



Subdivided Module Catalogue for the Subject

Educational Science

as vertieft studiertes Fach (studied with a focus on the
scientific discipline)
with the degree "Erste Staatsprüfung für das Lehramt an
Gymnasien"

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

Abbreviations used

Course types: **E** = field trip, **K** = colloquium, **O** = conversatorium, **P** = placement/lab course, **R** = project, **S** = seminar, **T** = tutorial, **Ü** = exercise, **V** = lecture

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

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

LASPO2015

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

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 Science (35 ECTS credits)				
General Pedagogics (8 ECTS credits)				
o6-Päd-GBW-LA-152-m01	Foundations of Pedagogics	4	NUM	17
o6-Päd-EBF-LA-152-m01	Introduction to Empirical Educational Research.	4	NUM	16
School Pedagogics (10 ECTS credits) Core modules pursuant to Section 32 Subsection 1 No. 1 Letter b) bb): o6-Schu-I-GL and o6-Schu-I-VT There will be separate modules Begleitveranstaltung zum Pädagogisch-didaktischen Schulpraktikum (Course Accompanying the Pedagogic-Didactic Teaching Placement) for each type of school; please select the module for the school type for which you are pursuing a teaching degree.				
o6-Schul-GL-152-m01	Foundation Course of School Pedagogy	4	NUM	23
o6-Schul-VT-152-m01	Special Topics of School Pedagogy	4	NUM	27
o6-Schul-PDP-BV-GY-152-m01	Accompanying tutorial (Gymnasium)	2	B/NB	25
Psychology (13 ECTS credits)				
o6-Psy-Lern-Soz-152-m01	Educational Psychology: Learning and Instruction and Social Psychology (School and Family)	4	B/NB	21
o6-Psy-EntAu-152-m01	Developmental Psychology (Childhood and Adolescence); Learning disabilities and behavioral Disorders (Children and Adolescents)	4	NUM	20
o6-Psy-DiffDia-152-m01	Psychology of individual differences and personality; Assessment and Evaluation in Educational Psychology	5	NUM	18
Internship in school (4 ECTS credits) Students studying for a teaching degree Grundschule, Mittelschule, Realschule, or Gymnasium must complete a practical training in didactics and teaching methodology (studienbegleitendes fachdidaktisches Praktikum) pursuant to Section 34 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes) and must attend the accompanying tutorial. Students studying for a teaching degree Grundschule or Mittelschule must complete the respective courses in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline), students studying for a teaching degree Realschule or Gymnasium must complete the respective courses in one of the subjects they selected as Unterrichtsfach or vertieft studiertes Fach (subject studied with a focus on the scientific discipline). Details on the practical training in didactics and teaching methodology as well as the accompanying tutorial are set out in the FSB (subject-specific provisions) and SFB (list of modules) of the respective subjects. Students studying for a teaching degree in special education will not have to complete a practical training in didactics and teaching methodology. Instead they will have to complete an ancillary module (Additiv-Modul). Details on ancillary modules are set out in the FSB (subject-specific provisions) and SFB (list of modules) of the respective specialisation in special education.				
o4-Rom-FD-SBPrakt-152-m01	Practical Training in Didactics and Teaching Methodology (French, Italian, Spanish)	4	B/NB	12
o7-GY-FDSP-152-m01	Practical Training in Didactics and Teaching Methodology and accompanying tutorial in Biology (Gymnasium)	4	B/NB	32
o4-GeGy-Did-SBPr-152-m01	Didactics of History: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (LGy)	4	B/NB	8
o1-LA-Gym-Prakt-FD-152-m01	Course-Related Internship with Accompanying Seminar	4	B/NB	5
o4-LtGy-SP-Did-152-m01	Practical Training in Didactics and Teaching Methodology	4	B/NB	11
o8-Ch-SBPrakt-LAGY-152-m01	Internship at High Schools	4	B/NB	33
HM-MP3-FDP-GY-152-m01	Music Studies III - Practical Training at School and Supplementary Course (Gymnasium) - Didactics	4	B/NB	37

