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

Teaching degree, Gymnasien
Responsible: JMU Würzburg
Abbreviations used

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

Term: \(SS\) = summer semester, \(WS\) = winter semester

Methods of grading: \(\text{NUM}\) = numerical grade, \(\text{B/NB}\) = (not) successfully completed

Regulations: \((\text{L})\text{ASPO}\) = general academic and examination regulations (for teaching-degree programmes), \(\text{FSB}\) = subject-specific provisions, \(\text{SFB}\) = 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:

\(\text{LASPO2009}, \text{LASPO2015}\)

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

\(15\text{-Mar-2016 (2016-42)}\) Information on all modules offered as part of the area Freier Bereich (FB, general as well as subject-specific electives) in the winter term 2015/2016 and the summer term 2016 is listed below. The list is divided into two sections without being further subdivided. This listing is valid for LASPO2009 and LASPO2015 as well.

\(15\text{-Mar-2016 (2016-43)}\)

\(13\text{-Apr-2016 (2016-65)}\)

\(13\text{-Apr-2016 (2016-66)}\)

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 \(\text{FSB}\) (subject-spe-
cific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
This module catalogue provides information on the modules offered as part of the area Freier Bereich (general as well as subject-specific electives) for students of all subjects pursuing a teaching degree at Julius-Maximilians-Universität Würzburg.

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

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<thead>
<tr>
<th>Abbreviation</th>
<th>Module title</th>
<th>ECTS credits</th>
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FÜG

JMU Würzburg • generated 17-Sep-2019 • exam. reg. data record L5[018]-[H]2015
<table>
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<td>41-IK-BM-152-m01</td>
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**Contents**

Information literacy in an academic context: search strategies, resources, reference management, copyright, etc.

**Intended learning outcomes**

Students know what information is needed for what purpose. They are able to locate information that is relevant within their discipline(s) and beyond in a variety of resources and to evaluate this information. They recognise the difference in quality between information they have retrieved from specific, restricted access resources (databases) and information they have found on the free web. The module aims to equip students with the skills needed to find information and literature that is relevant to the topics of their papers.

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

| Ü (0.5) |

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

presentation (approx. 15 minutes) with written elaboration (approx. 2 pages)

**Allocation of places**

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**Additional information**

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

§ 99 I Nr. 1 (2 ECTS credits)
### Greek Basic Course

**Module title**: Greek Basic Course  
**Abbreviation**: 01-LA-FB-GrGK-152-m01

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**Module coordinator**: holder of the Chair of New Testament  
**Module offered by**: Faculty of Catholic Theology

**Faculty of Catholic Theology**

**ECTS**: 5  
**Duration**: 1 semester  
**Module level**: undergraduate  
**Other prerequisites**: --

**Contents**

The fundamentals of biblical Greek.

**Intended learning outcomes**

At the end of the course, students will have developed basic biblical Greek language skills. They will be able to read and understand texts written in biblical Greek.

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

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**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 minutes) and b) oral examination of one candidate each (approx. 15 minutes)  
Assessment offered: Once a year, winter semester  
Language of assessment: German/Greek

**Allocation of places**

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-assigned by lot as they become available.

**Additional information**

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

§ 79 I Nr. 1
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**Contents**

An advanced knowledge of biblical Greek.

**Intended learning outcomes**

At the end of the course, students will have developed an advanced knowledge of biblical Greek. They will have developed the ability to read, understand, and interpret texts written in biblical Greek and will thus be able to engage in specialised biblical studies.

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

Ü (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)**

a) written examination (approx. 60 minutes) and b) oral examination of one candidate each (approx. 15 minutes)

Assessment offered: Once a year, summer semester

Language of assessment: German/Greek

**Allocation of places**

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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**Contents**
The fundamentals of biblical Hebrew.

**Intended learning outcomes**
At the end of the course, students will have developed basic biblical Hebrew language skills. They will be able to read and understand texts written in biblical Hebrew.

**Courses** (type, number of weekly contact hours, language — if other than German)
Ü (3)

**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)
oral examination of one candidate each (approx. 25 minutes)
Assessment offered: Once a year, winter semester
Language of assessment: German/Hebrew

**Allocation of places**
max. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**
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**Referred to in LPO I** (examination regulations for teaching-degree programmes)
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### Contents

An advanced knowledge of biblical Hebrew.

### Intended learning outcomes

At the end of the course, students will have developed advanced biblical Hebrew language skills. They will have developed the ability to read, understand, and interpret texts written in biblical Hebrew and will thus be able to engage in specialised biblical studies.

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

| Ü (3) |

### 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) and b) oral examination of one candidate each (approx. 15 minutes)

Assessment offered: Once a year, summer semester

Language of assessment: German/Hebrew

### Allocation of places

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

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

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<td>Dean of Studies Faculty of Catholic Theology</td>
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### Contents

Aiming to give students the opportunity to develop a comprehensive picture of contemporary research, this module includes traditional lectures and seminars as well as lecture series, panel discussions, and field trips.

### Intended learning outcomes

At the end of the module, students will have developed the ability to reflect upon the knowledge they have gained as well as to present it and discuss it in the context of theory construction in theology.

### 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) oral examination of one candidate each (approx. 15 minutes) or b) portfolio (2 to 4 assessments, approx. 15 hours total)

### Allocation of places

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### Additional information

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

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Module catalogue

Freier Bereich (general as well as subject-specific electives) for teaching degree students of all subjects (FÜG)

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<td>Inclusive religious education</td>
<td>06-Th-inclRp-152-m01</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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Contents

Inclusion - an issue that touches many aspects of daily life and an important issue for Protestant religious education teachers.

Intended learning outcomes

At the end of the course, students will have become familiar with the historical development and political history of the inclusion movement as well as with approaches to understanding the concept of inclusion. They will have become familiar with the relevance the inclusion paradigm has to theology and will be able to develop topics in religious education with a view to teaching within an inclusive classroom. In addition, students will be able to analyse, discuss, and evaluate approaches to inclusive teaching in the religious education classroom.

Courses

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

S (2)

Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (approx. 20 minutes) with written elaboration (approx. 3 pages) or b) written examination (60 minutes) or c) term paper (approx. 12 to 15 pages) or d) portfolio (approx. 10 hours)

Language of assessment: German/English

Allocation of places

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Additional information

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

--
**Module title** | **Abbreviation**  
--- | ---  
School and Museum - Extracurricular Education and Learning in Museums | 04-Muspäd-LA-152-m01  
  
**Module coordinator** | **Module offered by**  
holder of the Professorship of Museum Studies | Professorship of Museum Studies  
  
**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)**  
5 | numerical grade | --  
  
**Duration** | **Module level** | **Other prerequisites**  
1 semester | undergraduate | --  
  
**Contents**

Introduction to the extracurricular site "museum" with focus on the educational work and the transfer of knowledge, which is implemented there. According to the definition of the International Council of Museum (ICOM), a museum is a "not-for-profit institution that serves society and their development, that is open to the public and that collects, preserves, examines, imparts and exhibits material remains of the human and its ambient environment for study, education and entertainment purposes".

**Intended learning outcomes**

Students acquire a broad overview knowledge concerning the institution museum and the related history, tasks and current problems. They are able to apply a museum educational working method to the extracurricular learning site museum practically. They achieve a museum educational and specific background knowledge that can be applied to the school practice.

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

Ü (1) + R (2)  
Module taught in: Ü, R: German and/or English  

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

project: preparing materials, e. g. for a guided tour or other event in the field of museum education or accompanying event, approx. 50 hours total  
Language of assessment: German and/or English  
creditable for bonus  

**Allocation of places**

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**Additional information**

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

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Module title: French 1 - Basic Level (A1)  
Abbreviation: 42-FRA-G1-152-m01

Module coordinator: head of Language Centre (ZFS)  
Module offered by: Language Centre (ZFS)

ECTS: 5  
Duration: 1 semester  
Module level: undergraduate  
Other prerequisites: --

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

Contents: This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.

Intended learning outcomes: Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. At the end of the module, students will have developed skills in the target language that are equivalent to level "A1 -- Breakthrough" of the Common European Framework of Reference for Languages.

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

.duration: 5 semesters  
Course (type, number of weekly contact hours, language — if other than 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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: French

Allocation of places: min. 5, max. 25 places. Places will be allocated by lot.

Additional information: --

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

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. They will be able to communicate in simple, routine situations, exchanging information about familiar matters in a simple and direct manner. At the end of the module, students will have developed skills in the target language that are equivalent to level “A2 -- Waystage” of the Common European Framework of Reference for Languages.

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

| Ü (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)

- a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)
- Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.
- Language of assessment: French

**Allocation of places**

min. 5, max. 25 places. Places will be allocated by lot.

**Additional information**

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

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Module title | Abbreviation
---|---
French 3 - Basic Level (B1) | 42-FRA-G3-152-m01

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Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.

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

| Ü (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) |

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

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Language of assessment: French

Allocation of places

min. 5, max. 25 places. Places will be allocated by lot.

Additional information

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

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**Contents**

This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. At the end of the module, students will have developed skills in the target language that are equivalent to level "A1 -- Breakthrough" of the Common European Framework of Reference for Languages.

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

| Ü (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)

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**Language of assessment:** Italian

**Allocation of places**

min. 5, max. 25 places. Places will be allocated by lot.

