi | ng degree Grundschule | e Educational Scienc | e (2015) | |
| A Realsch | nulen Educ | ational Science (2015) | | enerated 02-Aug-2025 • exar Ischulen Erziehungswissense | | page 31 / 76 |
| | | | | - | - | |

Julius-Maximilians-UNIVERSITÄT WÜRZBURG

First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015))

| holder of the Professorship of Educational Psychology Ins ECTS Method of grading Only after succ. compl. 3 (not) successfully completed Duration Module level Other prerequisites | odule offered by stitute of Psychology |
|---|---|
| holder of the Professorship of Educational Psychology Ins ECTS Method of grading Only after succ. compl. 3 (not) successfully completed Duration Module level Other prerequisites 1 semester undergraduate Regular attendance (no Contents Principles, goals and methods of using media in school and clar | stitute of Psychology of module(s) |
| ECTS Method of grading Only after succ. compl. 3 (not) successfully completed Duration Module level Other prerequisites 1 semester undergraduate Regular attendance (no Contents Principles, goals and methods of using media in school and cla | of module(s) |
| ECTS Method of grading Only after succ. compl. 3 (not) successfully completed Duration Module level Other prerequisites 1 semester undergraduate Regular attendance (no Contents Principles, goals and methods of using media in school and cla | of module(s) |
| DurationModule levelOther prerequisites1 semesterundergraduateRegular attendance (noContentsPrinciples, goals and methods of using media in school and clar | more than three incidents of absence). |
| 1 semester undergraduate Regular attendance (no Contents Principles, goals and methods of using media in school and cla | more than three incidents of absence). |
| Contents Principles, goals and methods of using media in school and cla | more than three incidents of absence). |
| Principles, goals and methods of using media in school and cla | |
| | |
| teaching subjects and areas; utilising recording media for class visualisation, improvement of class solidarity). | rogrammes for learning and practising individual |
| Intended learning outcomes | |
| The students know corresponding media and their possible peo- mes to learning programmes, they have gained an overview of r evaluate their efficiency on the basis of individual dimensions. prepare the usage for improved teaching. | relevant, evaluated programmes and are able to They are able to handle recording media and to |
| Courses (type, number of weekly contact hours, language $-$ if c | other than German) |
| S (2) | · · · · · · · · · · · · · · · · · · · |
| Method of assessment (type, scope, language — if other than 6 ster, information on whether module can be chosen to earn a b | |
| b) term paper (approx. 7 pages) or c) written examination (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes) Allocation of places 20 places. Should the number of applications exceed the numb according to the number of subject semesters. Among applican places will be allocated by lot. A waiting list will be maintained available. | per of available places, places will be allocated its with the same number of subject semesters, |
| Additional information | |
| | |
| Workload | |
| 90 h | |
| Teaching cycle | |
| | |
| Referred to in LPO I (examination regulations for teaching-degr | ree programmes) |
| § 22 II Nr. 1 h) § 22 II Nr. 2 f) § 22 II Nr. 5 h) | |
| Madula anno 10 | |
| Module appears in | |
| Module appears in First state examination for the teaching degree Grundschule Ed First state examination for the teaching degree Realschule Educ First state examination for the teaching degree Sonderpädagog First state examination for the teaching degree Mittelschule Edu First state examination for the teaching degree Mittelschule Edu on 2015)) | cational Science (2015) ik Educational Science (2015) ucational Science (2015) |



| | e title | | | Abbreviation | |
|--|---|---|---|--|---------------------------|
| From E | xperience of Counselling Centre | es in the Educational | Field | o6-Psy-PraxBera-15 | 2-m01 |
| Modul | e coordinator | | Module offered by | <u> </u> | |
| | of the Professorship of Education | anal Psychology | Institute of Psycho | logy | |
| ECTS | Method of grading | Only after succ. cor | · · · · · · · · · · · · · · · · · · · | 1059 | |
| 3 | (not) successfully completed | | | | |
|) Duratio | | Other prerequisites | - | | |
| 1 seme | | 1 | | e incidents of absence | e) |
| Conter | , | Regular attendance | | | |
| achers ly cour | counselling institutions and off , mobile special education servi selling centres, Counselling Cer nd adolescent psychiatry) | ices) and extracurricu | ular counselling (e.g. | child guidance centr | res and fam |
| Intend | ed learning outcomes | | | | |
| the str cooper | udents have gained insights into ucture of the school counselling ration partners as well as inform s (type, number of weekly conta | system and have ga ation about the poss | ined an overview of ibilities of making c | the institutions of ext ontact, also for paren | racurricula |
| S (2) | | | | | |
| | d of assessment (type, scope, la formation on whether module c | | | ation offered — if not | every seme |
| | n paper (approx. 7 pages) or | | | | |
| c) writt d) oral Allocat | en examination (approx. 30 min examination of one candidate e ion of places | each (approx. 15 mint | | able places places w | vill be allo- |
| c) writt d) oral Allocat max. 2 cated a sters, p | en examination (approx. 30 min examination of one candidate e | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subj places will be allocated by lot. A | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava | en examination (approx. 30 min examination of one candidate e tion of places o places. Should the number of according to the number of subject places will be allocated by lot. A ailable. | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava | en examination (approx. 30 min examination of one candidate e tion of places o places. Should the number of according to the number of subjo places will be allocated by lot. A ailable. Deal information | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo | en examination (approx. 30 min examination of one candidate e tion of places o places. Should the number of according to the number of subjo places will be allocated by lot. A ailable. Deal information | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h | en examination (approx. 30 min examination of one candidate e cion of places o places. Should the number of according to the number of subjo blaces will be allocated by lot. A hilable. onal information | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h | en examination (approx. 30 min examination of one candidate e tion of places o places. Should the number of according to the number of subjo places will be allocated by lot. A ailable. Deal information | each (approx. 15 minu applications exceed ect semesters. Amon | the number of avail g applicants with th | e same number of sul | bject seme- |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subjo blaces will be allocated by lot. A hilable. onal information | each (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m | the number of avail g applicants with th naintained and place | e same number of sul | bject seme |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II | en examination (approx. 30 min examination of one candidate e cion of places o places. Should the number of according to the number of subjo blaces will be allocated by lot. A hilable. onal information | each (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m | the number of avail g applicants with th naintained and place | e same number of sul | bject seme |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi Referre § 22 II § 22 II § 22 II | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subjo blaces will be allocated by lot. A ailable. onal information oad ad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) | each (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m | the number of avail g applicants with th naintained and place | e same number of sul | bject seme |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 § 22 § 22 § 22 Modulo | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subjected blaces will be allocated by lot. A hilable. Denal information Dead Dead Dead Deat Dead Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Deat Dea | each (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m ulations for teaching- | the number of avail g applicants with th naintained and place degree programmes | e same number of sul es re-allocated by lot a | bject seme |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II § 22 II § 22 II § 22 II First st | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subject olaces will be allocated by lot. A ailable. onal information oad ad mg cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in | ach (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m ulations for teaching- | the number of avail g applicants with th naintained and place degree programmes e Educational Science | e same number of sul es re-allocated by lot a)) ce (2015) | bject seme |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II § 22 II § 22 II § 22 II First st First st | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subject olaces will be allocated by lot. A ailable. onal information oad ng cycle ed to in LPO I (examination regun Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching | ach (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m ulations for teaching- g degree Grundschule g degree Realschule | the number of avail g applicants with th naintained and place degree programmes e Educational Science | e same number of sul es re-allocated by lot a)) ce (2015) (2015) | bject seme |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II § 22 II § 22 II § 22 II First st First st First st First st | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subject olaces will be allocated by lot. A ailable. onal information oad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | applications exceed ect semesters. Amon waiting list will be m ulations for teaching- g degree Grundschule g degree Realschule g degree Sonderpäda g degree Mittelschule | the number of avail g applicants with th naintained and place degree programmes e Educational Science agogik Educational Science | e same number of sul es re-allocated by lot a) ce (2015) (2015) ccience (2015) e (2015) | bject seme as they bec |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II § 22 II § 22 II § 22 II First st First st First st First st First st | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subject olaces will be allocated by lot. A ailable. onal information oad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | applications exceed ect semesters. Amon waiting list will be m ulations for teaching- g degree Grundschule g degree Realschule g degree Sonderpäda g degree Mittelschule | the number of avail g applicants with th naintained and place degree programmes e Educational Science agogik Educational Science | e same number of sul es re-allocated by lot a) ce (2015) (2015) ccience (2015) e (2015) | bject seme as they bec |
| c) writt d) oral Allocat max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II § 22 II § 22 II § 22 II First st First st First st First st First st | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subject olaces will be allocated by lot. A ailable. onal information oad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | applications exceed ect semesters. Amon waiting list will be m ulations for teaching- g degree Grundschule g degree Realschule g degree Sonderpäda g degree Mittelschule | the number of avail g applicants with th naintained and place degree programmes e Educational Science agogik Educational Science | e same number of sul es re-allocated by lot a) ce (2015) (2015) ccience (2015) e (2015) | bject seme as they bec |
| c) writt d) oral Allocal max. 2 cated a sters, p me ava Additio Worklo 90 h Teachi § 22 II § 22 II § 22 II § 22 II § 22 II § 22 II First st First st First st First st First st First st First st | en examination (approx. 30 min examination of one candidate e ion of places o places. Should the number of according to the number of subject olaces will be allocated by lot. A ailable. onal information oad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | ach (approx. 15 minu applications exceed ect semesters. Amon waiting list will be m ulations for teaching- g degree Grundschule g degree Realschule g degree Mittelschule g degree Mittelschule | the number of avail g applicants with th naintained and place degree programmes e Educational Science agogik Educational Science | e same number of sul es re-allocated by lot a) ce (2015) (2015) ccience (2015) e (2015) e (2020 (Prüfungsord | bject seme as they bec |



| Module | titla | | | | Abbreviation |
|---|--|---|--|--|---|
| | | Grounded Programs for | the Modification of B | ehavioral Disor- | o6-Psy-ProgAuff-152-mo1 |
| ders | | | | | 06-PSy-PlogAuli-152-1101 |
| Module | Module coordinator Module offered by | | | | |
| holder of the Professorship of Educational Psychology Institute of Psychology | | | | | logy |
| ECTS | | od of grading | Only after succ. com | | |
| 3 | (not) s | successfully completed | | - | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 seme | ster | undergraduate | | | |
| Conten | ts | | | | |
| ence be xiety di | ehaviou sorders | ural abnormalities in scho s, disturbed social behav | ool and school-relate | d situations, especi | easures and programmes to influ- ally aggression and violence, an- ivity disorder. |
| Intende | ed leari | ning outcomes | | | |
| knowle of scho | dge of ol and | measures and programm especially know the strue | es for influencing be cture, course and spe | havioural abnormaliecific application of | normalities in pupils. They have ities in school and in the context relevant, evaluated programmes. |
| | s (type | , number of weekly conta | ct hours, language – | - if other than Germa | an) |
| S (2) | | | | | |
| | | s essment (type, scope, la on on whether module ca | | | ation offered — if not every seme- |
| b) term c) writte | paper en exar | k. 20 minutes) or (approx. 7 pages) or nination (approx. 30 min ation of one candidate e | | tes) | |
| Allocat | ion of p | olaces | | | |
| accordi | ing to tl will be | he number of subject sen | nesters. Among appli | cants with the same | laces, places will be allocated e number of subject semesters, located by lot as they become |
| Additio | onal info | ormation | | | |
| | | | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| Teachi | ng cvcl | 9 | | | |
| | 0 - 9 - 0 | | | | |
| Referre | ed to in | LPOI (examination regu | lations for teaching-c | legree programmes) | |
| § 22 Nr. 1 h) § 22 Nr. 2 f) § 22 Nr. 5 h) | | | | | |
| Module | e appea | ars in | | | |
| First sta First sta First sta | Module appears in First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversi- on 2015)) | | | | |