04-DtGy-FD-SBP-152-m01	Practical Training in Didactics and Teaching Methodology	4	B/NB	6
10-I-SBFD-GY-152-m01	Practical Training in Classroom Teaching in Computer Science Education including Theory (German Gymnasium)	4	B/NB	34
10-M-SFDPGY-152-m01	Practical Training in Classroom Teaching including Theory (German Gymnasium)	4	B/NB	35
04-RusGy-Did-SP-152-m01	Practical Training in Didactics and Teaching Methodology and accompanying tutorial Course	4	B/NB	13
04-EnGy-FD-SBPr-152-m01	Didactics of English: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (Gymnasium)	4	B/NB	7
06-SP-GY19-SFPB-152-m01	Co-op program P.E. at secondary schools (Gymnasium)	4	B/NB	31
04-GeoGY-SfP-Did-152-m01	Practical Training in Didactics and Teaching Methodology - Gymnasium	4	NUM	9
04-GrGy-SP-Did-152-m01	Practical Training in Didactics and Teaching Methodology of Ancient Greek with accompanying tutorial	4	B/NB	10
06-SK-SBPrakt-GY-152-m01	Practical Training in Classroom Teaching including Theory (German Gymnasium)	4	B/NB	29
11-L-SBPGY-152-m01	Physics: Practical Training and Theory of Classroom	4	B/NB	36
06-SK-SBPrakt-GY-192-m01	Practical Training in Classroom Teaching including Theory (German Gymnasium)	4	B/NB	30
06-Eth-Prakt-212-m01	Practical training in didactics and teaching methodology	4	B/NB	14

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 subject-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 subject combinations: For additional courses that are open to all teaching degree students irrespective of their subject combinations (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 Teaching-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)).

Pedagogic-didactic teaching placement (6 ECTS credits)

There will be separate modules Pädagogisch-didaktisches Schulpraktikum (Pedagogic-Didactic Teaching Placement) for each type of school; please select the module for the school type for which you are pursuing a teaching degree.

06-Schul-PDP-GY-152-m01	Internship (Gymnasium)	6	B/NB	26
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Hausarbeit (thesis) (10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-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 (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 Realschule or Gymnasium 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 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 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 special 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 specialisation in special education, see the corresponding SFB (list of modules).