**Additional information**

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**Contents**

This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. At the end of the module, students will have developed skills in the target language that are equivalent to level "A1 -- Breakthrough" of the Common European Framework of Reference for Languages.

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

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**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. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

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Language of assessment: Spanish

**Allocation of places**

min. 5, max. 25 places. Places will be allocated by lot.

**Additional information**

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**Contents**

This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. This module aims to enable students to reach level “A1 -- Breakthrough” of the Common European Framework of Reference for Languages.

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

Ü (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)

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Language of assessment: Arabic

**Allocation of places**

min. 5, max. 25 places. Places will be allocated by lot.

**Additional information**

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

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### Module title

**Arabic 2 - Basic Level (A1.2)**

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### Abbreviation

42-ARA-G2-152-m01

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### Module coordinator

head of Language Centre (ZFS)

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### Module offered by

Language Centre (ZfS)

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### ECTS

5

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### Method of grading

numerical grade

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### Only after succ. compl. of module(s)

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### Duration

1 semester

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### Module level

undergraduate

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### Other prerequisites

Course prerequisites: existing language skills; successful completion of module 42-ARA-G1 is therefore highly recommended.

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### Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

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### Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. At the end of the module, students will have developed skills in the target language that are equivalent to level "A1 -- Breakthrough" of the Common European Framework of Reference for Languages.

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

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 Language of assessment: Arabic

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### Allocation of places

min. 5, max. 25 places. Places will be allocated by lot.

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### Additional information

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

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### Module catalogue

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

for teaching degree students of all subjects (FÜG)

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### Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

### Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. They will be able to communicate in simple, routine situations, exchanging information about familiar matters in a simple and direct manner. At the end of the module, students will have developed skills in the target language that are equivalent to level "A2 -- Waystage" of the Common European Framework of Reference for Languages.

### Courses

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

Ü (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)

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Language of assessment: Arabic

### Allocation of places

min. 5, max. 25 places. Places will be allocated by lot.

### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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### Module catalogue

**Freier Bereich (general as well as subject-specific electives)**
for teaching degree students of all subjects (FÜG)

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### Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

### Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. They will be able to communicate in simple, routine situations, exchanging information about familiar matters in a simple and direct manner. At the end of the module, students will have developed skills in the target language that are equivalent to level "A2 -- Waystage" of the Common European Framework of Reference for Languages.

### Courses

**Type, number of weekly contact hours, language — if other than German**

| Ü (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)

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**Language of assessment:** Italian

### Allocation of places

- min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

### Additional information

- ...

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

- ...
Module title | Abbreviation
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Italian 3 - Basic Level (B1) | 42-ITA-G3-152-m01

Module coordinator | Module offered by
head of Language Centre (ZFS) | Language Centre (ZfS)

ECTS | Method of grading | Only after succ. compl. of module(s)
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Duration | Module level | Other prerequisites
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1 semester | undergraduate | Required level of language proficiency: A2.3.

Contents
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Intended learning outcomes
Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.

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

| Ü (4) |

Method of assessment
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Language of assessment: Italian

Allocation of places
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Spanish 2 - Basic Level (A2)

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**Contents**

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. They will be able to communicate in simple, routine situations, exchanging information about familiar matters in a simple and direct manner. At the end of the module, students will have developed skills in the target language that are equivalent to level "A2 -- Waystage" of the Common European Framework of Reference for Languages.

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

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**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)

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Language of assessment: Spanish

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

**Additional information**

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

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Spanish 3 - Basic Level (B1)

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Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.

Courses

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Method of assessment

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: Spanish

Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

Additional information

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

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**Contents**

This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. At the end of the module, students will have developed skills in the target language that are equivalent to level “A1 – Breakthrough” of the Common European Framework of Reference for Languages.

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

| Ü (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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

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**Language of assessment:** Swedish

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

**Additional information**

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### Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

### Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. They will be able to communicate in simple, routine situations, exchanging information about familiar matters in a simple and direct manner. At the end of the module, students will have developed skills in the target language that are equivalent to level "A2 -- Waystage" of the Common European Framework of Reference for Languages.

### Courses

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

Ü (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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

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Language of assessment: Swedish

### Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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Module title | Abbreviation
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Swedish 3 - Basic Level (B1) | 42-SWE-G3-152-m01

Module coordinator | Module offered by
head of Language Centre (ZFS) | Language Centre (ZfS)

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Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects as well as with the culture and society of the country in which the target language is spoken. When they read or listen to texts on topics they are familiar with, they will understand the main points. They will be able to talk and write about general topics, using fundamental grammatical structures and an appropriate yet limited vocabulary. At the end of the module, students will have developed skills in the target language that are equivalent to level "B1 -- Threshold" of the Common European Framework of Reference for Languages.

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

Ü (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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

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Language of assessment: Swedish

Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

Additional information

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**Contents**

This module equips students (without any previous knowledge of the target language) with basic skills in the target language which will allow them to orient themselves in basic situations in the target language.

**Intended learning outcomes**

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. When they read or listen to texts, they will understand familiar, everyday expressions and very simple sentences. Students will be able to speak and write in the target language, using simple phrases. At the end of the module, students will have developed skills in the target language that are equivalent to level "A1 -- Breakthrough" of the Common European Framework of Reference for Languages.

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

| Ü (4) |

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Language of assessment: Portuguese

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

**Additional information**

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

--
Module title | Brazilian Portuguese 2 - Basic Level (A2)  
Abbreviation | 42-POR-G2-152-m01  
Module coordinator | head of Language Centre (ZfS)  
Module offered by | Language Centre (ZfS)  
ECTS | 5  
Method of grading | numerical grade  
Only after succ. compl. of module(s) | --  
Duration | 1 semester  
Module level | undergraduate  
Other prerequisites | Required level of language proficiency: A1.3.

Contents

Building on nominal previous knowledge, this module teaches students the basics of the target language which will allow them to orient themselves in basic situations in the target language.

Intended learning outcomes

Students will develop basic general language skills and become familiar with intercultural aspects. They will develop an elementary ability to communicate and exchange information in a very basic way. They will be able to communicate in simple, routine situations, exchanging information about familiar matters in a simple and direct manner. At the end of the module, students will have developed skills in the target language that are equivalent to level "A2 -- Waystage" of the Common European Framework of Reference for Languages.

Courses

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

Ü (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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

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Language of assessment: Portuguese

Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

Additional information

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

--
Module title
Qualification in Latin

Abbreviation
42-LAT-152-m01

Module coordinator
head of Language Centre (ZFS)

Module offered by
Language Centre (ZFS)

ECTS
10

Method of grading
numerical grade

Only after succ. compl. of module(s)
--

Duration
2 semester

Module level
undergraduate

Other prerequisites
--

Contents
In this module, students (without any previous knowledge of the Latin language) gain a solid knowledge of Latin.

Intended learning outcomes
Students develop the ability to comprehend the content, structure, and message of original Latin texts that correspond in difficulty to simpler passages from prose texts (e.g. Caesar, Nepos). Upon successful completion of the module, students will be issued the Latin language certificate Kleines Latinum that attests a "solid knowledge" of the Latin language. The certificate also attests a "knowledge" of the Latin language.

Courses (type, number of weekly contact hours, language — if other than German)
Ü (4) + Ü (4) + Ü (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)
written examination (approx. 180 minutes).
For more information, please refer to the Prüfungsordnung für die Akademische Feststellungsprüfung zum Nachweis gesicherter Kenntnisse in Latein (examination regulations for the academic assessment examination to prove a sound knowledge of the Latin language; Kleines Latinum) of Julius-Maximilians-Universität Würzburg dated 11 November 2009 as amended from time to time.
Assessment offered: Once a year
Language of assessment: German and Latin
For more information, please refer to the Prüfungsordnung für die Akademische Feststellungsprüfung zum Nachweis gesicherter Kenntnisse in Latein (examination regulations for the academic assessment examination to prove a sound knowledge of the Latin language, Kleines Latinum) of Julius-Maximilians-Universität Würzburg dated 11 November 2009 as amended from time to time.

Allocation of places
min. 5, max. 40 places. Should the number of applications exceed the number of available places, places will be allocated as follows: 1. Places will be allocated by lot.

Additional information
--

Referred to in LPO I (examination regulations for teaching-degree programmes)
--
### Module title
Theory of and practice in deprived areas (project)

### Abbreviation
06-V-ProjsozBP-152-m01

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### Contents
Selected problems of Education for People with Emotional and Behavioural Disorders, group processes and processes of social learning, violence prevention, intercultural competencies in working with families with a migrant background, alternating prioritisation under the guidance of subject specialists, pedagogical support for children and juveniles from deprived areas; gender- and age-homogeneous youth group work; interest-specific group work with children and juveniles

### Intended learning outcomes
The students can independently plan, organise and hold group sessions and are able to apply legal basics such as duty of supervision in practice. They are able to work in a team and acquire leadership skills by independently cooperating with fellow students and by communicating with children and their families (self- and social competence). By combining theory and practice, the students are able to critically evaluate pedagogical theories and learn to scrutinise their own actions.

### Courses
(type, number of weekly contact hours, language — if other than German)
S (2) + S (1) + P (1)

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) term paper (approx. 10 pages) or b) oral examination in groups of up to 4 candidates (approx. 20 minutes per group, approx. 5 minutes per candidate)

### Allocation of places
max. 25 places (lottery)

### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
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### Studyworkshop: Open education and inclusive learning

**Abbreviation**: 06-I-FB-Lws-OGL-152-m01

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**Duration**: 2 semester

**Module level**: undergraduate

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### Contents

Principles of open learning; principles of inclusive learning; detailed insights into a selected topic area; evaluation and consideration of learners’ prior knowledge; creating and presenting didactic means; implementing didactic plans.