| Module | e title | | | | Abbreviation |
|---|---|---|---|---|--|
| Psycho | logical | Fundamentals, Diagnos | tics and Intervention | of Specific Lear- | 06-Psy-SpezLern-152-m01 |
| ning Di | sabiliti | ies | | | |
| Module | e coord | inator | | Module offered by | |
| holder of the Professorship of Educational Psychology Institute of Psychology | | | | logy | |
| ECTS | | od of grading | Only after succ. com | pl. of module(s) | |
| 3 | (not) s | successfully completed | | | |
| Duratio | | Module level | Other prerequisites | | |
| 1 seme | | undergraduate | | | |
| Conten | ts | | | | |
| the psy view of | cholog their w | ical theories on developr vay of functioning, organi | nent and course. Psy | chologically evaluat | lexia and dyscalculia, including red intervention programmes in |
| Intende | ed leari | ning outcomes | | | |
| relevan | ice in s | | an overview of corres | | lia as well as their forms and thei intervention and training pro- |
| Course | s (type | , number of weekly conta | ct hours, language — | · if other than Germa | an) |
| S (2) | | | | | |
| | | essment (type, scope, la on on whether module ca | | | ation offered — if not every seme- |
| c) writte d) oral Allocat 30 plac accordi | en exar examin ion of p es. Sho ing to th | ould the number of appli he number of subject ser | ach (approx. 15 minu cations exceed the nu nesters. Among appli | umber of available p cants with the same | laces, places will be allocated number of subject semesters, |
| places availab | | allocated by lot. A waitin | g list will be maintair | ned and places re-al | located by lot as they become |
| Additio | nal inf | ormation | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| Teachi | ng cycl | e | | | |
| | | | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-o | legree programmes) | |
| § 22 § 22 § 22 | Nr. 2 f) | | | | |
| Module | e appea | ars in | | | |
| First sta First sta First sta | ate exa ate exa ate exa ate exa ate exa | mination for the teaching mination for the teaching mination for the teaching mination for the teaching mination for the teaching | g degree Realschule E g degree Sonderpäda g degree Mittelschule | ducational Science gogik Educational S Educational Scienc | (2015) cience (2015) |



| Counse | e title | | | Abbreviation | |
|--|--|---|---|---|------------------------------|
| | elling and Supervision | | | 06-Psy-Suvi-152-m | 01 |
| Module | e coordinator | | Module offered by | <u>I</u> | |
| holder of the Professorship of Educational Psychology Institute of Psychology | | | | | |
| ECTS | Method of grading | Only after succ. cor | | | |
| 3 | (not) successfully completed | | | | |
| Duratio | on Module level | Other prerequisites | | | |
| 1 seme | | | (no more than three | incidents of absend | :e). |
| Conten | | | | | , |
| might i | ision of teaching degree studen nclude conflicts resulting from 1 problems presented from diffe | elations with onesel | f, pupils, parents or t | the teaching staff. W | |
| Intend | ed learning outcomes | | | | |
| compet ses and are mo | king as supervisors, the teachin tencies. The students are able t d problems in altered contexts, re aware of their own and other s (type, number of weekly conta | o re-evaluate conflict and to perceive them person's feelings an | tual relations in scho nselves and others in d are able to develor | ol, to evaluate intera a differentiated ma alternatives for act | action proce nner. They |
| Ü (2) | | | | , | |
| Metho | d of assessment (type, scope, la formation on whether module c | | | ition offered — if not | every seme |
| ting/co livering | ing a seminar includes providin oordinating the participants' cor g/designing a class. | | | | |
| Allocat | | | | | |
| AUULD | ion of places | | | | |
| max. 20 cated a sters, p | o places. Should the number of according to the number of subj places will be allocated by lot. A | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava | o places. Should the number of according to the number of subj places will be allocated by lot. A | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava Additio | o places. Should the number of according to the number of subj places will be allocated by lot. A ilable. | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava Additio | o places. Should the number of according to the number of subj places will be allocated by lot. A ilable. onal information | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo | o places. Should the number of according to the number of subj places will be allocated by lot. A ilable. onal information | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h | o places. Should the number of according to the number of subj places will be allocated by lot. A iilable. onal information | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h | o places. Should the number of according to the number of subj places will be allocated by lot. A ilable. onal information | ect semesters. Amon | g applicants with the | e same number of su | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information oad | ect semesters. Amon waiting list will be m | g applicants with the | e same number of su s re-allocated by lot | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin Referre | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information ad ng cycle | ect semesters. Amon waiting list will be m | g applicants with the | e same number of su s re-allocated by lot | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 § 22 | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) | ect semesters. Amon waiting list will be m | g applicants with the | e same number of su s re-allocated by lot | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 § 22 § 22 | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) | ect semesters. Amon waiting list will be m | g applicants with the | e same number of su s re-allocated by lot | ıbject seme- |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 § 22 § 22 § 22 | o places. Should the number of according to the number of subjolaces will be allocated by lot. A ilable. onal information ad ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) | ect semesters. Amon waiting list will be m liations for teaching- | g applicants with the naintained and place degree programmes) | e same number of su s re-allocated by lot | ıbject seme- |
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| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 II I § 21 I I § 22 II I § 22 II I § 22 II I § 21 I I § 22 II I | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information ad ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching ate examination for the teaching | ect semesters. Amon waiting list will be m lations for teaching- g degree Grundschuld g degree Realschule I g degree Sonderpäda | g applicants with the naintained and place degree programmes) e Educational Science agogik Educational S | e same number of su s re-allocated by lot e (2015) (2015) cience (2015) | ıbject seme |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 II I § 5 21 I § 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information ead age to in LPO I (examination regunds) Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | ect semesters. Amon waiting list will be m lations for teaching- g degree Grundschule g degree Realschule l g degree Sonderpäda g degree Mittelschule | g applicants with the naintained and place degree programmes) e Educational Science Educational Science agogik Educational S | e same number of su s re-allocated by lot e (2015) (2015) cience (2015) e (2015) | ibject seme- as they bec |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 II I § 5 21 I § 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information oad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | ect semesters. Amon waiting list will be m lations for teaching- g degree Grundschule g degree Realschule l g degree Sonderpäda g degree Mittelschule | g applicants with the naintained and place degree programmes) e Educational Science Educational Science agogik Educational S | e same number of su s re-allocated by lot e (2015) (2015) cience (2015) e (2015) | ibject seme- as they beco |
| max. 20 cated a sters, p me ava Additio Worklo 90 h Teachin § 22 II I § 5 2 11 I § 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 | o places. Should the number of according to the number of subjolaces will be allocated by lot. A iilable. onal information oad ng cycle ed to in LPO I (examination regu Nr. 1 h) Nr. 2 f) Nr. 5 h) e appears in ate examination for the teaching ate examination for the teaching | ect semesters. Amon waiting list will be m lations for teaching- g degree Grundschule g degree Realschule l g degree Sonderpäda g degree Mittelschule | g applicants with the naintained and place degree programmes) e Educational Science Educational Science agogik Educational S | e same number of su s re-allocated by lot e (2015) (2015) cience (2015) e (2015) | ibject seme- as they bec |



| Module | e title | | | | Abbreviation |
|---|-------------------------------|---|---|---|--|
| Trainin | g of Tu | tors for Differential Psyc | hology and Pedagogi | c-Psychological | o6-Psy-TutausbDD-152-mo1 |
| Diagno | stics | | | | |
| Module | e coord | inator | | Module offered by | · |
| holder of the Professorship of Educational Psychology Institute of Psychology | | | | | logy |
| ECTS Method of grading Only after succ. compl. of module(s) | | | | | |
| 3 | | successfully completed | o6-Psy-DiffDia | | |
| Duratio | n | Module level | Other prerequisites | | |
| 1 seme | ster | undergraduate | | | |
| Conten | ts | | | | |
| Univers School module | ity did " and " e and p | Pedagogical Psychologic ossibilities of electronic | al Diagnostics and Ev | aluation". Knowled | ychology in the Context of ge and possibilities of a virtual |
| Intende | ed learn | ning outcomes | | | |
| School | " and " | | al Diagnostics and Ev | | y Psychology in the Context of able to assess and comment on |
| Course | s (type | , number of weekly conta | ct hours, language — | if other than Germa | an) |
| S (2) | | | | | |
| ster, in | formati | cessment (type, scope, la on on whether module ca x. 20 minutes) or | | | ation offered — if not every seme |
| b) term c) writte | paper en exar examin | (approx. 7 pages) or nination (approx. 30 min nation of one candidate e | | tes) | |
| | | | | | |
| accordi | ng to tl will be | he number of subject ser | nesters. Among appli | cants with the same | laces, places will be allocated e number of subject semesters, located by lot as they become |
| Additio | nal inf | ormation | | | |
| Worklo | ad | | | | |
| 90 h | | | | | |
| Teachi | ng cycl | e | | | |
| | -3 -9 -0 | - | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-c | legree programmes) | |
| § 22 § 22 § 22 | Nr. 2 f) | | | | |
| Module | appea | urs in | | | |
| First sta First sta First sta | ate exa ate exa ate exa | mination for the teaching mination for the teaching mination for the teaching mination for the teaching mination for the teaching | g degree Realschule E g degree Sonderpäda g degree Mittelschule | ducational Science gogik Educational S Educational Scienc | (2015) cience (2015) |



| Modul | e title | | | | Abbreviation | |
|--|---|---|---|--|---|---|
| Found | Foundation Course of School Pedagogy o6-Schul-GL-152-mo1 | | | | | 01 |
| Modul | e coord | inator | | Module offered by | • | |
| holder of the Chair of School Education Chair of Schoo | | | Chair of School Edu | ıcation | | |
| ECTS | Metho | od of grading | Only after succ. cor | npl. of module(s) | | |
| 4 | nume | rical grade | | | | |
| Durati | on | Module level | Other prerequisites | i | | |
| 1 seme | ester | undergraduate | | | | |
| Conte | nts | | | | | |
| digital the tar nisatic cepts | media i get grou on that h of diagn | n classes, planning ar up as well as the requin as been shaped and h osing, evaluating and | ucation, media-didacti d creating learning env ements of inclusive ed as to be shaped; resul promoting performanco otion and counselling i | vironments whilst tal ucation; theory of so ts of empirical schoo e, concepts of norm | king into account the hool as a institution ol and classroom res determination and q | e subject and and orga- earch; con- |
| Intend | led learr | ning outcomes | | | | |
| and claria. Th and th ling/ea to outh and ca | After successfully completing this module, the students are able to characterise and evaluate theories of school and classes as well as concepts and theories of schooling and education in view of different aspects and criteria. They can analyse teaching and learning offers and examples with reference to selected didactic concepts and theories whilst taking into account media as well as information and communication technology and schooling/education situations. In addition, they are able to create their own offers based on theories. They are able to outline processes of norm determination, diagnosis, learning promotion, evaluation and quality management and can evaluate their meaning for the development of school. Furthermore, the students are able to evaluate their own role as a teacher in view of different tasks regarding professional aspects. | | | | | |
| | | | tact hours, language - | | | |
| V (2) | | number of weekly cor | | | , | |
| | d of acc | essment (type scope | language — if other th | an German, examina | tion offered — if not | avary como- |
| | | | can be chosen to earn | | | every serie |
| b) oral c) pres d) port | l examin sentatio tfolio (aj | | inutes) or e each (approx. 10 minu and written elaboratio | - | Dr | |
| Alloca | tion of p | olaces | | | | |
| | | | | | | |
| Additi | onal info | ormation | | | | |
| | | | | | | |
| Workl | oad | | | | | |
| 120 h | | | | | | |
| Teach | ing cycl | 2 | | | | |
| | | - | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | | |
| | Nr. 1 b) l | | | | | |
| | le appea | | | | | |
| | | | ng degree Grundschul | e Educational Scienc | e (2015) | |
| | | | ng degree Realschule I | | | |
| First st | tate exa | mination for the teachi | ng degree Gymnasium | Educational Science | e (2015) | |
| First st | tate exa | mination for the teachi | ng degree Sonderpäda | gogik Educational S | cience (2015) | |
| LA Realscl | hulen Educa | ational Science (2015) | | enerated 02-Aug-2025 • exan Ischulen Erziehungswissenso | - | page 45 / 76 |