06-HA-EWS-GY-152-m01	Thesis	10	NUM	15
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Module title		Abbreviation
Course-Related Internship with Accompanying Seminar		01-LA-Gym-Prakt-FD-152-m01
Module coordinator		Module offered by
holder of the Chair of Religious Education		Faculty of Catholic Theology
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
A placement to give students the opportunity to gain an insight into classroom practice. A particular focus is on gaining initial experience of planning, analysing, and teaching lessons in the religious education classroom. The seminar that accompanies the placement gives students an opportunity for theory-based reflection on the experiences they have made. Comparing their practical classroom experiences with what they have learned in theory-based courses, students become familiar with the tensions between the theory and the practice of teaching and develop the ability to take their own position on the issue. The focus of the seminar is on the theory-based reflection on the students' experiences, not on the exploration of theoretical positions.		
Intended learning outcomes		
At the end of the module, students will have developed the ability to implement teaching models into classroom practice. They will know criteria that will enable them to engage in theory-based reflection upon the experiences they have made in the classroom.		
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 semester, information on whether module can be chosen to earn a bonus)		
Seminar paper (5 to 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); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Practical Training in Didactics and Teaching Methodology		o4-DtGy-FD-SBP-152-mo1
Module coordinator		Module offered by
holder of the Chair of the Didactics of the German Language and Literature		Institute of German Studies
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Application, translation and reflection of fundamental subject-didactic and teaching-practical concepts to an extract of school reality; Planning, preparation, implementation, reflection and evaluation of a proper teaching approach; As planning decisions, generic preparation of a factual and didactic analysis as well as the textualisation of planning a lesson in a scheme of articulation; Systematic expansion of methodical know-how and reflection of possibilities and limits of generic methodical arrangements.		
Intended learning outcomes		
During the course, students have already acquired the course objects, which are extrapolated from an important perspective, in a learning objective and competence-oriented, lesson plan compliant, methodically target-aimed 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 independent 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.		
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 semester, information on whether module can be chosen to earn a bonus)		
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		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Didactics of English: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (Gymnasium)		o4-EnGy-FD-SBPr-152-mo1
Module coordinator		Module offered by
holder of the Chair of Foreign Language Teaching		Institute of Modern Philologies
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Oral presentation with informative position paper.
Contents		
<p>The course for a teaching position at a grammar school accompanying the work placement systematises as well as consolidates experiences that are acquired during the work placement in a school and completes the experiences by technical aspects. Thus, selected areas concerning the practice in the English lessons are covered, which are guided by the content requirements of valid guidelines and curricula. The focus lies on current developments concerning the teaching practice. In this context, connecting factors regarding school education and learning psychology are the result; they support the successful implementation of educational concepts in daily teaching life.</p>		
Intended learning outcomes		
<p>Students are expected</p> <ul style="list-style-type: none"> • to be familiar with the most important components of lesson planning and teaching structure • to be able to practically implement the contents described in the curriculum for different grades • to critically reflect the latest developments in the educational system • to learn to employ important findings from school education and learning psychology and to connect the findings with subject-specific knowledge as well as to use them in the lessons. 		
Courses (type, number of weekly contact hours, language — if other than German)		
P (o) + Ü (2)		
Module taught in: English and/or German		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>a) 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</p>		
Allocation of places		
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Additional information		
Regular attendance and active participation highly recommended.		
Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title			Abbreviation
Didactics of History: Practical Training in Didactics and Teaching Methodology and accompanying tutorial (LGy)			o4-GeGy-Did-SBPr-152-mo1
Module coordinator		Module offered by	
holder of the Professorship of Modern and Contemporary History and of Didactics of History		Institute of History	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>This module provides an introduction to the practice of teaching history in Gymnasium. Observing and analysing lessons, students gain an insight into pedagogical, didactic, and methodological practice in the history classroom. Independently preparing and delivering lessons, students consolidate the knowledge they have acquired. The seminar that accompanies the placements explores topics such as: an introduction to the curriculum for Gymnasium -- criteria for classroom observation and the analysis of lessons -- fundamental principles of general school and classroom education -- subject-specific methods and techniques -- planning teaching sequences and lessons -- an introduction to the use of modern media in the classroom -- the representation of class contents on the blackboard and transparencies (topics to be agreed upon with placement school). The predominant focus of the module is on teaching practice; the seminar mainly aims to help students prepare their own lessons.</p>			
Intended learning outcomes			
<p>Students have gained an in-depth overview of the major steps involved in lesson planning, preparation, and design; they are able to translate topics from the curriculum for pupils in different grades into lessons for the history classroom; they are able to select and use appropriate media, methods, and modes of interaction in the classroom; they are able to incorporate both findings from the disciplines of school education and the psychology of learning as well as their knowledge in the area of history didactics into their teaching.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
P (o) + Ü (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
<p>a) participation in mandatory teaching practice, completion of all set tasks as specified by placement school and b) written elaboration of conceptual design of a class with class outline and representation of class contents on the blackboard (Tafelbild)</p>			
Allocation of places			
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Additional information			
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Workload			
120 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 34 I 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			

Module title			Abbreviation
Practical Training in Didactics and Teaching Methodology - Gymnasium			o4-GeoGY-SfP-Did-152-mo1
Module coordinator		Module offered by	
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
During the subject-specific work placement, which fits the students studies, the main focus of the studies lies on the acquisition of activities of a teacher during the subject teaching; Thus, first experiences concerning the technical planning and analysis of courses and an own teaching approach should be made. The subject-didactic work placement, which fits the students studies and lasts one semester, is determined concerning form and substance by LPO I (§ 34, 4).			
Intended learning outcomes			
Students have the competence to implement the subject-specific class preparation and lesson analysis of the course. They are able to reflect about the suitability of self-critically.			
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 semester, information on whether module can be chosen to earn a bonus)			
Documentation of graded teaching practice (approx. 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 set tasks as specified by placement school.			
Allocation of places			
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Additional information			
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Workload			
120 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 34 I 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			