### Intended learning outcomes

Subject and professional competence in organising and modifying lessons; consideration of learners’ prior knowledge; planning of learning processes; planning and creation of didactic material.

### Courses

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

S (2) + S (2)

### Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

presentation (approx. 40 minutes) with written elaboration (approx. 10 pages)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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**Module coordinator**

head of studyworkshop of the Institute of Special Education

**Module offered by**

Institute of Special Education

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**Contents**

Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

**Intended learning outcomes**

Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

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

S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

presentation (approx. 40 minutes) with written elaboration (approx. 12 pages) creditable for bonus

**Allocation of places**

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**Additional information**

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**Contents**

Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

**Intended learning outcomes**

Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

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

S (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)

1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages)

creditable for bonus

**Allocation of places**

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**Additional information**

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**Contents**

Overview of subject-didactic approaches in maths; active discovery learning in maths; structure- and level-oriented learning in maths; maths classes for heterogeneous groups; knowledge of the corresponding didactic means

**Intended learning outcomes**

Subject and professional competence in teaching maths to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

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

| S (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)

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus

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<td>Module title</td>
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<tr>
<td>Studyworkshop: Spelling education in heterogeneous learning groups</td>
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### Contents
Overview of the models of spelling acquisition in pupils; detailed insights into selected models; promotion of spelling competencies; peculiarities of German spelling rules; spelling classes for heterogeneous groups; knowledge of the corresponding didactic means

### Intended learning outcomes
Subject and professional competence in teaching spelling to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

### Courses (type, number of weekly contact hours, language — if other than German)
S (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)
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) credible for bonus

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title
Studyworkshop: Literacy development in heterogeneous learning groups

Abbreviation
06-I-FB-Lws-SE-152-m01

Module coordinator
head of studyworkshop of the Institute of Special Education

Module offered by
Institute of Special Education

ECTS
3

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

(not) successfully completed
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Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
Overview of the models of literacy acquisition; detailed insights into selected models; preschool skills; peculiarities of the German language; literacy acquisition in heterogeneous groups; knowledge of the corresponding didactic means

Intended learning outcomes
Subject and professional competence in promoting literacy acquisition in children with and without special educational needs; organisation of learning processes for heterogeneous groups; possibilities of using didactic means

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)

1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) creditable for bonus

Allocation of places
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Additional information
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**Contents**

Overview of different topics of Science and Social Studies; experiments in Science and Social Studies; detailed insights into a selected topic area; inclusive learning in heterogeneous groups; knowledge of the corresponding didactic means; project offers for school groups.

**Intended learning outcomes**

Subject and professional competence in teaching science and social studies to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means; organisation and implementation of project offers.

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

S (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)

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes)

creditable for bonus

**Allocation of places**

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**Additional information**

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

--
Interactive Whiteboards (Basic Course)

Abbreviation
42-ZfM-IT-B-152-m01

Module coordinator
head of Centre for Media Didactics (ZfM)

Module offered by
Centre for Media Didactics (ZfM)

ECTS
3

Method of grading
(only) successfully completed

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
Blackboards are still the classic medium for teaching classes. The students examine the theoretical principles of working with boards to determine the possibilities and opportunities of using interactive board systems. The module provides an overview of the functionality of interactive whiteboards which combine the functions of blackboards with the functions of flip charts by using computer technology as well as projection technology. Self-organised learning processes, which are demanded by modern learning culture, are put into practice. In this way, the students actively participate in class and work with the board systems from the beginning of the seminar.

Intended learning outcomes
After successfully completing this module, the students have acquired basic skills in dealing with interactive whiteboards. By creating virtual arrangements, the students have learned to create content for interactive whiteboards and they are able to integrate these whiteboards into school lessons in a useful manner. Furthermore, they know how to search for additional digital resources and materials for teaching school lessons with an interactive whiteboard.

Courses
S (2)

Method of assessment
Project including presentation (30 minutes) and written elaboration (approx. 2 pages)

Allocation of places
Max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
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<td>Radio Play Workshop (Basic Course)</td>
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**Contents**

The module provides an overview of aspects, concepts and elements of popular and new radio plays. The aim of the course is to create own radio plays whilst taking into account aspects of media criticism and school.

**Intended learning outcomes**

After successfully completing this module, the students have acquired basic skills in dealing with microphones, headsets, preamplifiers, and audio interfaces. Furthermore, they are able to use audio software in a proper way and to process audio materials under production-aesthetic aspects. The participants are able to conceptualize and implement radio play structures by using a specific text source.

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

S (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)

project including presentation (approx. 20 minutes) and written elaboration (approx. 2 pages)

**Allocation of places**

max. 16 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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**Contents**

The module provides an overview of aspects, concepts and elements of popular and new radio plays. The aim of the course is to create own radio plays whilst taking into account aspects of media criticism and school.

**Intended learning outcomes**

After successfully completing this module, the students have acquired advanced skills in dealing with microphones, headsets, preamplifiers, and audio interfaces. Furthermore, they are able to use audio software in a proper way and to process audio materials under production-aesthetic aspects. The participants are able to conceptualize and implement radio play structures by using a specific text source.

**Courses**

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

S (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)

project including presentation (approx. 30 minutes) and written elaboration (approx. 2 pages)

**Allocation of places**

max. 16 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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## Module catalogue

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

for teaching degree students of all subjects (FÜG)

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<td>Radio Play Workshop (Intensive Course)</td>
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### Module coordinator

head of Centre for Media Didactics (ZfM)

### Module offered by

Centre for Media Didactics (ZfM)

### ECTS | Method of grading | Other prerequisites |
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### Duration | Module level |
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### Contents

The module provides an overview of aspects, concepts and elements of popular and new radio plays. The aim of the course is to create own radio plays whilst taking into account aspects of media criticism and school.

### Intended learning outcomes

After successfully completing this module, the students have acquired profound skills in dealing with microphones, headsets, preamplifiers, and audio interfaces. Furthermore they are able to use audio software in a professional way and to process audio materials under production-aesthetic aspects. The participants are able to conceptualize and implement radio play structures by using a specific text source.

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

S (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)

project including presentation (approx. 50 minutes) and written elaboration (approx. 2 pages)

### Allocation of places

max. 16 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

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

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<td>Electronic Graphic Design (Basic Course)</td>
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### Contents

Practical introduction to working with graphics software.

### Intended learning outcomes

The students have acquired basic theoretical and practical knowledge of (re)creating and editing graphical content. They are able to create small tutorials on their own and to critically evaluate pre-existing tutorials.

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

- **S (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)

- project including presentation (20 to 30 minutes)

### Allocation of places

max. 11 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

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**Module coordinator**

head of Centre for Media Didactics (ZfM)

**Module offered by**

Centre for Media Didactics (ZfM)

**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)** |
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**Contents**

Practical introduction to working with graphics software.

**Intended learning outcomes**

The students have acquired advanced theoretical and practical knowledge of (re)creating and editing graphical content. They are able to create bigger tutorials on their own and to critically evaluate pre-existing tutorials.

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

S (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)

project including presentation (30 to 40 minutes)

**Allocation of places**

max. 11 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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**Contents**
Practical introduction to working with graphics software.

**Intended learning outcomes**
The students have acquired profound theoretical and practical knowledge of (re)creating and editing graphical content. They are able to create complex tutorials on their own and to critically evaluate pre-existing tutorials.

**Courses** (type, number of weekly contact hours, language — if other than German)
S (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)
project including presentation (approx. 60 minutes)

**Allocation of places**
max. 11 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

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**Contents**

The module provides an overview of the various fields of media psychology, e. g. key concepts of media usage and impact or psychological theories about cognition, emotions, development, personality and sociality.

**Intended learning outcomes**

The students have acquired basic knowledge of different approaches and theories in the field of media psychology.

**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)

presentation (approx. 30 minutes)

**Allocation of places**

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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## Module title

Media Psychology (Advanced Course)

## Abbreviation

42-ZfM-MePsy-E-152-m01

## Module coordinator

head of Centre for Media Didactics (ZfM)

## Module offered by

Centre for Media Didactics (ZfM)

## ECTS

4

## Method of grading

Only after succ. compl. of module(s)

## Duration

1 semester

## Module level

undergraduate

## Other prerequisites

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## Contents

The module provides an overview of the various fields of media psychology, e.g. key concepts of media usage and impact or psychological theories about cognition, emotions, development, personality and sociality.

## Intended learning outcomes

The students have acquired profound knowledge of different approaches and theories in the field of media psychology.

## 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)

presentation (approx. 40 minutes)

## Allocation of places

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

## Additional information

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

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### Module title: Media Psychology (Intensive Course)  
#### Abbreviation: 42-ZfM-MePsy-I-152-m01

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#### Duration: 1 semester  
#### Module level: undergraduate  
### Contents
The module provides an overview of the various fields of media psychology, e.g. key concepts of media usage and impact or psychological theories about cognition, emotions, development, personality and sociality.

### Intended learning outcomes
The students have acquired profound knowledge of different approaches and theories in the field of media psychology.