First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungs-

First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))

exchange program Pedagogy (2023)

| Module | e title | | | | Abbreviation | |
|--|--|--|--|---|--|---|
| Topical Subjects of School Pedagogy o6-Schul-Meth-152-mo1 | | | | | -m01 | |
| Module | e coord | inator | | Module offered by | · | |
| | | Chair of School Educati | | Chair of School Edu | ıcation | |
| ECTS | 1 | od of grading | Only after succ. con | npl. of module(s) | | |
| 3 | | successfully completed | - | | | |
| Duration | | Module level undergraduate | Other prerequisites | i | | |
| Conten | | undergraduate |] | | | |
| educat and cre quirem has to | ion, me eating le ents of be shap | mination of the subject edia-didactic concepts earning environments v inclusive education; the bed; results of empirication, such that the subject of the su | with a special focus on whilst taking into accou neory of school as a ins al school and classroor | the deployment of ount the subject and t stitution and organis n research; concepts | ligital media in class he target group as w ation that has been s of diagnosing, eval | ses, planning ell as the re- shaped and uating and |
| Intend | ed lear | ning outcomes | | | | |
| | ns, beł | ully completing this me naviour and actions of e | | | | |
| Course | s (type | , number of weekly con | tact hours, language – | - if other than Germa | ın) | |
| S (2) | | | | | | |
| | | s essment (type, scope, on on whether module | | | tion offered — if not | every seme- |
| b) oral c) pres d) port | examir entatio folio (a | nination (approx. 30 m ation of one candidate n (approx. 10 minutes) pprox. 10 pages) or (approx. 10 pages) | each (approx. 5 minut | | Dr | |
| Allocat | ion of p | olaces | | | | |
| accord | ing to t will be | ould the number of app he number of subject s allocated by lot. A wait | emesters. Among appl | icants with the same | number of subject s | semesters, |
| Additio | onal inf | ormation | | | | |
| | - | | | | | |
| Worklo | ad | | | | | |
| 90 h | | | | | | |
| Teachi | ng cycl | e | | | | |
| | | | | | | |
| Referre | ed to in | LPOI (examination reg | gulations for teaching- | degree programmes) | | |
| § 22 Nr. 1 h) § 22 Nr. 2 f) § 22 Nr. 5 h) | | | | | | |
| | Module appears in | | | | | |
| First state examination for the teaching degree Grundschule English (2009) First state examination for the teaching degree Grundschule Biology (2009) First state examination for the teaching degree Grundschule Chemistry (2009) First state examination for the teaching degree Grundschule Geography (2009) | | | | | | |
| LA Realsch | ulen Educ | ational Science (2015) | | enerated 02-Aug-2025 • exan lschulen Erziehungswissenso | - | page 47 / 76 |

First state examination for the teaching degree Grundschule Protestant Theology (2009) First state examination for the teaching degree Grundschule German (2009) First state examination for the teaching degree Grundschule History (2009) First state examination for the teaching degree Grundschule History (2015) First state examination for the teaching degree Grundschule Catholic Theology (2009) First state examination for the teaching degree Grundschule Mathematics (2009) First state examination for the teaching degree Grundschule Music (2009) First state examination for the teaching degree Grundschule Physics (2009) First state examination for the teaching degree Grundschule Social Science (2009) First state examination for the teaching degree Grundschule Science of Sport (2009) First state examination for the teaching degree Hauptschule English (2009) First state examination for the teaching degree Hauptschule Biology (2009) First state examination for the teaching degree Hauptschule Chemistry (2009) First state examination for the teaching degree Hauptschule Geography (2009) First state examination for the teaching degree Hauptschule Protestant Theology (2009) First state examination for the teaching degree Hauptschule German (2009) First state examination for the teaching degree Hauptschule History (2009) First state examination for the teaching degree Hauptschule Catholic Theology (2009) First state examination for the teaching degree Hauptschule Mathematics (2009) First state examination for the teaching degree Hauptschule Music (2009) First state examination for the teaching degree Hauptschule Physics (2009) First state examination for the teaching degree Hauptschule Social Science (2009) First state examination for the teaching degree Hauptschule Science of Sport (2009) First state examination for the teaching degree Realschule English (2009) First state examination for the teaching degree Realschule Biology (2009) First state examination for the teaching degree Realschule Chemistry (2009) First state examination for the teaching degree Realschule Geography (2009) First state examination for the teaching degree Realschule Protestant Theology (2009) First state examination for the teaching degree Realschule French Studies (2009) First state examination for the teaching degree Realschule German (2009) First state examination for the teaching degree Realschule History (2009) First state examination for the teaching degree Realschule Computer Science (2012) First state examination for the teaching degree Realschule Catholic Theology (2009) First state examination for the teaching degree Realschule Mathematics (2009) First state examination for the teaching degree Realschule Music (2009) First state examination for the teaching degree Realschule Physics (2009) First state examination for the teaching degree Realschule Science of Sport (2009) First state examination for the teaching degree Gymnasium English (2009) First state examination for the teaching degree Gymnasium Biology (2009) First state examination for the teaching degree Gymnasium Chemistry (2009) First state examination for the teaching degree Gymnasium Geography (2009) First state examination for the teaching degree Gymnasium French Studies (2009) First state examination for the teaching degree Gymnasium German (2009) First state examination for the teaching degree Gymnasium History (2009) First state examination for the teaching degree Gymnasium Greek Philology (2009) First state examination for the teaching degree Gymnasium Computer Science (2009) First state examination for the teaching degree Gymnasium Italian Studies (2009) First state examination for the teaching degree Gymnasium Catholic Theology (2009) First state examination for the teaching degree Gymnasium Latin Philology (2009) First state examination for the teaching degree Gymnasium Mathematics (2012) First state examination for the teaching degree Gymnasium Mathematics (2009) First state examination for the teaching degree Gymnasium Music (2009) First state examination for the teaching degree Gymnasium Physics (2009) LA Realschulen Educational Science (2015) IMU Würzburg • generated 02-Aug-2025 • exam. reg. data record Lehramt Realschulen Erziehungswissenschaften - 2015

First state examination for the teaching degree Gymnasium Russian (2009) First state examination for the teaching degree Gymnasium Social Science (2009) First state examination for the teaching degree Gymnasium Spanish Studies (2009) First state examination for the teaching degree Gymnasium Science of Sport (2009) First state examination for the teaching degree Gymnasium Music Education, Advanced Studies (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2009) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2013) First state examination for the teaching degree Mittelschule English (2013) First state examination for the teaching degree Mittelschule Biology (2013) First state examination for the teaching degree Mittelschule Chemistry (2013) First state examination for the teaching degree Mittelschule Geography (2013) First state examination for the teaching degree Mittelschule Protestant Theology (2013) First state examination for the teaching degree Mittelschule German (2013) First state examination for the teaching degree Mittelschule History (2013) First state examination for the teaching degree Mittelschule Catholic Theology (2013) First state examination for the teaching degree Mittelschule Mathematics (2013) First state examination for the teaching degree Mittelschule Physics (2013) First state examination for the teaching degree Mittelschule Social Science (2013) First state examination for the teaching degree Mittelschule Science of Sport (2013) First state examination for the teaching degree Grundschule English (2015) First state examination for the teaching degree Grundschule Biology (2015) First state examination for the teaching degree Grundschule Chemistry (2015) First state examination for the teaching degree Grundschule Geography (2015) First state examination for the teaching degree Grundschule German (2015) First state examination for the teaching degree Grundschule Catholic Theology (2015) First state examination for the teaching degree Grundschule Mathematics (2015) First state examination for the teaching degree Grundschule Pedagogy of Primary Education (2015) First state examination for the teaching degree Grundschule Physics (2015) First state examination for the teaching degree Grundschule Social Science (2015) First state examination for the teaching degree Grundschule Didactics in English (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Biology (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Chemistry (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in German (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in History (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Catholic Theology (Primary School) (2015) First state examination for the teaching degree Grundschule Art Education in Primary School (2015) First state examination for the teaching degree Grundschule Didactics in Science of Sport (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Mathematics (Primary School) (2015) First state examination for the teaching degree Grundschule Music Education in Primary School (2015) First state examination for the teaching degree Grundschule Didactics in Physics (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Social Science (Primary School) (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Science of Sport (2015) First state examination for the teaching degree Realschule English (2015) First state examination for the teaching degree Realschule Biology (2015) First state examination for the teaching degree Realschule Chemistry (2015) First state examination for the teaching degree Realschule Geography (2015) First state examination for the teaching degree Realschule Protestant Theology (2015) First state examination for the teaching degree Realschule French Studies (2015) First state examination for the teaching degree Realschule German (2015) JMU Würzburg • generated 02-Aug-2025 • exam. reg. data re-LA Realschulen Educational Science (2015) page 49 / 76

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First state examination for the teaching degree Realschule History (2015) First state examination for the teaching degree Realschule Computer Science (2015) First state examination for the teaching degree Realschule Catholic Theology (2015) First state examination for the teaching degree Realschule Mathematics (2015) First state examination for the teaching degree Realschule Physics (2015) First state examination for the teaching degree Realschule Educational Science (2015) First state examination for the teaching degree Realschule Science of Sport (2015) First state examination for the teaching degree Gymnasium English (2015) First state examination for the teaching degree Gymnasium Biology (2015) First state examination for the teaching degree Gymnasium Chemistry (2015) First state examination for the teaching degree Gymnasium Geography (2015) First state examination for the teaching degree Gymnasium French Studies (2015) First state examination for the teaching degree Gymnasium German (2015) First state examination for the teaching degree Gymnasium History (2015) First state examination for the teaching degree Gymnasium Greek Philology (2015) First state examination for the teaching degree Gymnasium Computer Science (2015) First state examination for the teaching degree Gymnasium Italian Studies (2015) First state examination for the teaching degree Gymnasium Catholic Theology (2015) First state examination for the teaching degree Gymnasium Latin Philology (2015) First state examination for the teaching degree Gymnasium Mathematics (2015) First state examination for the teaching degree Gymnasium Physics (2015) First state examination for the teaching degree Gymnasium Russian (2015) First state examination for the teaching degree Gymnasium Social Science (2015) First state examination for the teaching degree Gymnasium Spanish Studies (2015) First state examination for the teaching degree Gymnasium Science of Sport (2015) First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2015) First state examination for the teaching degree Sonderpädagogik Didactics in German (Primary School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Catholic Theology (Primary School) (2015) First state examination for the teaching degree Sonderpädagogik Art Education in Primary School (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Science of Sport (Primary School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Mathematics (Primary School) (2015) First state examination for the teaching degree Sonderpädagogik Music Education in Primary School (2015) First state examination for the teaching degree Sonderpädagogik Didactics in English (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Ergonomics (Teaching at the German Mittelschule) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Biology (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Chemistry (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Protestant Theology (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in German (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in History (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Catholic Theology (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Art Education in Middle School (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Science of Sport (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Mathematics (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Music Education in Middle School (2015) LA Realschulen Educational Science (2015) IMU Würzburg • generated 02-Aug-2025 • exam. reg. data repage 50 / 76