Module title		Abbreviation
Practical Training in Didactics and Teaching Methodology of Ancient Greek with accompanying tutorial		o4-GrGy-SP-Did-152-mo1
Module coordinator		Module offered by
holder of the Chair of Classical Philology I		Institute of Classical Philology
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students will gain insight into the job of a teacher in the subject teaching Greek; They will acquire first experiences concerning the technical planning and analysis of teaching and individual teaching approaches. Tight collaboration between didactic education at university and subject-related mentoring by the teacher of placement. In the parallel event, students will consolidate a didactic focus in the light of teaching-practical aspects.		
Intended learning outcomes		
Students get an insight into the job of a teacher during the subject teaching Greek; They are able to plan and analyse the teaching of a subject; They implement teaching methodology skills during independent teaching approaches; They have in-depth skills in a field of teaching methodology, as well as their integration into the specialised teaching; They are able to critically analyse teaching approaches in the subject		
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 semester, information on whether module can be chosen to earn a bonus)		
term paper (approx. 2 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.		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Practical Training in Didactics and Teaching Methodology		o4-LtGy-SP-Did-152-m01
Module coordinator		Module offered by
holder of the Chair of Classical Philology II		Institute of Classical Philology
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Students will be familiar with the job of a teacher in the subject teaching Latin; They will acquire their first experiences with the subject-specific planning and analysis of courses and individual teaching approaches. Tight collaboration between didactic education at university and subject-related mentoring by the teacher of placement. During the parallel event, students will consolidate a didactic focus in the light of teaching-practical aspects.		
Intended learning outcomes		
Students get an insight into the job of a teacher during the specialised class Latin; They are able to plan and analyse the teaching of a subject; They implement teaching methodology skills during independent teaching approaches; They have in-depth skills in a field of teaching methodology, as well as their integration into the specialised teaching; They are able to critically analyse teaching approaches in the subject		
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 semester, information on whether module can be chosen to earn a bonus)		
term paper (approx. 2 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.		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Practical Training in Didactics and Teaching Methodology (French, Italian, Spanish)		o4-Rom-FD-SBPrakt-152-mo1
Module coordinator		Module offered by
holder of the Chair of Foreign Language Teaching		Institute of Modern Philologies
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Regular attendance of placement as specified by placement school is a prerequisite for admission to assessment.
Contents		
During the event, the lessons which are hold during the work placement, will be prepared, discussed and reflected		
Intended learning outcomes		
Students are able to plan and estimate their own lessons.		
Courses (type, number of weekly contact hours, language — if other than German)		
P (o) + Ü (o)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) participation in mandatory teaching practice, completion of all set tasks as specified by placement school and b) seminar paper (5 to 10 pages)		
Allocation of places		
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Additional information		
The presentations will cover one or several classes the students delivered during their placements or classroom observations.		
Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title			Abbreviation
Practical Training in Didactics and Teaching Methodology and accompanying tutorial Course			o4-RusGy-Did-SP-152-mo1
Module coordinator		Module offered by	
holder of the Professorship of Slavic Languages and Literatures		Professorship of Slavic Languages and Literatures	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Planning and delivering lessons at the students' placement schools; critical reflection of the lessons the students delivered.			
Intended learning outcomes			
Students will have developed advanced practical teaching skills.			
Courses (type, number of weekly contact hours, language — if other than German)			
P (o) + Ü (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
practical examination: designing a teaching unit (approx. 45 minutes) 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.			
Allocation of places			
--			
Additional information			
--			
Workload			
120 h			
Teaching cycle			
--			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 34 I 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			