### 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)
presentation (approx. 50 minutes)

### Allocation of places
max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title | Abbreviation
---|---
Film Studies (Basic Course) | 42-ZfM-FiWi-B-152-m01

Module coordinator | Module offered by
head of Centre for Media Didactics (ZfM) | Centre for Media Didactics (ZfM)

ECTS | Method of grading | Only after succ. compl. of module(s)
3 | (not) successfully completed|--

Duration | Module level | Other prerequisites
1 semester | undergraduate|--

Contents
The module provides an overview of various fields of film studies: History, techniques, analysis, dramaturgy, and psychology.

Intended learning outcomes
The students are able to critically evaluate films from a scientific perspective. They have basic knowledge of film history, techniques, analysis, dramaturgy and psychology and have acquired an appropriate level of media literacy in the field of films.

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)
presentation (approx. 30 minutes)

Allocation of places
max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
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Referred to in LPO 1 (examination regulations for teaching-degree programmes)
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## Contents

The module provides an overview of various fields of film studies: History, techniques, analysis, dramaturgy, and psychology.

## Intended learning outcomes

The students are able to critically evaluate films from a scientific perspective. They have general knowledge of film history, techniques, analysis, dramaturgy and psychology and have acquired a high level of media literacy in the field of films.

## 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)

presentation (approx. 40 minutes)

## Allocation of places

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

## Additional information

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

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**Contents**

The module provides an overview of various fields of film studies: History, techniques, analysis, dramaturgy, and psychology.

**Intended learning outcomes**

The students are able to critically evaluate films from a scientific perspective. They have detailed knowledge of film history, techniques, analysis, dramaturgy and psychology and have acquired a very high level of media literacy in the field of films.

**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)

presentation (approx. 50 minutes)

**Allocation of places**

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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**Contents**

Principles of different configurations of new media technologies and their applicability in school.

**Intended learning outcomes**

After successfully completing this module, the students are able to use different configurations of new media technologies for planning and teaching school lessons. Furthermore, they are able to plan, conduct and present smaller projects in the field of new media technologies.

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

S (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)

project including presentation (20 minutes) and written elaboration (approx. 2 pages)

**Allocation of places**

max. 24 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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### Module title
AVC-Media (Advanced Course)

### Abbreviation
42-ZfM-AVCMed-E-152-m01

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### Contents
Principles of different configurations of new media technologies and their applicability in school.

### Intended learning outcomes
After successfully completing this module, the students are able to use different configurations of new media technologies for planning and teaching school lessons. Furthermore, they are able to plan, conduct and present bigger projects in the field of new media technologies.

### Courses (type, number of weekly contact hours, language — if other than German)
S (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)
project including presentation (30 minutes) and written elaboration (approx. 2 pages)

### Allocation of places
max. 24 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information
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**Contents**

Principles of different configurations of new media technologies and their applicability in school.

**Intended learning outcomes**

After successfully completing this module, the students are able to use different configurations of new media technologies for planning and teaching school lessons. Furthermore, they are able to plan, conduct and present complex projects in the range of new media technologies.

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

S (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)

project including presentation (40 minutes) and written elaboration (approx. 2 pages)

**Allocation of places**

max. 24 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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### Contents

The aim of the module is to improve the students' presentation skills. Especially multimedia aspects such as mastering presentation software, properly editing and integrating video footage and recording audio files will play an important role.

### Intended learning outcomes

The students have basic skills in using technology and software to create and give multimedia-supported presentations. Furthermore, they know how to give professional, multimedia-supported presentations and are able to create a proper handout.

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

S (2)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

presentation (30 to 40 minutes) with written elaboration (approx. 2 pages)

### Allocation of places

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

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

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**Module title**: Computer Based Presenting (Advanced Course)

**Abbreviation**: 42-ZfM-CoPrä-E-152-m01

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**Contents**

The aim of the module is to improve the students' presentation skills. Especially multimedia aspects such as mastering presentation software, properly editing and integrating video footage and recording audio files will play an important role.

**Intended learning outcomes**

The students have advanced skills in using technology and software to create and give multimedia-supported presentations. Furthermore, they know how to give professional, multimedia-supported presentations and are able to create a proper handout.

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

S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

Presentation (30 to 40 minutes) with written elaboration (approx. 2 pages)

**Allocation of places**

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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**Contents**

The aim of the module is to improve the students' presentation skills. Especially multimedia aspects such as mastering presentation software, properly editing and integrating video footage and recording audio files will play an important role.

**Intended learning outcomes**

The students have professional skills in using technology and software to create and give multimedia-supported presentations. Furthermore, they know how to give professional, multimedia-supported presentations and are able to create a proper handout.

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

S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

presentation (approx. 60 minutes) and written elaboration (approx. 2 pages)

**Allocation of places**

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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**Module title** | **Abbreviation**
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Web Design (Basic Course) | 42-ZfM-WebDe-B-152-m01

**Module coordinator** | **Module offered by**
head of Centre for Media Didactics (ZfM) | Centre for Media Didactics (ZfM)

**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)**
3 | (not) successfully completed | --

**Duration** | **Module level** | **Other prerequisites**
1 semester | undergraduate | --

**Contents**
The aim of the module is to create own websites whilst taking into account different aspects of layout options, user guidance etc. In addition, we discuss the differences and similarities between print media and the internet. Furthermore, we review and analyse popular websites to develop a critical approach to website creation.

**Intended learning outcomes**
After successfully completing this module, the students have acquired basic knowledge of designing websites. They have basic skills in creating own web presences and are able to critically reflect pre-existing web content.

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

S (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)

project with written elaboration (approx. 2 pages) and presentation (approx. 30 minutes)

**Allocation of places**
max. 12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**
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**Referred to in LPO I**
(examination regulations for teaching-degree programmes)
--
Web Design (Advanced Course)  

Module title: Web Design (Advanced Course)  
Abbreviation: 42-ZfM-WebDe-E-152-m01

Module coordinator: head of Centre for Media Didactics (ZfM)  
Module offered by: Centre for Media Didactics (ZfM)

ECTS: 4  
Method of grading: Only after succ. compl. of module(s)  
Duration: 1 semester  
Module level: undergraduate  
Other prerequisites: --

Contents
The aim of the module is to create own websites whilst taking into account different aspects of layout options, user guidance etc. In addition, we discuss the differences and similarities between print media and the internet. Furthermore, we review and analyse popular websites to develop a critical approach to website creation.

Intended learning outcomes
After successfully completing this module, the students have acquired advanced knowledge of designing websites. They have advanced skills in creating own web presences and are able to critically reflect pre-existing web content.

Courses
(type, number of weekly contact hours, language — if other than German)
S (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)
project with written elaboration (approx. 2 pages) and presentation (approx. 40 minutes)

Allocation of places
max. 12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
--
### Module title
Web Design (Intensive Course)

### Abbreviation
42-ZfM-WebDe-I-152-m01

### Module coordinator
head of Centre for Media Didactics (ZfM)

### Module offered by
Centre for Media Didactics (ZfM)

### ECTS
5

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

## Contents
The aim of the module is to create own websites whilst taking into account different aspects of layout options, user guidance etc. In addition, we discuss the differences and similarities between print media and the internet. Furthermore, we review and analyse popular websites to develop a critical approach to website creation.

## Intended learning outcomes
After successfully completing this module, the students have acquired basic knowledge of designing websites. They have professional skills in creating own web presences and are able to critically reflect pre-existing web content.

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

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## Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

- project with written elaboration (approx. 2 pages) and presentation (approx. 50 minutes)

## Allocation of places
max. 12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

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

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<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Broadcasting (Basic Course)</td>
<td>42-ZfM-BrCast-B-152-m01</td>
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**Module coordinator**

head of Centre for Media Didactics (ZfM)

**Module offered by**

Centre for Media Didactics (ZfM)

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<tr>
<th>ECTS</th>
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**Duration**

1 semester

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<tr>
<th>Module level</th>
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<tbody>
<tr>
<td>undergraduate</td>
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**Contents**

The aim of the module is to produce a professional video clip (broadcasts). Therefore, the principles of audio and video work, e.g. lighting engineering, camera settings, editing, montage, and professional recording of audio tracks, are conveyed during the course. Afterwards, the students apply their acquired skills to practical projects at the video / recording studio. Finally, the resulting audiovisual materials are converted into different target formats for the internet, live streams etc.

**Intended learning outcomes**

Basic skills regarding the proper usage of professional audio and video technology, basic skills in lighting engineering, postproduction (e.g. for various platforms), planning and designing broadcasts.

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

S (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)

project including presentation (approx. 20 minutes) and/or written elaboration (2 to 3 pages)

**Allocation of places**

max. 12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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Module title | Abbreviation
---|---
Broadcasting (Advanced Course) | 42-ZfM-BrCast-E-152-m01

Module coordinator | Module offered by
head of Centre for Media Didactics (ZfM) | Centre for Media Didactics (ZfM)

ECTS | Method of grading | Only after succ. compl. of module(s)
---|---|---
4 | (not) successfully completed | --

Duration | Module level | Other prerequisites
---|---|---
1 semester | undergraduate | --

Contents
The aim of the module is to produce a professional video clip (broadcasts). Therefore, the principles of audio and video work, e.g. lighting engineering, camera settings, editing, montage, and professional recording of audio tracks, are conveyed during the course. Afterwards, the students apply their acquired skills to practical projects at the video / recording studio. Finally, the resulting audiovisual materials are converted into different target formats for the internet, live streams etc.