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First state examination for the teaching degree Sonderpädagogik Didactics in Physics (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Social Science (Middle School) (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule English (2015) First state examination for the teaching degree Mittelschule Biology (2015) First state examination for the teaching degree Mittelschule Chemistry (2015) First state examination for the teaching degree Mittelschule Geography (2015) First state examination for the teaching degree Mittelschule Protestant Theology (2015) First state examination for the teaching degree Mittelschule German (2015) First state examination for the teaching degree Mittelschule History (2015) First state examination for the teaching degree Mittelschule Catholic Theology (2015) First state examination for the teaching degree Mittelschule Mathematics (2015) First state examination for the teaching degree Mittelschule Physics (2015) First state examination for the teaching degree Mittelschule Social Science (2015) First state examination for the teaching degree Mittelschule Didactics in English (Middle School) (2015) First state examination for the teaching degree Mittelschule Ergonomics (Teaching at the German Mittelschule) (2015) First state examination for the teaching degree Mittelschule Didactics in Biology (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Chemistry (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Protestant Theology (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in German (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in History (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Catholic Theology (Middle School) (2015) First state examination for the teaching degree Mittelschule Art Education in Middle School (2015) First state examination for the teaching degree Mittelschule Didactics in Science of Sport (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Mathematics (Middle School) (2015) First state examination for the teaching degree Mittelschule Music Education in Middle School (2015) First state examination for the teaching degree Mittelschule Didactics in Physics (Middle School) (2015) First state examination for the teaching degree Mittelschule Didactics in Social Science (Middle School) (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Science of Sport (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2015) First state examination for the teaching degree Grundschule Protestant Theology (2015) First state examination for the teaching degree Grundschule Music (2015) First state examination for the teaching degree Grundschule Didactics in Protestant Theology (Primary School) (2015) First state examination for the teaching degree Realschule Music (2015) First state examination for the teaching degree Gymnasium Music (2015) First state examination for the teaching degree Gymnasium Music Education, Advanced Studies (2015) First state examination for the teaching degree Sonderpädagogik Didactics in Protestant Theology (Primary School) (2015) First state examination for the teaching degree Mittelschule Music (2015) First state examination for the teaching degree Gymnasium French Studies (2016) First state examination for the teaching degree Gymnasium Italian Studies (2016) First state examination for the teaching degree Gymnasium Spanish Studies (2016) First state examination for the teaching degree Realschule French Studies (2016) First state examination for the teaching degree Grundschule English (2016) First state examination for the teaching degree Grundschule Didactics in English (Primary School) (2016)

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| | cord Lehramt Realschulen Erziehungswissenschaften - 2015 | |

First state examination for the teaching degree Realschule English (2016) First state examination for the teaching degree Gymnasium English (2016) First state examination for the teaching degree Mittelschule English (2016) First state examination for the teaching degree Mittelschule Didactics in English (Middle School) (2016) First state examination for the teaching degree Sonderpädagogik Didactics in English (Middle School) (2016) First state examination for the teaching degree Gymnasium Greek Philology (2018) First state examination for the teaching degree Grundschule Physics (2018) First state examination for the teaching degree Grundschule Didactics in Physics (Primary School) (2018) First state examination for the teaching degree Realschule Physics (2018) First state examination for the teaching degree Gymnasium Physics (2018) First state examination for the teaching degree Mittelschule Physics (2018) First state examination for the teaching degree Sonderpädagogik Didactics in Physics (Middle School) (2018) First state examination for the teaching degree Mittelschule Didactics in Physics (Middle School) (2018) First state examination for the teaching degree Gymnasium Mathematics (2019) First state examination for the teaching degree Mittelschule Biology (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Didactics in Biology (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Biology (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Chemistry (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Chemistry (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule German (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in German (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule English (2020 (Prüfungsordnungsversion 2016)) First state examination for the teaching degree Mittelschule Didactics in English (Middle School) (2020 (Prüfungsordnungsversion 2016)) First state examination for the teaching degree Mittelschule Protestant Theology (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Protestant Theology (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Geography (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule History (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in History (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Catholic Theology (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Catholic Theology (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Mathematics (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Mathematics (Middle School) (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Art Education in Middle School (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Science of Sport (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Didactics in Science of Sport (Middle School) (2020 (Prüfungsordnungsversion 2015)) LA Realschulen Educational Science (2015) IMU Würzburg • generated 02-Aug-2025 • exam. reg. data repage 52 / 76

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First state examination for the teaching degree Mittelschule Music (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Mittelschule Music Education in Middle School (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in English (Middle School) (2020 (Prüfungsordnungsversion 2016))

First state examination for the teaching degree Sonderpädagogik Didactics in Chemistry (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Protestant Theology (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in German (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in History (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Catholic Theology (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Art Education in Middle School (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Science of Sport (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Mathematics (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Music Education in Middle School (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Art Education in Primary School (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Music Education in Primary School (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Science of Sport (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in German (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Mathematics (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Protestant Theology (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Catholic Theology (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Grundschule Didactics in Physics (Primary School) (2020) First state examination for the teaching degree Grundschule Physics (2020)

First state examination for the teaching degree Gymnasium Physics (2020)

First state examination for the teaching degree Realschule Physics (2020)

First state examination for the teaching degree Sonderpädagogik Didactics in Physics (Middle School) (2020) First state examination for the teaching degree Mittelschule Didactics in Physics (Middle School) (2020) First state examination for the teaching degree Mittelschule Physics (2020)

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| | cord Lehramt Realschulen Erziehungswissenschaften - 2015 | |

First state examination for the teaching degree Grundschule Political and Social Studies (2020) First state examination for the teaching degree Grundschule Didactics in Political and Social Studies (Primary School) (2020) First state examination for the teaching degree Sonderpädagogik MS-Didaktik Career and Economics (2020) First state examination for the teaching degree Sonderpädagogik Didactics in Political and Social Studies (Secondary School) (2020) First state examination for the teaching degree Mittelschule MS-Didaktik Career and Economics (2020) First state examination for the teaching degree Mittelschule Didactics in Political and Social Studies (Secondary School) (2020) First state examination for the teaching degree Mittelschule Political and Social Studies (2020) First state examination for the teaching degree Gymnasium Political and Social Studies (2020) First state examination for the teaching degree Grundschule History (2021) First state examination for the teaching degree Gymnasium History (2021) First state examination for the teaching degree Realschule History (2021) First state examination for the teaching degree Mittelschule History (2021) First state examination for the teaching degree Grundschule Pedagogy of Primary Education (2021) First state examination for the teaching degree Gymnasium English (2021) First state examination for the teaching degree Gymnasium Philosophy and Ethics (2021) First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2021) First state examination for the teaching degree Gymnasium Philosophy and Ethics (2022) exchange program Pedagogy (2023) First state examination for the teaching degree Gymnasium Russian (2023) First state examination for the teaching degree Gymnasium Mathematics (2023) First state examination for the teaching degree Gymnasium English (2023) First state examination for the teaching degree Realschule English (2023) First state examination for the teaching degree Grundschule English (2023) First state examination for the teaching degree Grundschule Didactics in English (Primary School) (2023) First state examination for the teaching degree Mittelschule English (2023) First state examination for the teaching degree Mittelschule Didactics in English (Middle School) (2023) First state examination for the teaching degree Sonderpädagogik Didactics in English (Middle School) (2023) First state examination for the teaching degree Gymnasium Geography (2023) First state examination for the teaching degree Realschule Geography (2023) First state examination for the teaching degree Grundschule Geography (2023) First state examination for the teaching degree Mittelschule Geography (2023) First state examination for the teaching degree Grundschule German (2024) First state examination for the teaching degree Gymnasium German (2024) First state examination for the teaching degree Realschule German (2024) First state examination for the teaching degree Sonderpädagogik Didactics in German (Middle School) (2024) First state examination for the teaching degree Mittelschule Didactics in German (Middle School) (2024) First state examination for the teaching degree Grundschule Didactics in German (Primary School) (2024) First state examination for the teaching degree Sonderpädagogik Didactics in German (Primary School) (2024) First state examination for the teaching degree Mittelschule German (2024) First state examination for the teaching degree Grundschule Music Education in Primary School (2024) First state examination for the teaching degree Sonderpädagogik Music Education in Primary School (2024) First state examination for the teaching degree Mittelschule Music Education in Middle School (2024) First state examination for the teaching degree Sonderpädagogik Music Education in Middle School (2024) First state examination for the teaching degree Gymnasium Latin Philology (2024) First state examination for the teaching degree Gymnasium English (2024) First state examination for the teaching degree Mittelschule MS-Didaktik Career and Economics (2024) First state examination for the teaching degree Sonderpädagogik MS-Didaktik Career and Economics (2024) First state examination for the teaching degree Grundschule History (2024) First state examination for the teaching degree Gymnasium History (2024) First state examination for the teaching degree Realschule History (2024)