Module title		Abbreviation
Practical training in didactics and teaching methodology		o6-Eth-Prakt-212-m01
Module coordinator		Module offered by
holder of the Professorship of Ancient and Medieval Philo- sophy		Institute of Philosophy
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Planning, preparing, debating, discussing, and reflecting on the lessons held during the practical training.		
Intended learning outcomes		
Ability to apply didactic models in teaching practice. Knowledge of the criteria for theory-based reflection on one's own teaching experience.		
Courses (type, number of weekly contact hours, language — if other than German)		
P + 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)		
Seminar paper (5 to 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); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Thesis		o6-HA-EWS-GY-152-m01
Module coordinator		Module offered by
unknown		Institute of Pedagogy
ECTS	Method of grading	Only after succ. compl. of module(s)
10	numerical grade	--
Duration	Module level	Other prerequisites
	unknown	--
Contents		
No information on contents available.		
Intended learning outcomes		
No information on intended learning outcomes available.		
Courses (type, number of weekly contact hours, language — if other than German)		
No courses assigned to module		
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)		
Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 30 to 50 pages) Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)		
Allocation of places		
--		
Additional information		
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Workload		
300 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 29		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Introduction to Empirical Educational Research.		o6-Päd-EBF-LA-152-mo1
Module coordinator		Module offered by
holder of the Chair of Research in Education		Chair of Research in Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
In this module we discuss theories, methods and findings of empiric educational research while focusing on competence diagnostics and evaluation research.		
Intended learning outcomes		
The students acquire basic knowledge about educational research as evaluation research and about principles and application fields of competence diagnostics.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (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 examination (approx. 120 minutes)		
Allocation of places		
--		
Additional information		
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Workload		
120 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) aa)		
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 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))		

Module title		Abbreviation
Foundations of Pedagogics		o6-Päd-GBW-LA-152-mo1
Module coordinator		Module offered by
holder of the Chair of Systematic Educational Science		Chair of Systematic Educational Science
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Basic concepts and processes of educational sciences.		
Intended learning outcomes		
Professional skills: The module introduces basic questions of educational sciences. The students have basic and orientational knowledge of the structure of the subject and the meaning of the concept of education. They are able to find theoretical explanations for concepts of educational sciences.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (15 to 30 minutes) and written elaboration (10 to 15 pages) or d) term paper (15 to 20 pages)		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) aa)		
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 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))		

Module title			Abbreviation
Psychology of individual differences and personality; Assessment and Evaluation in Educational Psychology			o6-Psy-DiffDia-152-mo1
Module coordinator		Module offered by	
holder of the Professorship of Educational Psychology		Institute of Psychology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	Prerequisite for admission to assessment: 8 written exercises (approx. 1 page) as specified by vhb.	
Contents			
Cognitive (intelligence, talent, creativity), emotional (eagerness to learn, anxiety) and motivational (motivation through curiosity, learning and performance motivation, interest, self-concept) requirements of learning; professional development of teachers / psychological principles and quality criteria; measuring of school performance, grading and assessment of training success; questioning, assessment, observation and test methods; diagnostics of school readiness for different types of school; methods of school related evaluation			
Intended learning outcomes			
The students are able to identify, classify and explain the development of the performance and personality structure of pupils as well as the corresponding differences between pupils including the different manifestations of different talents. They acquire knowledge of the individual emotional-motivational and cognitive requirements for the development and improvement of the pupils' performance. They are able to theoretically analyse, if necessary alter and practically apply conventional and psychological scientific methods for the assessment of performance.			
Courses (type, number of weekly contact hours, language — if other than German)			
V (2) + S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
written examination (approx. 45 minutes) creditable for bonus			
Allocation of places			
--			
Additional information			
The module may be offered online by Virtuelle Hochschule Bayern (vhb).			
Workload			
150 h			
Teaching 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 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 (Prüfungsordnungsversion 2015))			