Intended learning outcomes
Advanced skills regarding the proper usage of professional audio and video technology, advanced skills in lighting engineering, postproduction (e.g. for various platforms), planning and designing broadcasts.

Courses (type, number of weekly contact hours, language — if other than German)
S (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)
project including presentation (approx. 30 minutes) and/or written elaboration (3 to 4 pages)

Allocation of places
max. 12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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<tr>
<td>Broadcasting (Intensive Course)</td>
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<td>head of Centre for Media Didactics (ZfM)</td>
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<tr>
<td>1 semester</td>
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**Contents**

The aim of the module is to produce a professional video clip (broadcasts). Therefore, the principles of audio and video work, e.g. lighting engineering, camera settings, editing, montage, and professional recording of audio tracks, are conveyed during the course. Afterwards, the students apply their acquired skills to practical projects at the video / recording studio. Finally, the resulting audiovisual materials are converted into different target formats for the internet, live streams etc.

**Intended learning outcomes**

Profound knowledge regarding the proper usage of professional audio and video technology, profound knowledge of lighting engineering, postproduction (e.g. for various platforms), planning and designing broadcasts.

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

S (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)

project including presentation (approx. 40 minutes) and/or written elaboration (4 to 5 pages)

**Allocation of places**

max. 12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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### Module title
A comparison of Education Systems

### Abbreviation
43-LA-BildsysEx-152-m01

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<th>Module offered by</th>
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<tr>
<td>head of Professional School of Education (PSE)</td>
<td>Centre for Teacher Training and Educational Research (ZfL)</td>
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### Contents
The module functions as the preparation for the subsequent excursion to schools in different European countries. The course includes facts about the history, culture, society, and other aspects of the target culture. Furthermore, students will acquire knowledge about the structure of teacher training, schools and higher education systems of the respective country in order to compare them to the German educational system. Additionally, students are prepared in an intercultural way for the respective country. This will form the basis for the mutual exchange.

### Intended learning outcomes
Students are able to reflect upon and discuss about similarities and differences of international educational systems in comparison with the German educational system. They can discuss different aspects of educational systems in respect to migration and intercultural learning. They recognize and can assess historic, social, cultural and political effects on educational systems.

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

| S (2) |

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (approx. 20 minutes) or b) term paper (approx. 10 pages) or c) portfolio (approx. 30 hours total)

### Allocation of places
30 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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<td>Intercultural competence</td>
<td>43-LA-IntKultK-152-m01</td>
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### Contents

This module deals with the challenges of the pedagogical work in schools and educational institutions for adolescents against the background of different cultures and cultural standards. Particular emphasis is placed on the diversity of values and life styles, different world views and orientation patterns as well as different ways of thinking and living of adolescents. At the same time, the thematic emphases are dealt with under an intercultural point of view.

### Intended learning outcomes

Students have knowledge about different facets and subject areas of intercultural (adolescent) work. In dealing with the diversity of cultures and cultural interpretive patterns they command over basic intercultural key competencies. With the help of practical exercises students can transfer their knowledge to situations of their own pedagogical actions.

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

S (2)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (approx. 30 minutes) or b) term paper (approx. 10 pages)

### Allocation of places

15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

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

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<table>
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<tr>
<td>Employing media and interactive methods at school and in classrooms</td>
<td>43-LA-MedUnt-152-m01</td>
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**Module coordinator**
head of Professional School of Education (PSE)

**Module offered by**
Centre for Teacher Training and Educational Research (ZfL)

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**Contents**
Basics of communication at school / educational work; task specification of a teacher; introduction to various (interactive) media and medial methods; their use and purposeful usage in the classroom; production of learning objects for the classroom.

**Intended learning outcomes**
The students know a broad variety of media and medial methods and are able to use them in the classroom purposefully. Through the use of interactive media they can lead the students to self-organized and independent learning and working. They can prepare their lessons effectively and support them with objects for learning in an optimal way.

**Courses** (type, number of weekly contact hours, language — if other than German)
S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
presentation (approx. 10 minutes, approx. 15 pages)

**Allocation of places**
27 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**
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**Referred to in LPO I** (examination regulations for teaching-degree programmes)
--
Learning through the arts - Learning theories and classroom experience

Module title: Learning through the arts - Learning theories and classroom experience
Abbreviation: 43-LA-LTTA-Lernprax-152-m01

Module coordinator: head of Professional School of Education (PSE)
Module offered by: Centre for Teacher Training and Educational Research (ZtL)

ECTS: 3
Method of grading: Only after succ. compl. of module(s)
Duration: 1 semester
Module level: undergraduate
Other prerequisites: --

Contents:
"Learning through the arts" can be used at all types of schools and with all kinds of pupils. In the seminar, interconnections with the Bavarian curricula and own lesson plans for the major subjects will be worked out. Areas of the sciences of teaching and learning, learning theories, and results of brain research form a focal point of the theoretical part. Artist-teacher-cooperation leads to a changed understanding of learning culture. Besides insights into practical work, there will also be an elucidation about educational successes. In the seminar, students will get to know the work of LTTA at our schools and in other countries, while also analyzing and reflecting upon it. The participants of the seminar can also take part in events by LTTA, such as artists' training, teachers' further education, as well as in teaching examples at our project schools.

Intended learning outcomes:
Students gained knowledge about teaching theories, are able to do immersed curricular work, to reprocess lessons methodically and can transfer the artistic experiences choreographically, sculpturally, musically etc to their subject area. They can confidently work in a team. Furthermore, through their own practical implementation, they have experienced a furthering of their teaching personality with an increased feeling of security when using artistic elements for the purpose of achieving cognitive curricular goals. Moreover, they gained knowledge about classroom teaching research and are able implement and analyze their own units and surveys.

Courses:
S (2)

Method of assessment:
a) oral presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or b) designing a seminar (approx. 45 minutes) with written elaboration (approx. 3 pages)

Allocation of places:
30 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title
Learning through the arts - Teaching oriented research

Abbreviation
43-LA-LTTA-Forsch-152-m01

Module coordinator
head of Professional School of Education (PSE)

Module offered by
Centre for Teacher Training and Educational Research (ZfL)

ECTS
3

Method of grading
Only after succ. compl. of module(s)
(not) successfully completed 43-LA-LTTA-Lernprax

Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
Not a new project, not an event, but a "rethinking" of classroom teaching. Information: about LTTA in general and about the cooperation with the Royal Conservatory of Toronto and Queens University: The teacher education program Learning Through the Arts", developed at Canada’s Royal Conservatory of Music, has become the world’s most comprehensive school initiative based on the arts. LTTA brings specially trained artists to schools, who cooperate with teachers to create lessons that cover learning material in an exciting and playful way. For example, pupils learn math through dancing, history via story-telling and the natural sciences through the fine arts. The artists and teachers form a three-year teaching partnership with the goal of teaching non artistic subjects, such as math, natural sciences, history, and languages, in a holistic fashion by adding a broad variety of art forms (music, dance, fine arts). LTTA offers schools a comprehensive implementation program that includes advanced vocational training, support in the classroom, models for integration of the curriculum as well as means for rating pupils and evaluating the program. Ongoing, high quality professional training for teachers, artists, principals, and lecturers at LTTA schools are at the center of the program’s philosophy. Content of the module: "Learning through the arts" can be used at all types of schools and with all kinds of students. In the seminar, interconnections with the Bavarian curricula and own lesson plans for the major subjects are worked out. Areas of the sciences of teaching and learning, learning theories and results of brain research form a focal point of the theoretical part. Artist-teacher-cooperation leads to a changed understanding of learning culture. Besides the insights into the practical work, there will also be an elucidation about educational successes. In the seminar, students will get to know the work of LTTA at our schools and in other countries, while also analyzing and reflecting upon it. Some investigations from the LTTA model school can be realized. The participants of the seminar can also take part in events by LTTA, such as artists’ training, teachers’ further education as well as in teaching examples at our project schools.

Intended learning outcomes
Students gained knowledge about teaching theories, are able to do immersed curricular work, to reprocess lessons methodically and can transfer the artistic experiences choreographically, sculpturally, musically etc to their subject area. They can confidently work in a team. Furthermore, through their own practical implementation, they have experienced a furthering of their teaching personality with an increased feeling of security when using artistic elements for the purpose of achieving cognitive curricular goals. Moreover, they gained knowledge about classroom teaching research and are able implement and analyze their own units and surveys.

Courses (type, number of weekly contact hours, language — if other than German)
S (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) oral presentation (approx. 20 minutes) with written elaboration (approx. 6 pages) or b) designing a seminar (approx. 45 minutes) with written elaboration (approx. 3 pages)

Allocation of places
30 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

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

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<td>Transitions in the education system</td>
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</table>

**Contents**

The module addresses transitions between different institutions of the education system and between different types of schools. This concerns the transition from elementary schools to secondary schools as well as the transition from preschool institutions to elementary schools to improve the permeability between different types of schools, up to the transition between high schools to university and college. The concept of "transition" is hereby theoretically elaborated, reflected critically, and practically implemented.

**Intended learning outcomes**

Students are able to put theoretical approaches of the concept "transition" holistically into practice and reflect upon practice theoretically. They are experienced at elaborating lesson concepts at the interface between the types of schools that flank a transition. They can attribute the different requirement profiles of specific lesson sequences and units to the transition matter and thus use them purposefully. In periods of teaching practice that take place in selected schools they can validate the theoretical knowledge practically.