First state examination for the teaching degree Mittelschule History (2024) First state examination for the teaching degree Mittelschule Didactics in History (Middle School) (2024) First state examination for the teaching degree Sonderpädagogik Didactics in History (Middle School) (2024) First state examination for the teaching degree Grundschule Didactics in History (Primary School) (2024) First state examination for the teaching degree Grundschule Didactics in History (2024) First state examination for the teaching degree Grundschule Art Education in Primary School (2024) First state examination for the teaching degree Sonderpädagogik Art Education in Primary School (2024) First state examination for the teaching degree Sonderpädagogik Art Education in Middle School (2024) First state examination for the teaching degree Mittelschule Art Education in Middle School (2024) First state examination for the teaching degree Grundschule German (2025) First state examination for the teaching degree Grundschule German (2025) First state examination for the teaching degree Mittelschule German (2025) First state examination for the teaching degree Realschule German (2025) First state examination for the teaching degree Mittelschule German (2025) First state examination for the teaching degree Mittelschule German (2025) First state examination for the teaching degree Mittelschule German (2025) First state examination for the teaching degree Gymnasium German (2025) First state examination for the teaching degree Mittelschule German (2025) First state examination for the teaching degree Realschule Computer Science (2025) First state examination for the teaching degree Gymnasium Computer Science (2025)

| Module | | | | | Abbreviation |
|---|---|---|--|---|---|
| Accom | panyin | g tutorial (Realschule) | | | o6-Schul-PDP-BV-RS-152-mo1 |
| Module | e coord | inator | | Module offered by | <u> </u> |
| holder of the Professorship for High School Pedagogy | | | hool Pedagogy | Professorship of Gy | , mnasialnädagogik |
| ECTS | | od of grading | Only after succ. com | | minusialpudugogik |
| 2 | | successfully completed | | | |
| Duratio | | Module level | Other prerequisites | | |
| 2 seme | ester | undergraduate | | | |
| Conten | Its | | | | |
| reflecti | on of o | | | | om observation, discussion and pries of analysing and evaluating |
| Intend | ed lear | ning outcomes | | | |
| ching a into ac evaluat Course V (2) Course Metho | and lead count r te select s (type type: \ d of as | rning offers and example nedia as well as informat cted parts of their own tea , number of weekly conta / instead of S and/or sup | s with reference to se ion and communicati aching concepts in vio act hours, language — plemented by T inguage — if other tha | lected didactic cond on technology. Furth ew of different aspe if other than Germa an German, examina | |
| b) port c) pres d) writt | folio (a entatio :en exa | ork placement (approx. 5 pprox. 15 pages) or n (approx. 10 minutes) ar mination (approx. 30 min ation of one candidate e | nd written elaboration nutes) or | | or |
| Allocat | ion of _l | olaces | | | |
| | | | | | |
| Additio | onal inf | ormation | | | |
| panyin comple | g cours eting th are free | e can only be attended in eir teaching placements. | n one of the two subje The lecture will be of | ect semesters in whi fered in each of the | ng the placement. The accom- ch students are simultaneously two placement semesters; stu- the lecture provided they can se |
| Worklo | ad | | | | |
| 60 h | | | | | |
| Teachi | ng cycl | e | | | |
| | | | | | |
| Referre | ed to in | LPOI (examination regu | lations for teaching-c | legree programmes) | |
| § 32 N | - | | | | |
| | | | | | |
| Module | e appea | ars in | | | |

| Module | title | | | | Abbreviation |
|--------------------------------------|---------------------------------|---|--|---|---|
| Interns | hip (Re | alschule) | | | o6-Schul-PDP-RS-152-mo1 |
| Module coordinator Module offered by | | | | | |
| holder | of the C | Chair of School Education | | Chair of School Edu | cation |
| ECTS | | od of grading | Only after succ. com | pl. of module(s) | |
| 6 | (not) s | successfully completed | | | |
| Duratio | | Module level | Other prerequisites | | |
| 2 seme | ster | undergraduate | | | |
| Conten | ts | | | | |
| ning cla | asses a | | | | f pedagogics and didactics; plan- ans and attempts; theoretical |
| Intende | ed learr | ning outcomes | | | |
| schule, plannin have ar | to focu Ig, cond I overvi | us on the pupils whilst te ducting and analysing cla | aching and to identify asses and in promotin eachers at Realschule | y promotion possibil ng individual pupils e and of school as ar | ties to design classes for Real- lities. They are experienced in as well as the whole class. They n organisation. They are able to |
| Courses | s (type, | , number of weekly conta | ct hours, language — | if other than Germa | n) |
| P (o) | | | | | |
| | | e ssment (type, scope, la on on whether module ca | | | tion offered — if not every seme- |
| regulati | ions foi | | nmes); participation | | itence 1 No. 3 LPO I (examination ing practice, completion of all set |
| Allocati | ion of p | olaces | | | |
| | | | | | |
| Additio | nal info | ormation | | | |
| | | | | | |
| Worklo | ad | | | | |
| 180 h | | | | | |
| Teachir | ng cycle | 9 | | | |
| | 5 1 2 | | | | |
| Referre | d to in | LPOI (examination regu | lations for teaching-c | legree programmes) | |
| § 34 1 | | | 0 | | |
| Module | | irs in | | | |
| | | mination for the teaching | degree Realschule E | ducational Science | (2015) |
| | | | | | |

| Module | e title | | | | Abbreviation | |
|---|---|---|--|--|--|--|
| Teaching in secondary education o6-Schul-UntSek-152-mo1 | | | | | 06-Schul-UntSek-152-m01 | |
| Module | e coord | inator | | Module offered by | | |
| holder of the Chair of School Education | | | | Chair of School Edu | ıcation | |
| ECTS | Metho | od of grading | Only after succ. con | npl. of module(s) | | |
| 3 | (not) s | successfully completed | | | | |
| Duratio | on | Module level | Other prerequisites | i | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | Its | | | | | |
| accoun empirio | it the cu cal and | urriculum of secondary le | vel I and II in second is of good classes; co | ary schools as well a oncepts and method | epts and theories that take into as the corresponding age group; s of analysing and evaluating | |
| Intende | ed learr | ning outcomes | | | | |
| theorie They ca aspects referen as info | es of pla an analy s. They ice to se | nning and conducting cla yse and evaluate teaching are able to create own te elected didactic concepts and communication tec | asses in secondary lo g and learning offers aching and learning and theories whilst | evel I and II in view o and examples in sec offers and examples taking into account | e and evaluate concepts and f different aspects and criteria. condary level I in view of different in secondary level I and II with the target group, media as well selected examples in view of dif- | |
| Course | s (type | , number of weekly conta | ct hours, language – | - if other than Germa | ın) | |
| S (2) | | | | | | |
| Metho | | e essment (type, scope, la on on whether module ca | | | tion offered — if not every seme- | |
| b) oral c) pres d) port | examin entatio folio (aj | nination (approx. 30 min ation of one candidate e n (approx. 10 minutes) ar oprox. 10 pages) or (approx. 10 pages) | ach (approx. 5 minut | | or | |
| Allocat | ion of p | olaces | | | | |
| accord | ing to tl will be | ne number of subject sen | nesters. Among appl | icants with the same | laces, places will be allocated number of subject semesters, located by lot as they become | |
| Additio | onal info | ormation | | | | |
| | | | | | | |
| Worklo | ad | | | | | |
| 90 h | | | | | | |
| Teachi | ng cycl | 9 | | | | |
| | 0 -) - (| | | | | |
| Referre | d to in | IPOI (examination regu | lations for teaching. | degree programmes) | | |
| § 22 § 22 | Referred to in LPO I (examination regulations for teaching-degree programmes) § 22 II Nr. 1 h) § 22 II Nr. 2 f) § 22 II Nr. 5 h) | | | | | |
| Module | e appea | in a state of the | | | | |
| | | mination for the teaching mination for the teaching | - | | | |

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First state examination for the teaching degree Grundschule Chemistry (2009) First state examination for the teaching degree Grundschule Geography (2009) First state examination for the teaching degree Grundschule Protestant Theology (2009) First state examination for the teaching degree Grundschule German (2009) First state examination for the teaching degree Grundschule History (2009) First state examination for the teaching degree Grundschule History (2015) First state examination for the teaching degree Grundschule Catholic Theology (2009) First state examination for the teaching degree Grundschule Mathematics (2009) First state examination for the teaching degree Grundschule Music (2009) First state examination for the teaching degree Grundschule Physics (2009) First state examination for the teaching degree Grundschule Social Science (2009) First state examination for the teaching degree Grundschule Science of Sport (2009) First state examination for the teaching degree Hauptschule English (2009) First state examination for the teaching degree Hauptschule Biology (2009) First state examination for the teaching degree Hauptschule Chemistry (2009) First state examination for the teaching degree Hauptschule Geography (2009) First state examination for the teaching degree Hauptschule Protestant Theology (2009) First state examination for the teaching degree Hauptschule German (2009) First state examination for the teaching degree Hauptschule History (2009) First state examination for the teaching degree Hauptschule Catholic Theology (2009) First state examination for the teaching degree Hauptschule Mathematics (2009) First state examination for the teaching degree Hauptschule Music (2009) First state examination for the teaching degree Hauptschule Physics (2009) First state examination for the teaching degree Hauptschule Social Science (2009) First state examination for the teaching degree Hauptschule Science of Sport (2009) First state examination for the teaching degree Realschule English (2009) First state examination for the teaching degree Realschule Biology (2009) First state examination for the teaching degree Realschule Chemistry (2009) First state examination for the teaching degree Realschule Geography (2009) First state examination for the teaching degree Realschule Protestant Theology (2009) First state examination for the teaching degree Realschule French Studies (2009) First state examination for the teaching degree Realschule German (2009) First state examination for the teaching degree Realschule History (2009) First state examination for the teaching degree Realschule Computer Science (2012) First state examination for the teaching degree Realschule Catholic Theology (2009) First state examination for the teaching degree Realschule Mathematics (2009) First state examination for the teaching degree Realschule Music (2009) First state examination for the teaching degree Realschule Physics (2009) First state examination for the teaching degree Realschule Science of Sport (2009) First state examination for the teaching degree Gymnasium English (2009) First state examination for the teaching degree Gymnasium Biology (2009) First state examination for the teaching degree Gymnasium Chemistry (2009) First state examination for the teaching degree Gymnasium Geography (2009) First state examination for the teaching degree Gymnasium French Studies (2009) First state examination for the teaching degree Gymnasium German (2009) First state examination for the teaching degree Gymnasium History (2009) First state examination for the teaching degree Gymnasium Greek Philology (2009) First state examination for the teaching degree Gymnasium Computer Science (2009) First state examination for the teaching degree Gymnasium Italian Studies (2009) First state examination for the teaching degree Gymnasium Catholic Theology (2009) First state examination for the teaching degree Gymnasium Latin Philology (2009) First state examination for the teaching degree Gymnasium Mathematics (2012) First state examination for the teaching degree Gymnasium Mathematics (2009) LA Realschulen Educational Science (2015) JMU Würzburg • generated 02-Aug-2025 • exam. reg. data record Lehramt Realschulen Erziehungswissenschaften - 2015

First state examination for the teaching degree Gymnasium Music (2009) First state examination for the teaching degree Gymnasium Physics (2009) First state examination for the teaching degree Gymnasium Russian (2009) First state examination for the teaching degree Gymnasium Social Science (2009) First state examination for the teaching degree Gymnasium Spanish Studies (2009) First state examination for the teaching degree Gymnasium Science of Sport (2009) First state examination for the teaching degree Gymnasium Music Education, Advanced Studies (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2009) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2013) First state examination for the teaching degree Mittelschule English (2013) First state examination for the teaching degree Mittelschule Biology (2013) First state examination for the teaching degree Mittelschule Chemistry (2013) First state examination for the teaching degree Mittelschule Geography (2013) First state examination for the teaching degree Mittelschule Protestant Theology (2013) First state examination for the teaching degree Mittelschule German (2013) First state examination for the teaching degree Mittelschule History (2013) First state examination for the teaching degree Mittelschule Catholic Theology (2013) First state examination for the teaching degree Mittelschule Mathematics (2013) First state examination for the teaching degree Mittelschule Physics (2013) First state examination for the teaching degree Mittelschule Social Science (2013) First state examination for the teaching degree Mittelschule Science of Sport (2013) First state examination for the teaching degree Grundschule English (2015) First state examination for the teaching degree Grundschule Biology (2015) First state examination for the teaching degree Grundschule Chemistry (2015) First state examination for the teaching degree Grundschule Geography (2015) First state examination for the teaching degree Grundschule German (2015) First state examination for the teaching degree Grundschule Catholic Theology (2015) First state examination for the teaching degree Grundschule Mathematics (2015) First state examination for the teaching degree Grundschule Pedagogy of Primary Education (2015) First state examination for the teaching degree Grundschule Physics (2015) First state examination for the teaching degree Grundschule Social Science (2015) First state examination for the teaching degree Grundschule Didactics in English (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Biology (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Chemistry (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in German (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in History (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Catholic Theology (Primary School) (2015)First state examination for the teaching degree Grundschule Art Education in Primary School (2015) First state examination for the teaching degree Grundschule Didactics in Science of Sport (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Mathematics (Primary School) (2015) First state examination for the teaching degree Grundschule Music Education in Primary School (2015) First state examination for the teaching degree Grundschule Didactics in Physics (Primary School) (2015) First state examination for the teaching degree Grundschule Didactics in Social Science (Primary School) (2015) First state examination for the teaching degree Grundschule Educational Science (2015) First state examination for the teaching degree Grundschule Science of Sport (2015) First state examination for the teaching degree Realschule English (2015) First state examination for the teaching degree Realschule Biology (2015) First state examination for the teaching degree Realschule Chemistry (2015) First state examination for the teaching degree Realschule Geography (2015) First state examination for the teaching degree Realschule Protestant Theology (2015) LA Realschulen Educational Science (2015) JMU Würzburg • generated 02-Aug-2025 • exam. reg. data repage 60 / 76 cord Lehramt Realschulen Erziehungswissenschaften - 2015