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

Module title			Abbreviation
Developmental Psychology (Childhood and Adolescence); Learning disabilities and behavioral Disorders (Children and Adolescents)			o6-Psy-EntAu-152-m01
Module coordinator		Module offered by	
holder of the Professorship of Educational Psychology		Institute of Psychology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Models and requirements of development; development of selected functional areas: Intelligence, memory, knowledge, 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 (attention, concentration, partial performance disorders, disorders of social behaviour, communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and violence, 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. 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)			
V (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) Language of assessment: German and/or English creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
120 h			
Teaching 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 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 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))			
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Module title		Abbreviation
Educational Psychology: Learning and Instruction and Social Psychology (School and Family)		o6-Psy-LernSoz-152-m01
Module coordinator		Module offered by
holder of the Professorship of Educational Psychology		Institute of Psychology
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Basic learning processes (theories and principles of human learning including cognitive learning processes); memory, knowledge acquisition (models of memory and requirements of memorising and knowledge building); thinking, problem solving (thinking processes and their principles, also during problem solving); instruction, quality of classes (specific measures and requirements of improving classes)/ social interaction and communication (teacher-student and student-student interaction, intercultural learning); social structures and processes in small groups (school class, work group, teaching staff, family); social attitudes, social cognition and subjective theories in teachers and students as well as their modification); social conflicts and their resolution.		
Intended learning outcomes		
Advanced methodological knowledge gives the students a better understanding of psychological literature. Knowledge of Psychology of Learning, Memory, Thinking and Knowledge facilitates better teaching on the one hand and efficient help for better learning on the other hand. Advanced knowledge of Social Psychology improves the students' sympathy for pupils and their dependency on group, family and society; therefore, the students have the knowledge necessary for controlling social phenomena in class and for promoting a supportive social atmosphere in class.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (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) Language of assessment: German and/or English creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) cc)		
Module appears in		
Bachelor's degree (1 major) Academic Speech Therapy (2015) 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)		
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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))

Module title		Abbreviation
Foundation Course of School Pedagogy		o6-Schul-GL-152-m01
Module coordinator		Module offered by
holder of the Chair of School Education		Chair of School Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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, concepts of norm determination and quality management; education, schooling, promotion and counselling in school and classes.		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) presentation (approx. 15 minutes) and written elaboration (approx. 6 pages) or d) portfolio (approx. 20 pages) or e) term paper (approx. 15 pages)		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) bb)		
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)		
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First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungsversion 2015))
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exchange program Pedagogy (2023)

Module title		Abbreviation
Accompanying tutorial (Gymnasium)		o6-Schul-PDP-BV-GY-152-m01
Module coordinator		Module offered by
holder of the Professorship for High School Pedagogy		Professorship of Gymnasialpädagogik
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Concepts and theories of planning and conducting classes; methods of classroom observation, discussion and reflection of own teaching plans and attempts in Gymnasium; concepts and theories of analysing and evaluating classes; teaching as a profession		
Intended learning outcomes		
After successfully completing this module, the students are able to characterise and evaluate concepts and theories of planning and conducting classes in view of different aspects and criteria. They can analyse and evaluate teaching and learning offers and examples in view of different aspects. They are able to create own 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. Furthermore, they can conduct and evaluate selected parts of their own teaching concepts in view of different aspects.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) Course type: V instead of S and/or supplemented by T		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) report on work placement (approx. 5 pages) or b) portfolio (approx. 15 pages) or c) presentation (approx. 10 minutes) and written elaboration (approx. 5 pages) or d) written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 5 minutes)		
Allocation of places		
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Additional information		
Assessment will have reference to tasks completed and experiences made during the placement. The accompanying course can only be attended in one of the two subject semesters in which students are simultaneously completing their teaching placements. The lecture will be offered in each of the two placement semesters; students are free to choose in which one of the two semesters they wish to attend the lecture provided they can secure a place.		
Workload		
60 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) bb)		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Internship (Gymnasium)		o6-Schul-PDP-GY-152-mo1
Module coordinator		Module offered by
holder of the Professorship for High School Pedagogy		Professorship of Gymnasialpädagogik
ECTS	Method of grading	Only after succ. compl. of module(s)
6	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Knowledge and experience of the task fields of teachers at Gymnasium in view of pedagogics and didactics; planning classes and evaluating classroom observations as well as own teaching plans and attempts; theoretical classification and reflection		
Intended learning outcomes		
After successfully completing this module, the students know different possibilities to design classes for Gymnasium, to focus on the pupils whilst teaching and to identify promotion possibilities. They are experienced in planning, conducting and analysing classes and in promoting individual pupils as well as the whole class. They have an overview of the task fields of teachers at Hauptschule and of school as an organisation. They are able to evaluate and navigate their own suitability to work as a teacher.		
Courses (type, number of weekly contact hours, language — if other than German)		
P (o)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
Contents and duration of placement as specified in Section 34 Subsection 1 Sentence 1 No. 3 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.		
Allocation of places		
--		
Additional information		
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Workload		
180 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 3		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Special Topics of School Pedagogy		o6-Schul-VT-152-m01
Module coordinator		Module offered by
holder of the Chair of School Education		Chair of School Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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.		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) presentation (approx. 15 minutes) and written elaboration (approx. 6 pages) or d) portfolio (approx. 20 pages) or e) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32 I Nr. 1 b) bb)		
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)		
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First state examination for the teaching degree Mittelschule Educational Science (2020 (Prüfungsordnungs-
version 2015))
First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungs-
version 2015))
exchange program Pedagogy (2023)