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

S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

presentation (approx. 15 minutes) and term paper (approx. 5 pages)

**Allocation of places**

20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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Module title
Self-assessment and career planning

Abbreviation
43-LA-Self-152-m01

Module coordinator
head of Professional School of Education (PSE)

Module offered by
Centre for Teacher Training and Educational Research (ZfL)

ECTS
3

Method of grading
(only after success. compl. of module(s))

Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
Based on a number of working steps, students' own ideas and wishes concerning their careers and plans for their professional future are made more transparent. Besides contributions by the seminar supervisors, topics will be treated in depth via role playing games as well as group and individual work which focuses on determining individual strengths and weaknesses, self-presentation (replication of their self-perception and how others perceive them), and definition of goals (in life as well as their career, and the compatibility of both).

Intended learning outcomes
The students learn to grasp and specify their skill profile. This includes a critical self-reflection in reference of their own goals. A comparison of their self-perception and how they are perceived by others enables the students to make their first steps towards improving their skills. These include their self-presentation as well as raising awareness for a possible correction in their career planning. The seminar prompts the students to take meaningful steps towards an implementation of their career plans.

Courses (type, number of weekly contact hours, language — if other than German)
S (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 (approx. 10 pages)

Allocation of places
15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title: Communicative competence and teaching competence

Abbreviation: 43-LA-Komm-152-m01

Module coordinator: head of Professional School of Education (PSE)

Module offered by: Centre for Teacher Training and Educational Research (ZfL)

ECTS: 3

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

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

Contents:
Reflection upon their own role as a teacher trainee and future teacher; Self- and time-management; Image of the self and the other; goal-oriented use of media; theme-centered use of teaching methods.

Intended learning outcomes:
Students are able to reflect about their own role and to constructively include difference between their image of themselves and the image of the other. They command over a basic know-how and repertoire of methods. In the interplay of their role, the image of themselves and of the other as well as an appropriate repertoire of media and methods, students are able to didactically process acquired contents of their discipline while taking into consideration the addressee.

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

S (2)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus):

a) presentation (approx. 45 minutes) or b) term paper (approx. 10 pages)

Allocation of places:
15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information:
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<td>undergraduate</td>
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</table>

### Contents
The students gain an insight into teaching practice. The focus lies on the conveyance of teaching methods and methods for individual advancement in the classroom. Through observations, coaching projects, internships or purposeful assignments inside or outside the classroom, the students have their own practical education and teaching experiences.

### Intended learning outcomes
The students learn about various kinds of teaching methods and methods for individual advancement and differentiation. They are familiar with concepts about professional action in the classroom and about dealing with heterogeneity and difference. The acquired knowledge about teaching can already be applied in some cases.

### Courses (type, number of weekly contact hours, language — if other than German)
S (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 (approx. 10 pages)

### Allocation of places
15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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### Module title
School social work: various fields of activity

### Abbreviation
43-SchulSozTF-152-m01

### Module coordinator
head of Professional School of Education (PSE)

### Module offered by
Centre for Teacher Training and Educational Research (ZfL)

### ECTS
3

### Method of grading
(only) successfully completed

### Only after succ. compl. of module(s)
--

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
As a means of help for young people at school the youth welfare services offer fast and unbureaucratic help and/or cooperation with other areas. It is aimed at young people with severe social and pedagogical problems, who are dependent on support to overcome disadvantages or individual impairments. The module offers an insight into the tasks, structures and contents of an active youth or social school work. In various areas of occupation, such as the "fostering of psychosocial competence" or the diverse tasks of networking the tasks of social school work are presented in their different aspects.

### Intended learning outcomes
Students have gained insights into the diverse areas of responsibility of social school work. Because of their focus on "psychosocial competences" they are experienced in the application of psychosocial methods of the social school workers and are able to choose and apply them adequately, reflect upon them critically and broaden them independently. Alternatively, with the focus on "networking", the students have basic knowledge about institutions and some experience in committees, and are familiar with tasks, competence and procedures in social school work and are thus able to coordinate the different requirements.

### Courses (type, number of weekly contact hours, language — if other than German)
R (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) project report (approx. 10 pages) or b) interview (approx. 30 minutes) with log (approx. 5 pages) or c) portfolio (approx. 45 hours)

### Allocation of places
10 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title

School social work: focus on projects

Abbreviation

43-SchulSozPro-152-m01

Module coordinator

head of Professional School of Education (PSE)

Module offered by

Centre for Teacher Training and Educational Research (ZfL)

ECTS

3

Method of grading

Only after succ. compl. of module(s)

(3) successfully completed

Duration

1 semester

Module level

undergraduate

Other prerequisites

--

Contents

As a means of help for young people at school the youth welfare services offer fast and unbureaucratic help and/or cooperation with other areas. It is aimed at young people with severe social and pedagogical problems, who are dependent on support to overcome disadvantages or individual impairments. The module offers an insight into the tasks, structures and contents of an active youth or school social work and gives the students the opportunity to participate in the concrete pedagogical work with a professional focus on "projects", or to bring their own small projects to fruition.

Intended learning outcomes

The students have gained an insight into the diverse task areas of a teacher at the level of lower secondary education. They are experienced in carrying out projects of social school work and are able to use those as a basis for the development of their own pedagogical projects. They have furthered their own methodic competence and are able to use it purposefully, reflect upon it critically and broaden it independently.

Courses

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

R (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) project report (approx. 10 pages) or b) interview (approx. 30 minutes) with log (approx. 5 pages) or c) portfolio (approx. 45 hours)

Allocation of places

15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information

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

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**Module title**
Practical work experience in the classroom 2

**Abbreviation**
43-LA-PraxUnt2-152-m01

**Module coordinator**
head of Professional School of Education (PSE)

**Module offered by**
Centre for Teacher Training and Educational Research (ZfL)

**ECTS**
4

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

**Duration**
2 semester

**Module level**
undergraduate

**Other prerequisites**
--

**Contents**
The module offers opportunities for practical experience in the classroom and everyday school life and their theoretical reflection. This way, didactic concepts, teaching methods or methods for individual advancement and differentiation are conveyed. Through observations, individual advancement projects, internships or purposeful assignments inside or outside the classroom the students gain their own practical education and teaching experiences.

**Intended learning outcomes**
The students are able to put theoretical approaches into practice in an activity-oriented fashion and reflect upon it in a theory-driven way. They are experienced in the application of concepts and models in the classroom or in individual advancement. They can attribute the direct learning behavior of students to the use of concepts and models and therefore apply those purposefully. They are able to employ different approaches according when explaining teaching material to pupils according to this pupil’s individual needs and capabilities.

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

P (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 (approx. 10 pages)

**Allocation of places**
30 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**
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**Referred to in LPO I**
(examination regulations for teaching-degree programmes)
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### Module title
Further development of pedagogical competences in schools

### Abbreviation
43-LA-Evalu-152-m01

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<td>1 semester</td>
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### Contents
Pedagogical concepts in schools are constantly developed further. To that end different instruments and the committees included in this process are portrayed in their collaboration. Theoretical principles of educational development and evaluation; sitting in classes while visiting schools, application of evaluation instruments and analysis of evaluation results; planning of intervention methods in the planning of educational development.

### Intended learning outcomes
Students have experienced the pedagogical work in schools as a process that is subject to a constant development. They know the principles of educational evaluation models as instruments of educational development. They have basic knowledge using evaluation instrument, their application, implementation, and evaluation. They are able to choose appropriate intervention models on the basis of evaluation results.

### Courses (type, number of weekly contact hours, language — if other than German)
R (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) report (approx. 10 pages) or b) presentation (approx. 30 minutes)

### Allocation of places
12 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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<td>This module is only open for students who attended the prep session for the field trip to the respective country in the module they successfully completed beforehand.</td>
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**Contents**

This module provides the chance to become acquainted with different international educational systems. With excursions into other European as well as non-European countries an international and intercultural exchange between educational systems takes place. This can cover a system as a whole on a political level as well as individual sections on the level of specific educational institutions. Subject of this are educational as well as extra- and pre-school institutions. Apart from structural questions, content-related fields of duty as well as general moral values and cultural norms of an educational system or individual fields of education will be dealt with.

**Intended learning outcomes**

Students are acquainted with different international educational systems or individual fields of education of a broader system, know how to describe them structurally and classify them in reference to their content, and are able to relate their objectives to their fields of duty. International educational institutions and systems can be placed correctly into their wider context of respective national and cultural values and norms.

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

E (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 (approx. 10 pages)

Language of assessment: German or language of the respective destination country of the field trip

**Allocation of places**

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**Additional information**

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

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**Contents**

The students gain insights into the practice of working with children and teenagers in an inclusive context. Via practical training they observe, analyze, and reflect upon an inclusive setting in practice and familiarize themselves with concepts of a professionally dealing with heterogeneity. Methods for differentiation when dealing with an inclusive student body are tested.

**Intended learning outcomes**

The students are familiar with fundamental questions of inclusion. They name various challenges that inclusion creates for the individual, society, and school. They are able to take on different perspectives and points of view concerning inclusion and base their own position on this. They elaborate basic competences for dealing with students in inclusive lesson contexts.