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First state examination for the teaching degree Mittelschule Science of Sport (2020 (Prüfungsordnungsversion 2015))

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First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))

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First state examination for the teaching degree Sonderpädagogik Didactics in Chemistry (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Geography (Middle School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Protestant Theology (Middle School) (2020 (Prüfungsordnungsversion 2015))

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First state examination for the teaching degree Sonderpädagogik Art Education in Primary School (2020 (Prüfungsordnungsversion 2015))

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First state examination for the teaching degree Sonderpädagogik Didactics in Mathematics (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Protestant Theology (Primary School) (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Didactics in Catholic Theology (Primary School) (2020 (Prüfungsordnungsversion 2015))

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First state examination for the teaching degree Realschule Physics (2020)

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| Module title Ab | | | | | Abbreviation | |
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| Specia | Special Topics of School Pedagogy 06-Schul-VT-152-mo1 | | | | | |
| Modu | le coordinator | | | Module offered by | | |
| holder | r of the Chair of School E | Educatio | n | Chair of School Edu | ıcation | |
| ECTS | Method of grading | | Only after succ. con | npl. of module(s) | | |
| 4 | numerical grade | | | | | |
| Durati | | | Other prerequisites | i | | |
| 1 seme | ester undergraduate | | | | | |
| Conte | nts | | | | | |
| theorie ses, pl well as shape luating | Exemplary and close examination of the subject areas of School Pedagogics in view of didactic concepts and theories of education, media-didactic concepts with a special focus on the deployment of digital media in classes, planning and creating learning environments whilst taking into account the subject and the target group as well as the requirements of inclusive education; theory of school as a institution and organisation that has been shaped and has to be shaped; results of empirical school and classroom research; concepts of diagnosing, evaluating and promoting performance; education, schooling, promotion and counselling in school and classes. | | | | | |
| | led learning outcomes | | | | 1 1 | <u> </u> |
| and cl ria in a analys whilst on situ rious p to eva | After successfully completing this module, the students are able to characterise and evaluate theories of school and classes as well as concepts and theories of schooling and education in view of different aspects and criteria in a differentiated manner. These theories and concepts are chosen depending on the focal content. They can analyse teaching and learning offers and examples with reference to selected didactic concepts and theories whilst taking into account media as well as information and communication technology and schooling/education situations. Furthermore, they are able to create their own offers based on theories. They are able to outline various processes of norm determination, diagnosis, learning promotion, evaluation and quality management and to evaluate their meaning for the development of school. Furthermore, the students are able to evaluate their own role as a teacher in view of different tasks regarding professional aspects. | | | | | |
| Course | es (type, number of wee | kly conta | act hours, language – | - if other than Germa | ın) | |
| S (2) | | | | | | |
| | od of assessment (type, nformation on whether n | | | | tion offered — if not | every seme- |
| b) oral c) pres d) por e) tern | ten examination (appro l examination of one car sentation (approx. 15 mi tfolio (approx. 20 pages n paper (approx. 15 page able for bonus | ndidate e nutes) a) or | each (approx. 10 minu | | Dr | |
| Alloca | tion of places | | | | | |
| | | | | | | |
| Additi | onal information | | | | | |
| | | | | | | |
| Workl | Workload | | | | | |
| 120 h | | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referr | Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | |
| § 32 Nr. 1 b) bb) | | | | | | |
| Module appears in | | | | | | |
| | tate examination for the tate examination for the | | | | | |
| LA Realscl | hulen Educational Science (2015) | | | enerated 02-Aug-2025 • exam lschulen Erziehungswissensc | | page 67 / 76 |

Julius-Maximilians-UNIVERSITÄT WÜRZBURG

First state examination for the teaching degree Gymnasium Educational Science (2015) First state examination for the teaching degree Sonderpädagogik Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2015) First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015))

First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))

exchange program Pedagogy (2023)

| Module | Nodule title Abbreviation | | | | | |
|--|--|--|---|--|---|--|
| Co-op p | orograr | n P.E. at secondary scho | ols (Realschule) | | 06-SP-RS14-SFPB-152-m01 | |
| Module | e coord | inator | | Module offered by | <u>.</u> | |
| head of | f Centre | e for Sports and Physical | Education | Centre for Sports ar | nd Physical Education | |
| ECTS | | od of grading | Only after succ. con | npl. of module(s) | | |
| 4 | | successfully completed | | | | |
| Duratio | | Module level | Other prerequisites | | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | ts | | | | | |
| ledge a exampl tical ex placem delines | This module provides an introduction to physical education as a teaching subject. The students acquire know- ledge about the specific work techniques of this subject on the basis of individual education models, teaching examples and class projects in different grades. The students broaden, systematize and complement their prac- tical experiences by learning about technical and didactic aspects in the courses that accompany the teaching placements. For this purpose, they study selected areas of physical education classes which confirm to the gui- delines of legal directives and the curriculum. They will focus on different topics, including the current develop- ment of teaching practice. In this context they also find connections to sports education and movement science | | | | | |
| | | ning outcomes | | <u></u> | | |
| find sol a critica | lutions al eye c | . They know how to imple | ement the Bavarian c and debate about sp | urriculum in classes port didactics. Furthe | e reality of classes and how to of different grades while keeping ermore, they are able to critically | |
| Course | s (type | , number of weekly conta | ct hours, language – | - if other than Germa | n) | |
| P (o) + | S (2) | | | | | |
| | | s essment (type, scope, la on on whether module ca | | | tion offered — if not every seme- | |
| b) semi Conten | inar pa ts and | per (5 to 10 pages) | specified in Section | 34 Subsection 1 Ser | pecified by placement school and ntence 1 No. 4 LPO I (examination ncement office. | |
| Allocat | ion of p | olaces | | | | |
| | | | | | | |
| Additio | Additional information | | | | | |
| | | | | | | |
| Worklo | Workload | | | | | |
| 120 h | | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referre | Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | |
| § 34 1 | § 34 1 Nr. 4 | | | | | |
| Module | Module appears in | | | | | |
| First sta | ate exa | mination for the teaching | g degree Realschule E | ducational Science | (2015) | |

| 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) 4 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contents Designing and delivering lessons for the Protestant religious education classroom, taking academic and didactic aspects into account; training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom on the students imethodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to plan their own learning scenarios as well as to religious socialisation of their pupils by making classroom observations. Students will be able to use a range of methods in the religious education classroom and levelop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to eam a bonus) <th>Module</th> <th colspan="6">Module title Abbreviation</th> | Module | Module title Abbreviation | | | | | |
|--|--|--|--|--|---|--|--|
| Module cordinator 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) 4 numerical grade Dosigning and delivering lessons for the Protestant religious education classroom, taking academic and didactic aspects into account; training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom (different age groups and school types); consolidation of the students' methodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to plan their own learning scenarios as well as to implement, evaluate, and reflect upon these. They will be able to not usbout the social and cultural back-grounds as well as the religious socialisation of their pupils by making classroom observations. Students will be able to independently explore the topics discussed in class. Students will be able to relicably reflect upon the role of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German) P(o) + S (2) Method of gaseessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to ean abouu | Course related internship with accompanying seminar 06-ThRS-FD-SBP-152-m01 | | | | | | |
| Inductor of the Chair of Religious Education Chair of Religious Education ECTS Method of grading Only after succ. compl. of module(s) 4 numerical grade Duration Module level Other prerequisites 1 semester undergraduate Contents Contents Designing and delivering lessons for the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom (different age groups and school types); consolidation of the students' methodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to plan their own learning scenarios as well as to implement, evaluate, and reflect upon these. They will be able to glan their own bervations. Students will be able to use a range of methods in the religious education classroom as well as to evaluate and reflect upon the sec, taking aspects of the academic discipline of Protestant theology into account. They will know how to encourage pupils to independently explore the topics discussed in class. Students will be able to critically reflect upon there gets of the independently explore the topics discussed in class. Students will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language - if other than German) P(o) + S (2) Method of assessment (type, scope, language - if oth | Modula | Coord | inator | | Module offered by | | |
| ECTS Method of grading Only after succ. compl. of module(s) 4 numerical grade Duration Module level Other prerequisites is semester undergraduate Contents Designing and delivering lessons for the Protestant religious education classroom, taking academic and didactic aspects into account; training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroop projects as well as examples from the classroom (different age groups and school types); consolidation of the students' methodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to plan their own learning scenarios as well as to shale to use an ange of methods in the religious education classroom as well as to valuate and reflect upon these. They will be able to find out about the social and cultural back-grounds as well as the religious ducation classroom and wellop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German) P(o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be | | | | on | | ducation | |
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| Duration Module level Other prerequisites 1 semester undergraduate Contents Designing and delivering lessons for the Protestant religious education classroom, taking academic and didactic aspects into account; training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom (different age groups and school types); consolidation of the students' methodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to find out about the social and cultural back-grounds as well as the religious socialisation of their pupils by making classroom observations. Students will be able to independently explore the topics discussed in class. Students will be able to critically reflect upon these, taking aspects of the academic discipline of Protestant theology into account. They will how how to encourage pupils to independently explore the topics discussed in class. Students will be able to critically reflect upon the role of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect throm phase two of their training. Courses (type, number of weekly contact hours, language — if other than German, examination offered — if not every semester, information of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all sel tasks as spec | | _ | · · | | | | |
| 1 semester undergraduate Contents | | L | | Other prerequisites | | | |
| Contents Designing and delivering lessons for the Protestant religious education classroom, taking academic and didactic aspects into account; training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom (different age groups and school types); consolidation of the students' methodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to find out about the social and cultural backgrounds as well as the religious socialisation of their pupils by making classroom observations. Students will be able to use a range of methods in the religious education classroom as well as to evaluate and reflect upon these, taking aspects of the academic discipline of Protestant theology into account. They will know how to encourage pupils to independently explore the topics discussed in class. Students will be able to critically reflect upon the role of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus) term paper (approx. 15 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Langua | | | | | | | |
| aspects into account; training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom (different age groups and school types); consolidation of the students' methodological and personal skills. Intended learning outcomes Having gained some teaching experience, students will be able to plan their own learning scenarios as well as to implement, evaluate, and reflect upon these. They will be able to find out about the social and cultural back, sing aspects of the academic discipline of Protestant theology into account. They will know how to encourage pupils to independently explore the topics discussed in class. Students will be able to to independently explore the topics discussed in class. Students will be able to compose the order of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO 1 (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set asks as specified by placement school. Language of assessment: German/English Allocation of places | Conten | ts | | | | | |
| Aaving gained some teaching experience, students will be able to plan their own learning scenarios as well as to implement, evaluate, and reflect upon these. They will be able to find out about the social and cultural back- grounds as well as the religious socialisation of their pupils by making classroom observations. Students will be able to use a range of methods in the religious education classroom as well as to evaluate and reflect upon the- se, taking aspects of the academic discipline of Protestant theology into account. They will know how to encou- rage pupils to independently explore the topics discussed in class. Students will be able to critically reflect upon the role of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every seme- ster, information on whether module can be chosen to earn a bonus) term paper (approx. 15 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Language of assessment: German/English Allocation of places Additional information Current of the CPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | aspects basis o | s into a f select | ccount; training in specif ed instructional models | ic methods for use in and classroom proje | the Protestant relig cts as well as examp | ious education classroom on the oles from the classroom (different | |
| to implement, evaluate, and reflect upon these. They will be able to find out about the social and cultural back- grounds as well as the religious socialisation of their pupils by making classroom observations. Students will be able to use a range of methods in the religious education classroom as well as to evaluate and reflect upon the se, taking aspects of the academic discipline of Protestant theology into account. They will know how to encou- rage pupils to independently explore the topics discussed in class. Students will be able to critically reflect upon the role of the teacher in the religious education classroom and develop their own professional profile. They will have gained insights into day-to-day school life from a teacher's point of view and will have become clear about what they expect from phase two of their training. Courses (type, number of weekly contact hours, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every seme- ster, information on whether module can be chosen to earn a bonus) term paper (approx. 15 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Language of assessment: German/English Allocation of places — Additional information — Workload 120 h Teaching cycle — Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l l Nr. 4 Module appears in | Intende | ed learr | ning outcomes | | | | |
| P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every seme- ster, information on whether module can be chosen to earn a bonus) term paper (approx. 15 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Language of assessment: German/English Allocation of places Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | ground able to se, taki rage pu the role have ga | s as we use a r ng asp pils to e of the ained ir | Il as the religious sociali ange of methods in the r ects of the academic disc independently explore th teacher in the religious e nsights into day-to-day so | sation of their pupils eligious education cl cipline of Protestant t ne topics discussed in education classroom chool life from a teacl | by making classroo assroom as well as t heology into accour n class. Students wi and develop their ov | m observations. Students will be to evaluate and reflect upon the- nt. They will know how to encou- ll be able to critically reflect upon wn professional profile. They will | |
| Method of assessment (type, scope, language — if other than German, examination offered — if not every seme- ster, information on whether module can be chosen to earn a bonus) term paper (approx. 15 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Language of assessment: German/English Allocation of places Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | Course | s (type, | , number of weekly conta | ct hours, language — | - if other than Germa | an) | |
| ster, information on whether module can be chosen to earn a bonus) term paper (approx. 15 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Language of assessment: German/English Allocation of places Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | P (o) + | S (2) | | | | | |
| Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school. Language of assessment: German/English Allocation of places | | | | | | tion offered — if not every seme- | |
| Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | Conten regulat tasks a | ts and o ions for s speci | duration of placement as r teaching-degree progra fied by placement schoo | nmes); participation | | | |
| Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | Allocat | ion of p | olaces | | | | |
| Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | | | | | | | |
| 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l 1 Nr. 4 Module appears in | Additio | nal info | ormation | | | | |
| 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l 1 Nr. 4 Module appears in | | | | | | | |
| Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | Workload | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l 1 Nr. 4 Module appears in | 120 h | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l 1 Nr. 4 Module appears in | | | | | | | |
| § 34 l 1 Nr. 4 Module appears in | | | | | | | |
| § 34 l 1 Nr. 4 Module appears in | Referre | Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | |
| Module appears in | | | | | | | |
| | | | rs in | | | | |
| | | | | degree Realschule E | ducational Science | (2015) | |