Module title			Abbreviation
Practical Training in Classroom Teaching including Theory (German Gymnasium)			o6-SK-SBPrakt-GY-152-mo1
Module coordinator		Module offered by	
Subject Representative (Fachvertreter) Social Studies Didactics			
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
German contents available but not translated yet.			
Anbahnung unterrichtlicher domänenspezifischer Sach-, Präsentations-, Methoden- und Medienkompetenz am Gymnasium incl. fachdidaktischer Begleitung an der Universität			
Intended learning outcomes			
German intended learning outcomes available but not translated yet.			
Anbahnung unterrichtlicher domänenspezifischer Sach-, Präsentations-, Methoden- und Medienkompetenz am Gymnasium incl. fachdidaktischer Begleitung an der Universität			
Courses (type, number of weekly contact hours, language — if other than German)			
P (2) + S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
report on work placement (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); participation in mandatory teaching practice, completion of all set 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 I 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			

Module title			Abbreviation
Practical Training in Classroom Teaching including Theory (German Gymnasium)			o6-SK-SBPrakt-GY-192-mo1
Module coordinator		Module offered by	
Subject Representative (Fachvertreter) Social Studies Didactics			
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
German contents available but not translated yet.			
Anbahnung unterrichtlicher domänenspezifischer Sach-, Präsentations-, Methoden- und Medienkompetenz am Gymnasium incl. fachdidaktischer Begleitung an der Universität			
Intended learning outcomes			
German intended learning outcomes available but not translated yet.			
Anbahnung unterrichtlicher domänenspezifischer Sach-, Präsentations-, Methoden- und Medienkompetenz am Gymnasium incl. fachdidaktischer Begleitung an der Universität			
Courses (type, number of weekly contact hours, language — if other than German)			
P (2) + S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
report on work placement (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); participation in mandatory teaching practice, completion of all set 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 I 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			

Module title		Abbreviation
Co-op program P.E. at secondary schools (Gymnasium)		o6-SP-GY19-SFPB-152-mo1
Module coordinator		Module offered by
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>This module provides an introduction to physical education as a teaching subject. The students acquire knowledge 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 practical 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 guidelines of legal directives and the curriculum. They will focus on different topics, including the current development of teaching practice. In this context they also find connections to sports education and movement science which support the successful introduction of didactic concepts into class.</p>		
Intended learning outcomes		
<p>The students are able to prepare, conduct and evaluate physical education classes on the basis of predetermined criteria. They know how the didactic problem of choosing topics impacts the reality of classes and how to find solutions. They know how to implement the Bavarian curriculum in classes of different grades while keeping a critical eye on the current knowledge and debate about sport didactics. Furthermore, they are able to critically evaluate the latest developments of the educational system.</p>		
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)		
<p>a) participation in mandatory teaching practice, completion of all set tasks as specified by placement school and b) seminar paper (5 to 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); registration for placement via placement office. Assessment offered: Once a year, winter semester</p>		
Allocation of places		
--		
Additional information		
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Workload		
120 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title			Abbreviation
Practical Training in Didactics and Teaching Methodology and accompanying tutorial in Biology (Gymnasium)			07-GY-FDSP-152-m01
Module coordinator		Module offered by	
head of group Didactics of Biology		Faculty of Biology	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
The one-semester practical training in didactics and teaching methodology (<i>studienbegleitendes fachdidaktisches Praktikum</i>) for students pursuing a teaching degree <i>Gymnasium</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.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (2) + P (4)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
term paper (15 to 20 pages) Participation in mandatory teaching practice, completion of all set tasks as specified by the placement school. creditable for bonus			
Allocation of places			
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Additional information			
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Workload			
120 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 34 I S. 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			