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

S (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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

**Allocation of places**

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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### Module title

**Special Challenges to Teacher Education - Inclusion**

### Abbreviation

43-PrHF-Inkl-fach-152-m01

### Module coordinator

head of Professional School of Education (PSE)

### Module offered by

Centre for Teacher Training and Educational Research (ZfL)

### ECTS

3

### Method of grading

(3) successfully completed

### Only after succ. compl. of module(s)

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

--

### Contents

The module deals with subject specific questions and challenges of inclusion. It opens up different perspectives towards inclusion and elaborates particularly on the subject specific questions and tasks that inclusion creates in a specific subject. Possible answers and solutions are elaborated and discussed.

### Intended learning outcomes

The students know about subject specific questions of inclusion. They know about subject specific concepts, methods and models and are able to grasp them in relation to lessons in inclusive contexts. They adopt basic competences for teaching subjects in an inclusive setting.

### 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 (45 to 90 minutes)  
- b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages)  
- c) designing a class (approx. 45 minutes)  
- d) seminar paper (8 to 15 pages)  
- e) practical examination (10 to 30 minutes)  
- f) portfolio (30 to 45 hours total)

### Allocation of places

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

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### Referred to in LPO 1 (examination regulations for teaching-degree programmes)

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Module title | Abbreviation
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Special Challenges to Teacher Education - Inclusion | 43-PrHF-Inkl-schul-152-m01

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<td>1 semester</td>
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### Contents
The module deals with basic questions and challenges of inclusion. It opens up different perspectives towards inclusion and elaborates particularly on questions and tasks that inclusion creates in everyday school life under the conditions of specific kinds of schools. Possible answers and solutions are elaborated and discussed.

### Intended learning outcomes
The students know about fundamental questions of inclusion. They can name various challenges that inclusion creates for the individual, society and school. They are able to take on different perspectives and points of view towards inclusion and base their own position on this. They are aware of the school type specific conditions and goals in connection with inclusion. They elaborate basic competences for dealing with students in inclusive lesson contexts.

### Courses (type, number of weekly contact hours, language — if other than German)
S (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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

### Allocation of places
max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
--

### Referred to in LPO I (examination regulations for teaching-degree programmes)
--
### Module title
**Special Challenges to Teacher Education**

### Abbreviation
43-PrHF-SiKri-152-m01

### Module coordinator
head of Professional School of Education (PSE)

### Module offered by
Centre for Teacher Training and Educational Research (ZfL)

### ECTS
3

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
The students get an insight into the practice of dealing with crisis situations at school with a focus on case-related conversation and consulting competence. Future teachers are made aware of their perception of individual student crisis and learn when to consult which out-of-school institutions, if necessary.

### Intended learning outcomes
The students have examined problems of children and teenagers in situations of crisis and realize when to contact which out-of-school institutions for help with certain special problems.

### Courses (type, number of weekly contact hours, language — if other than German)
S (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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

### Allocation of places
max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title
Special Challenges to Teacher Education

Abbreviation
43-PrHF-SiKri-fach-152-m01

Module coordinator
head of Professional School of Education (PSE)

Module offered by
Centre for Teacher Training and Educational Research (ZfL)

ECTS
3

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

(3) successfully completed
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
The module deals with the challenges that pupils in a state of crisis might pose for the entity of school and lessons. This is done from a subject specific point of view. It points out subject specific questions and tasks that involved schools, people and lessons have to face. Possible options for support -- also out-of-school institutions -- are presented. Possible answers and approaches for the teacher in a specific subject are elaborated and discussed.

Intended learning outcomes
The students know about basic problems of pupils in situations of crisis -- also from a subject specific point of view. They are able to adopt different perspectives. They know where to get help and support (not limited to their school and profession) and are able to make use of this knowledge. They develop subject specific, basic competences and attitudes when dealing with students in situations of crisis.

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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

Allocation of places
max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title
Special Challenges to Teacher Education

Abbreviation
43-PrHF-SiKri-schul-152-m01

Module coordinator
head of Professional School of Education (PSE)

Module offered by
Centre for Teacher Training and Educational Research (ZfL)

ECTS
3

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

(Not) successfully completed
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
The module deals with the specific challenges that pupils in a state of crisis might pose for the entity of school and lessons. It points out subject specific questions and tasks that involved schools, people and lessons have to face. Possible opportunities for support -- also out-of-school institutions -- are presented. Possible answers and approaches for the teacher in a specific subject are elaborated and discussed.

Intended learning outcomes
The students know about basic problems of pupils in situations of crisis. They are able to adopt different perspectives and points of view. They know how to get help and support (not limited to their school and profession) and are able to make use of this knowledge. They develop school type specific, basic competences and attitudes when dealing with pupils in situations of crisis.

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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

Allocation of places
max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

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

Students gain insights into daily teaching practices or rather real life planning and creation of lessons. They learn about different, innovative, co-operative teaching and learning methods which designget especially for their subject. They devise own examples for lessons, and discuss and reflect upon them in a group. Emphasis is thus placed on subject specific didactical and methodological questions and their implementation.

**Intended learning outcomes**

Students broaden their subject specific methodological knowledge and build up methodological competencies. They have knowledge about different co-operative ways of teaching and learning and their optimal application in lessons. Students are able to take up a position concerning questions of planning lessons and to reflect upon that position from different points of view.

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

S (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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

**Allocation of places**

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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<td>43-LA-LLK-schul-152-m01</td>
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<td>- special schoolforms</td>
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**Contents**

Students gain insights into daily teaching practices or rather real life planning and creation of lessons. They learn about different, innovative, co-operative teaching and learning methods which are designed especially for their type of school. They devise own examples for lessons, and discuss and reflect upon them in a group. Emphasis is thus placed on subject specific didactical and methodological questions and their implementation.

**Intended learning outcomes**

Students broaden their type of school specific methodological knowledge and build up methodological competencies. They have knowledge about different co-operative ways of teaching and learning and their optimal application in lessons. Students are able to take up a position concerning questions of planning lessons and to reflect upon that position from different points of view.

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

S (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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

**Allocation of places**

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

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<td>Innovative learning methods - teachers and learners: learning from each other - key-competences</td>
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**Contents**

Students gain insights into daily teaching practices or rather real life planning and creation of lessons. They learn about different, innovative, co-operative teaching and learning methods which are interdisciplinary. They devise own examples for lessons, and discuss and reflect upon them in a group. Emphasis is thus placed on subject specific didactical and methodological questions and their implementation.

**Intended learning outcomes**

Students broaden their methodological knowledge and build up methodological competencies. They have knowledge about different co-operative ways of teaching and learning and their optimal application in lessons. Students are able to take up a position concerning questions of planning lessons and to reflect upon that position from different points of view.

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

S (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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

**Allocation of places**

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**Additional information**

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

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## Module title
Intercultural Education - theoretical and applied

### Abbreviation
43-LA-IKB-152-m01

### Module coordinator
head of Professional School of Education (PSE)

### Module offered by
Centre for Teacher Training and Educational Research (ZfL)

### ECTS
3

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
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## Contents
Students will gain background knowledge about different cultures and intercultural aspects of these cultures. Particular emphasis is placed on the diversity of values and life styles, different world views and orientation patterns, as well as different ways of living and thinking. At the same time, thematic emphases are treated under an intercultural point of view. With the help of practical exercises students can transfer their knowledge to situations of their own (pedagogical) actions.

## Intended learning outcomes
Students have knowledge about cultures, cultural standards and intercultural connections. They are able to reflect and discuss about similarities and differences of different cultures. Via dealing with the diversity of cultures and cultural interpretative patterns they gain essential intercultural key competencies as well as self and social competencies. Practical exercises enable them to establish methodical competencies.

## 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) talk (approx. 30 minutes) with handout (approx. 2 pages) or b) term paper (approx. 10 pages) or c) portfolio (approx. 60 hours total) or d) presentation (approx. 15 minutes) and written elaboration (approx. 5 pages)

## Allocation of places
25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

## Additional information
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**Contents**

Students observe, analyze and reflect upon the education of a school abroad. They obtain information about the local conditions and the organization of the school. The exchange with the teachers facilitates reflection of the observed lesson process. The participation in project days and other school activities can improve the learning process through the interaction with the students.

**Intended learning outcomes**

The students can observe and analyze lessons with a special focus on teaching methods and the behavior of the teacher and the pupils. They recognize the learning potentials and interests of individual students. The observed results can be summarized and reflected upon in written form.

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

R (0)

**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) portfolio (25 to 30 hours total) or b) report (approx. 15 pages)

**Allocation of places**

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**Additional information**

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

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<td>Student Lab Supervision (Physics)</td>
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<tr>
<td>holder of the Chair of Physics and its Didactics</td>
<td>Faculty of Physics and Astronomy</td>
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**Contents**

The module provides an introduction to successful supervision of pupils independently carrying out experiments in the teaching-learning-laboratory.

**Intended learning outcomes**

The students learn to classify different groups of pupils according to their subject-specific and experimental level of performance, to support the pupils according to their needs and age and to help them during independent experimenting (supervision competencies in open classroom situations). The students are able to methodically and critically evaluate their own actions. A lecturer gives individual feedback to the students to avoid negative behaviour patterns and to support the students' strengths. The students develop professional behaviour patterns by repeatedly working on the same topic with different groups of pupils (reflection competencies and self-control competencies).

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

| P (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) oral examination in groups (groups of 2, approx. 20 minutes) or d) term paper (approx. 8 pages)

**Allocation of places**

--

**Additional information**

This module is designed for students studying at least one subject in the natural sciences.