| Module | e title | | | | Abbreviation | |
|---|---|--|-----------------------|-----------------------|-----------------------------------|--|
| | | ning in Didactics and Tea | ching Methodology a | and accompanying | 07-RS-FDSP-152-m01 | |
| tutorial in Biology (Realschulen) | | | | | | |
| Module | | | | Module offered by | | |
| | | Didactics of Biology | | Faculty of Biology | | |
| ECTS | | od of grading successfully completed | Only after succ. com | ipl. of module(s) | | |
| 4 Duratia | | | | | | |
| Duratio | | Module level undergraduate | Other prerequisites | | | |
| Conten | | | | | | |
| sches F make s act in th they ma also acc have le Intende - Knowl action i acher's the curr | The one-semester practical training in didactics and teaching methodology (<i>studienbegleitendes fachdidakti-sches Praktikum</i>) for students pursuing a teaching degree <i>Realschule</i> will provide students with an opportunity to make subject-specific observations, under the guidance of an experienced teacher, of how pupils and teachers act in the classroom. In the course accompanying the practical training, students will analyse the experiences they made at school in detail and will become familiar with fundamental principles of biology didactics. They will also acquire an advanced knowledge on how to plan, structure and deliver lessons and will implement what they have learned, delivering several lessons to their placement classes and preparing didactic analyses. Intended learning outcomes - Knowledge on how to structure problem-based biology lessons. Overview of teaching methods, modes of interaction in the classroom, teaching aids as well as methods in biology. Insight into the diverse range of tasks a teacher's job includes. Overview of the disciplinary measures teachers may take. Ability to translate topics from the curriculum , in a didactically reduced manner, into teaching sequences, teaching units and lessons. Ability to | | | | | |
| | | spective lessons to a grou , number of weekly conta | | if other than Germa | an) | |
| S (2) + | | | | | | |
| Method | d of ass | sessment (type, scope, la ion on whether module ca | | | tion offered — if not every seme- | |
| | ation i | | actice, completion of | all set tasks as spec | cified by the placement school. | |
| Allocat | ion of p | places | | | | |
| | | | | | | |
| Additio | nal inf | ormation | | | | |
| | | | | | | |
| Workload | | | | | | |
| 120 h | | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | | |
| § 34 I S | § 34 S. 1 Nr. 4 | | | | | |
| Module | Module appears in | | | | | |
| First state examination for the teaching degree Realschule Educational Science (2015) | | | | | | |

| | Module title Abbreviation | | | | | |
|--|---------------------------|--|---|-------------------------|--|--|
| Internship at Middle Schools | | | | | 08-Ch-SBPrakt-LARS-152-m01 | |
| Modul | e coord | inator | | Module offered by | <u> </u> | |
| holder | of the l | Professorship of Didactic | s of Chemistry | Faculty of Chemistr | y and Pharmacy | |
| ECTS | Metho | od of grading | Only after succ. con | npl. of module(s) | · · · | |
| 4 | (not) s | successfully completed | | | | |
| Duratio | on | Module level | Other prerequisites | | | |
| 1 seme | ester | unknown | | | | |
| Conten | nts | | | | | |
| No info | rmatio | n on contents available. | | | | |
| Intend | ed lear | ning outcomes | | | | |
| No info | rmatio | n on learning outcomes a | available. | | | |
| Course | s (type | , number of weekly conta | ict hours, language – | - if other than Germa | in) | |
| P (o) + | S (2) | | | | | |
| ster, in term pa | formati aper (w | on on whether module carritten elaboration of teac | an be chosen to earn hing practice, approx | a bonus) «. 8 pages) | ition offered — if not every seme- | |
| regulat | tions fo | | mmes); participation | | ntence 1 No. 4 LPO I (examination ing practice, completion of all set | |
| Allocat | tion of p | olaces | | | | |
| | | | | | | |
| Additio | onal inf | ormation | | | | |
| | | | | | | |
| Worklo | oad | | | | | |
| 120 h | | | | | | |
| Teachi | ng cycl | e | | | | |
| | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | | |
| § 34 1 | Nr. 4 | | | | | |
| | 0 20002 | • | | | | |
| Module appears in | | | | | | |