Module title		Abbreviation
Internship at High Schools		o8-Ch-SBPrakt-LAGY-152-m01
Module coordinator		Module offered by
holder of the Professorship of Didactics of Chemistry		Faculty of Chemistry and Pharmacy
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	unknown	--
Contents		
No information on contents available.		
Intended learning outcomes		
No information on learning outcomes available.		
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 semester, information on whether module can be chosen to earn a bonus)		
term paper (written elaboration of teaching practice, approx. 8 pages)		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Practical Training in Classroom Teaching in Computer Science Education including Theory (German Gymnasium)		10-I-SBFD-GY-152-m01
Module coordinator		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	--
Contents		
<p>The module introduces students to the classroom practice of their <i>Unterrichtsfach</i> (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 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.</p>		
Intended learning outcomes		
<p>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. 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.</p>		
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 semester, information on whether module can be chosen to earn a bonus)		
<p>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 set tasks as specified by placement school.</p>		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Practical Training in Classroom Teaching including Theory (German Gymnasium)		10-M-SFDPGY-152-m01
Module coordinator		Module offered by
Dean of Studies Mathematik (Mathematics)		Institute of Mathematics
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>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.</p>		
Intended learning outcomes		
<p>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 educational system. He/She is able to connect ideas from school pedagogy and learning psychology with didactical cognisance and incorporate them in the mise-en-scène of his/her teaching.</p>		
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 semester, information on whether module can be chosen to earn a bonus)		
<p>a) presentation (30 to 45 minutes) with position paper (1 to 2 pages) or b) term paper (10 to 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.</p>		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title		Abbreviation
Physics: Practical Training and Theory of Classroom		11-L-SBPGY-152-m01
Module coordinator		Module offered by
holder of the Chair of Physics and its Didactics		Faculty of Physics and Astronomy
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>The module introduces teaching practice. The students gain insights into the pedagogical, didactic and methodical practice of Physics by observing and discussing classes. They consolidate their knowledge by preparing and holding classes themselves. In the corresponding seminar, the following topics (among others) will be discussed in agreement with the teachers: Introduction to the curriculum of Gymnasium; criteria to observe and analyse classes; basics of general school and class pedagogics; subject-specific work methods; planning of class sequences and models; introduction to the usage of modern media; development of blackboard pictures and transparency sketches. The main focus will be on class practice, the corresponding seminar also helps the students in developing own classes.</p>		
Intended learning outcomes		
<p>The students have gained deep insights into the main steps of planning, preparing and organising classes; they are able to implement the contents of the curricula for different grades in a practical manner; they are able to select and use media, methods and social forms according to learning goals; they are able to connect findings of school pedagogics and learning psychology with subject-didactic knowledge and to integrate these findings into the organisation of classes.</p>		
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 semester, information on whether module can be chosen to earn a bonus)		
<p>term paper (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 set tasks as specified by placement school. Language of assessment: German and/or English</p>		
Allocation of places		
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Additional information		
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Workload		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 34 I 1 Nr. 4		
Module appears in		
First state examination for the teaching degree Gymnasium Educational Science (2015)		

Module title			Abbreviation
Music Studies III - Practical Training at School and Supplementary Course (Gymnasium) - Didactics			HM-MP3-FDP-GY-152-m01
Module coordinator		Module offered by	
holder of the Professorship of European Studies and International Relations		University of Music Würzburg	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	unknown	--	
Contents			
No information on contents available.			
Intended learning outcomes			
No information on intended learning outcomes available.			
Courses (type, number of weekly contact hours, language — if other than German)			
P (o) + P (o)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
Proof of having participated in mandatory teaching practice and having completed all set tasks as specified by the placement school			
Allocation of places			
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Additional information			
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Workload			
120 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 34 I S. 1 Nr. 4			
Module appears in			
First state examination for the teaching degree Gymnasium Educational Science (2015)			