| ding Theory (German Realschule) Module offered by Dean of Studies Informatik (Computer Science) Institute of Computer Science ECTS Method of grading Only after succ. compl. of module(s) 4 (not) successfully completed Duration Module level Other prerequisites 1 semester undergraduate Contemts The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the module introduces students to subject-specific teaching computer science in accordance with applicable guidelines and curricula. The course for cuses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual disigns. Interded learning outcomes The students are familiar with the most important components of planning and organising classes. They are ab to connect ideas from school pedagogy and learning psychology with their expertise in the area or didactics and to incorporate these into their teaching. Courses (type, number of weekly contact hours, language — if other than German) P(o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be | Module title Abbreviation | | | | | | |
|---|---|---|--|---|-----------------------|-----------------------------------|--|
| ding Theory (German Realschule) Module coordinator Module offered by Deam of Studies Informatik (Computer Science) Institute of Computer Science CTS Method of grading Only after succ. compl. of module(s) (not) successfully completed - Contents The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the mo dule introduces students to subject-specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements an explore additional subject-specific and didactic aspects. In this context, the course of school pedagoy and learning psychology that can support the successful practical implementation of subject-specific conceptual de signs. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are ab le to teach the relevant topics in different grades as well as to critically reflect recent developments in educatio they are able to connect ideas from school pedagoy and learning psychology with their expertise in the area or didactics and to incorporate these into their teaching. Courses (type, number of weekly contact hours, language — if other than German, examination offered — if not every sems ster, information on whether module can be chosen to earn a bonus) Written elaboration of teaching roactice (sto to zo pages) Contents and duration of placement as specified in Section 34, Subsection 1 Sentence 1 No. 4, LPO I (examinatio Workload Loo h Referred to in LPO I (examination regulations for teaching-degree programmes) S 34 1 1Nr. 4 | Practical Training in Classroom Teaching in Computer Science Education inclu- | | | | | 10-I-SBFD-RS-152-m01 | |
| Deam of Studies Informatik (Computer Science) Institute of Computer Science ECTS Method of grading Only after succ. compl. of module(s) 4 (not) successfully completed Duration Module level Other prerequisites isemester undergraduate Contents The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the module introduces students to subject-specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements and useplore additional subject-specific and diactic aspects. In this context, the course discusses selected practical alaming psychology that can support the successful practical implementation of subject-specific conceptual disgns. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are a ble to connect ideas from school pedagogy and learning psychology with their expertise in the area of didacticas and there it reaching. Courses (type, number of weekly contact hours, language — if other than German, examination offered — if not every sems ster, information on whether module can be chosen to earn a bonus) Written elaboration of placement as specified in Section 34 Subsection | • | | | | | | |
| ECTS Method of grading Only after succ. compl. of module(s) 4 (not) successfully completed Duration Module level Other prerequisites 1 semester undergraduate Contents Contents The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements and uplor additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching computer science in accordance with applicable guidelines and curricula. The course fo curses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual disgns. Intended learning outcomes | | | | | | | |
| 4 (not) successfully completed | | 1 | | | | er Science | |
| Duration Module level Other prerequisites 1 semester undergraduate Contents The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the mo dule introduces students to subject-specific teaching models, examples and projects in different grades, the mo dule introduces students to subject-specific ad didactic aspects. In this context, the course discusses selected practi- cal aspects of teaching computer science in accordance with applicable guidelines and curricula. The course for cuses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual di signs. Intendel learning outcomes | | | | Only after succ. com | pl. of module(s) | | |
| 1 semester undergraduate Contents The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the module introduces students to subject-specific teaching models, examples and project sin different grades, the module introduces students to subject-specific teaching comparison practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual disgns. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are able to connect ideas from school pedagogy and learning psychology with their expertise in the area of didactic aspects of their teaching. Courses (type, number of weekly contact hours, language — if other than German) P P (o) + S (2) P 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 elaboration of teaching practice (1s to 20 pages) Contents a Additional information Additional information Referred to in LPO I (examination regulations for teaching-degree pro | | | | | | | |
| Contents The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the module introduces students to subject-specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements and explore additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching computer science in accordance with applicable guidelines and curricula. The course for cuses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual disgns. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are able to connect ideas from school pedagogy and learning psychology with their expertise in the area of didactics and to incorporate these into their teaching. Courses (type, number of weekly contact hours, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus) Written elaboration of placement school. Workload 120 h The dubitorian of placement school. Referred to in LPO1 (examination regulations for teaching-degree programmes | | | | Other prerequisites | | | |
| The module introduces students to the classroom practice of their Unterrichtsfach (subject studied with a focus on the scientific discipline). Using specific teaching models, examples and projects in different grades, the module introduces students to subject-specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements and explore additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching computer science in accordance with applicable guidelines and curricula. The course discusses orecent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual disgns. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are able to connect ideas from school pedagogy and learning psychology with their expertise in the area or didactics and to incorporate these into their teaching. Courses (type, number of weekly contact hours, language — if other than German) P (0) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) Mitten elaboration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination setting as specified by placement school. Aldotional information | | | unuergraduate | | | | |
| on the scientific discipline). Using specific teaching models, examples and projects in different grades, the mo dule introduces students to subject-specific techniques. In the university course accompanying the placements and explore additional subject-specific and didactic aspects. In this context, the course discusses selected practi- cal aspects of teaching computer science in accordance with applicable guidelines and curricula. The course of cuese on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual de signs. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are ab le to teach the relevant topics in different grades as well as to critically reflect recent developments in educatio They are able to connect ideas from school pedagogy and learning psychology with their expertise in the area of didactics and to incorporate these into their teaching. Courses (type, number of weekly contact hours, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) Written elaboration of teaching practice (15 to 20 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examinatic regulations for teaching practice (15 to 20 pages) Contents and duration of placement school. Allocation of places | | | | | | | |
| Courses (type, number of weekly contact hours, language — if other than German) P (o) + S (2) Method of assessment (type, scope, language — if other than German, examination offered — if not every seme ster, information on whether module can be chosen to earn a bonus) Written elaboration of teaching practice (15 to 20 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examinatio regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all s tasks as specified by placement school. Allocation of places Morkload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | dule in studen explore cal asp cuses o learnin signs. Intendo The stu le to te | dule introduces students to subject-specific techniques. In the university course accompanying the placement, students reflect and structure the school type-specific experiences made during their teaching placements and explore additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching computer science in accordance with applicable guidelines and curricula. The course focuses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual designs. Intended learning outcomes The students are familiar with the most important components of planning and organising classes. They are able to teach the relevant topics in different grades as well as to critically reflect recent developments in education. | | | | | |
| Method of assessment (type, scope, language — if other than German, examination offered — if not every sements ster, information on whether module can be chosen to earn a bonus) Written elaboration of teaching practice (15 to 20 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all s tasks as specified by placement school. Allocation of places Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | | | · · · · | | · if other than Germa | n) | |
| ster, information on whether module can be chosen to earn a bonus) Written elaboration of teaching practice (15 to 20 pages) Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examinatio regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all s tasks as specified by placement school. Allocation of places Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | P (o) + | S (2) | | | | | |
| Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all s tasks as specified by placement school. Allocation of places Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 1 Nr. 4 Module appears in | | | | | | tion offered — if not every seme- | |
| Additional information Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l 1 Nr. 4 Module appears in | Conten regulat | ts and ions fo | duration of placement as r teaching-degree progra | specified in Section mmes); participation | | | |
| Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | Allocat | ion of _l | olaces | | | | |
| Workload 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | | | | | | | |
| 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | Additio | nal inf | ormation | | | | |
| 120 h Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | | | | | | | |
| Teaching cycle Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | Worklo | Workload | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | 120 h | | | | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 I 1 Nr. 4 Module appears in | | | | | | | |
| § 34 l 1 Nr. 4 Module appears in | | | | | | | |
| § 34 l 1 Nr. 4 Module appears in | Referre | d to in | LPOI (examination regu | lations for teaching-o | legree programmes) | | |
| Module appears in | | | | | | | |
| | | | ars in | | | | |
| | | | | r degree Realschule F | ducational Science | (2015) | |

| Module | Module title Abbreviation | | | | | |
|--|--|---|--|---------------------|--|--|
| | | ning in Classroom Teachi | (German Realschu- | | | |
| le) | at man | | | | 10-M-SFDPRS-152-m01 | |
| Module | coord | inator | | Module offered by | I | |
| | - | es Mathematik (Mathema | atics) | Institute of Mathem | natics | |
| ECTS | | od of grading | Only after succ. com | | | |
| 4 | | successfully completed | | | | |
| Duratio | n | Module level | Other prerequisites | | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | ts | | | | | |
| focus o specific ject-spo res wha dactic a cordan practice cessful Intende | The module introduces the student to the classroom practice of his/her Unterrichtsfach (subject studied with a focus on the scientific discipline) or Didaktikfach (subject studied with a focus on teaching methodology). Using specific teaching models, examples and projects in different grades, the module introduces the student to subject-specific techniques. In the university course accompanying the placement, the student reflects and structures what he/she has learned during his/her teaching placement and explores additional subject-specific and didactic aspects. In this context, the course discusses selected practical aspects of teaching mathematics in accordance with applicable guidelines and curricula. The course focuses on recent developments in classroom practice, also taking into account aspects of school pedagogy and learning psychology that can support the successful practical implementation of subject-specific conceptual designs. Intended learning outcomes The student is acquainted with the most important components of planning and organising teaching. He/She is able to teach the relevant topics for different forms, and can critically reflect the recent developments in the edu- | | | | | |
| cognisa | ance ar | nd incorporate them in th , number of weekly conta | e mise-en-scène of h | is/her teaching. | | |
| P (o) + | S (2) | | | | | |
| | | sessment (type, scope, la on on whether module ca | | | tion offered — if not every seme- | |
| b) term Conten regulat | paper ts and ions fo | • | specified in Section mmes); participation | 34 Subsection 1 Ser | ntence 1 No. 4 LPO I (examination ing practice, completion of all set | |
| Allocat | ion of p | olaces | | | | |
| | | | | | | |
| Additio | nal inf | ormation | | | | |
| | | | | | | |
| Worklo | Workload | | | | | |
| 120 h | | | | | | |
| _ | Teaching cycle | | | | | |
| | | | | | | |
| | d to in | LPOI (examination regu | lations for teaching- | legree programmes) | | |
| | Referred to in LPO I (examination regulations for teaching-degree programmes) § 34 l 1 Nr. 4 | | | | | |
| Module | | ors in | | | | |
| | | | r degree Realschule E | ducational Scienco | (2015) | |
| 11151 510 | First state examination for the teaching degree Realschule Educational Science (2015) | | | | | |

| Module title Abbreviation | | | | | | |
|--|--|--|--|---|---|--|
| Physics: Practical Training and Theory of Classroom 11-L-SBPRS-152-m01 | | | | | 11-L-SBPRS-152-m01 | |
| Module | coord | inator | | Module offered by | <u> </u> | |
| | | Chair of Physics and its D | idactics | Faculty of Physics a | and Astronomy | |
| ECTS | | od of grading | Only after succ. con | | and i beronomy | |
| 4 | | successfully completed | | 1 () | | |
| Duratio | n | Module level | Other prerequisites | | | |
| 1 seme | ster | undergraduate | | | | |
| Conten | ts | | | | | |
| dical pr and ho cussed lyse cla sequen transpa | ractice lding cl in agre isses; b ices an arency s | of Physics by observing a asses themselves. In the eement with the teachers basics of general school a d models; introduction to | and discussing classe corresponding semi : Introduction to the and class pedagogics o the usage of moder | es. They consolidate nar, the following to curriculum of Realsc s; subject-specific wo n media; developme | edagogical, didactic and metho- their knowledge by preparing pics (among others) will be dis- hule; criteria to observe and ana- ork methods; planning of class ent of blackboard pictures and ling seminar also helps the stu- | |
| | | ning outcomes | · | | | |
| lect and school | d use m pedago | nedia, methods and socia | al forms according to | learning goals; they | tical manner; they are able to se- are able to connect findings of ad to integrate these findings into | |
| | | , number of weekly conta | ct hours, language – | - if other than Germa | an) | |
| P (o) + | | | | | | |
| | | s essment (type, scope, la on on whether module ca | | | ition offered — if not every seme- | |
| Conten regulat tasks a | ts and ions for s speci | | mmes); participation l. | | ntence 1 No. 4 LPO I (examination ing practice, completion of all set | |
| Allocat | ion of p | olaces | | | | |
| | | | | | | |
| Additio | nal info | ormation | | | | |
| | | | | | | |
| Workload | | | | | | |
| 120 h | | | | | | |
| Teaching cycle | | | | | | |
| | | | | | | |
| Referre | Referred to in LPO I (examination regulations for teaching-degree programmes) | | | | | |
| § 34 1 | Nr. 4 | | | | | |
| Module | | irs in | | | | |
| First sta | ate exa | mination for the teaching | g degree Realschule E | ducational Science | (2015) | |

| Modul | e title | | | Abbreviation | |
|------------------|----------------------|----------------------------|------------------------------|-----------------------|-----------------------------------|
| Music | Studies | III - Practical Training a | entary Course (Re- | HM-MP3-FDP-RS-152-m01 | |
| | le) - Dio | | | | |
| Modul | e coord | inator | | Module offered by | |
| holder litics | ofthe | Chair of Comparative Poli | tics and German Po- | University of Music | Würzburg |
| ECTS | Metho | od of grading | Only after succ. com | pl. of module(s) | |
| 4 | (not) s | successfully completed | | | |
| Duratio | on | Module level | Other prerequisites | | |
| 1 seme | ester | unknown | | | |
| Conter | nts | | | | |
| No info | ormatio | n on contents available. | | | |
| Intend | ed lear | ning outcomes | | | |
| No info | ormatio | n on intended learning o | utcomes available. | | |
| Course | es (type | , number of weekly conta | act hours, language — | if other than Germa | n) |
| P (o) + | P (o) | | | | |
| ster, in | formati | ion on whether module c | an be chosen to earn a | a bonus) | tion offered — if not every seme- |
| | | t school | | | |
| Allocat | tion of _l | olaces | | | |
| | | | - | | |
| Additio | onal inf | ormation | | | |
| | | | | | |
| Worklo | bad | | | | |
| 120 h | | | | | |
| Teachi | ng cycl | e | | | |
| | | | | | |
| Referre | ed to in | LPOI (examination regu | lations for teaching-d | egree programmes) | |
| | 5. 1 Nr. / | | | | |
| | e appea | | | | |
| | | mination for the teaching | n de eve e De ele elevite Fr | | () |