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

--
### Module title
Low Cost - High Impact. Low-budget Experiments for Science Courses (Physics)

### Abbreviation
11-MIND-Ph1-152-m01

### Module coordinator
holder of the Chair of Physics and its Didactics

### Module offered by
Faculty of Physics and Astronomy

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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Conception and realisation of experimental stations with ordinary and inexpensive consumables for classes of Grundschule and secondary level I.

### Intended learning outcomes
The students develop simple scientific experimenting stations to use for the transition from primary to secondary level I for small groups from different types of schools. In doing so, they learn to simplify and convey scientific contents relevant to the curriculum in due consideration of the target group.

### Courses
(type, number of weekly contact hours, language — if other than German)
S (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)
- b) oral examination of one candidate each (approx. 10 minutes)
- c) oral examination in groups (groups of 2, approx. 20 minutes)
- d) term paper (approx. 8 pages)

### Allocation of places
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### Additional information
This module is designed for students studying at least one subject in the natural sciences.

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

- § 22 II Nr. 1 h)
- § 22 II Nr. 2 f)
- § 22 II Nr. 3 f)
### Module title
Teaching Science with Hands-on-Exhibits (Physics)

### Abbreviation
11-MIND-Ph2-152-m01

### Module coordinator
holder of the Chair of Physics and its Didactics

### Module offered by
Faculty of Physics and Astronomy

### ECTS
2

### Method of grading
(not) successfully completed

### Only after succ. compl. of module(s)
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Designing and creating hands-on exhibits for STEM subjects.

### Intended learning outcomes
The students evaluate the advantages and disadvantages of the hands-on approach for teaching scientific contents in and out of school. They plan and implement an interdisciplinary science exhibition as an example of project-oriented work with pupils of secondary level I and II.

### Courses (type, number of weekly contact hours, language — if other than German)
S (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)
- b) oral examination of one candidate each (approx. 10 minutes)
- c) oral examination in groups (groups of 2, approx. 20 minutes)
- d) term paper (approx. 8 pages)

### Allocation of places
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### Additional information
This module is designed for students studying at least one subject in the natural sciences.

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- § 22 II Nr. 1 h)
- § 22 II Nr. 2 f)
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<td>Special Didactics in Biology: Teaching Science with Hands-on-Exhibits</td>
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**Contents**

Designing and creating hands-on exhibits for STEM subjects.

**Intended learning outcomes**

Students will reflect on the advantages and disadvantages of a hands-on approach for teaching scientific concepts at school and in out-of-school contexts. They will design and conduct an interdisciplinary science fair as an example of a project implemented with pupils in Sekundarstufe I and II.

**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)

Seminar paper (7 to 10 pages)

**Allocation of places**

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**Additional information**

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**Contents**

Designing and creating activity stations at which pupils in Grundschule and Sekundarstufe I will perform experiments, using low-cost everyday items.

**Intended learning outcomes**

Students will design simple scientific activity stations to be used at the interface between Primarstufe and Sekundarstufe I by small groups comprised of pupils from different types of school. They will learn to "elementarise" and teach scientific topics from the curriculum in a manner that is tailored to the target group.

**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)

Seminar paper (7 to 10 pages)

**Allocation of places**

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**Additional information**

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Contents

This course will provide students with an opportunity to take on the role of teacher and work with real groups of pupils. Particular emphasis will be placed on the presentation of topics; in many cases the presentation will be accompanied by a demonstration to illustrate the topics. Students will either teach existing topics they adapted to fit the needs of their target groups or will develop new topics.

Intended learning outcomes

Students are able to teach groups, communicating in practice what they have learned in theory.

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

| Ü (2) |

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages)

Allocation of places

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Additional information

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

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### Intended learning outcomes

Students are able to teach groups, communicating in practice what they have learned in theory.

### Courses

**Ü** (2)

### Method of assessment

**a)** presentation (20 to 30 minutes) or **b)** term paper (7 to 10 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I

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**Module coordinator**

head of group Didactics of Biology

**Module offered by**

Department of Didactics of Biology

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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

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### Contents

Chalk and talk teaching, carousel activities, unguided experimentation. There are many ways to communicate knowledge to groups of pupils. Out-of-classroom learning has been gaining in importance. In interdisciplinary contexts, it is particularly important to draw attention to the fact that looking at a topic from a "different" point of view may facilitate learning. This course will provide students with a practical introduction to knowledge-based and experience-based learning methods. Some of these methods will be adapted to be appropriate for specific topics and will be implemented with groups of pupils. This course will present students with an opportunity to find out what methods they feel comfortable with and whether students like or dislike the respective methods.

### Intended learning outcomes

Students are familiar with practical methods for teaching groups in an effective and lively way.

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

Ü (2)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages)

### Allocation of places

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### Additional information

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

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**Contents**

Chalk and talk teaching, carousel activities, unguided experimentation. There are many ways to communicate knowledge to groups of pupils. Out-of-classroom learning has been gaining in importance. In interdisciplinary contexts, it is particularly important to draw attention to the fact that looking at a topic from a “different” point of view may facilitate learning. This course will provide students with a practical introduction to knowledge-based and experience-based learning methods. Some of these methods will be adapted to be appropriate for specific topics and will be implemented with groups of pupils. This course will present students with an opportunity to find out what methods they feel comfortable with and whether students like or dislike the respective methods.

**Intended learning outcomes**

Students are familiar with practical methods for teaching groups in an effective and lively way.

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

| Ü (2) |

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages)

**Allocation of places**

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**Additional information**

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

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**Contents**

Groups are diverse, their members have different personalities. Groups are also dynamic entities. How do we deal with these groups? What do we have to expect? How do we come across to groups and how can we adjust to their needs? How can we get the individual members interested in or even enthusiastic about the topics we are teaching? This module will focus on different groups and their expectations. You will learn and try out some of the tricks of the teaching trade.

**Intended learning outcomes**

Ability to effectively work with groups. Ability to confidently interact with groups.

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

Ü (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages)

**Allocation of places**

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**Additional information**

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

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### Contents

Groups are diverse, their members have different personalities. Groups are also dynamic entities. How do we deal with these groups? What do we have to expect? How do we come across to groups and how can we adjust to their needs? How can we get the individual members interested in or even enthusiastic about the topics we are teaching? This module will focus on different groups and their expectations. You will learn and try out some of the tricks of the teaching trade.

### Intended learning outcomes

Ability to effectively work with groups. Ability to confidently interact with groups.

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

Ü (2)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (20 to 30 minutes) or b) term paper (7 to 10 pages)

### Allocation of places

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### Additional information

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

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Module title | Abbreviation
---|---
German as a second language - German as a foreign language: Basics | 04-Dt-DaZ-Exp-152-m01

Module coordinator | Module offered by
head of Language Centre (ZFS) | Institute of German Studies

ECTS | Method of grading | Only after succ. compl. of module(s)
3 | (not) successfully completed | --

Duration | Module level | Other prerequisites
1 semester | undergraduate | --

Contents
During the courses German as a Second Language or GFL, students will deal with key issues, ideas, approaches and methods of the course. They will become familiar with the acquisition and advanced structures of oral and written language acquisition for learners of German as a Second Language and acquire basic principles of migration and integration research, which is an essential part of the course. A concretisation of the methods will take place in terms of language and literature imparting in all school forms, taking account of the learning conditions of the students that learn German as a Second Language. Furthermore, the implementation of a course in all subjects, which will give students the chance to speak in this language in order to promote the feeling for the language, will be discussed.

Intended learning outcomes
Students acquire fundamental knowledge of mediation processes of German as a Second Language or of a specialised class in all disciplines, which will give students the chance to speak in this language in order to promote the feeling for the language, referring to current research and including practical school challenges. They will be familiar with current problem areas and tasks, which are necessary for the professional skills in order to plan, implement and reflect an own class, of a contemporary specialised class. In doing so and in terms of increasing self-competence, the students develop a basic understanding of a theory-driven, practice-oriented, subject related and in pedagogical contexts involved instructional dealing. Here, they can understand and integrate particular learning initial situations of non-native learners.

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 (45 to 90 minutes) or b) presentation (10 to 20 minutes) with written elaboration (4 to 8 pages) or c) designing a class (approx. 45 minutes) or d) seminar paper (8 to 15 pages) or e) practical examination (10 to 30 minutes) or f) portfolio (30 to 45 hours total)

Allocation of places
25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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### Module title
Selected Theological Methods

### Abbreviation
01-LA-FB-MTh-152-m01

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### Contents
An insight into selected methods in theology and introduction to the application of selected methods.

### Intended learning outcomes
At the end of the course, students will have gained an insight into a range of methods used in theology and will be able to use selected methods in theology.

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

| 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) |
| portfolio (3 to 5 components, approx. 30 hours total) |

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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### Contents

An introduction to selected topics in theological source studies as well as selected methods in the auxiliary sciences of theology to provide deeper insights into research practice in the field of theology.

### Intended learning outcomes

At the end of the course, students will have gained deeper insights into theological source studies and the auxiliary sciences of theology. They will be able to make practical use of the knowledge they have developed.

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

- 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)

- Portfolio (2 to 4 components, approx. 15 hours total)

### Allocation of places

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### Additional information

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

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## Module title
Prospects of cultural and social studies in Theology 1

## Abbreviation
01-LA-FB-KGWTh1-152-m01

### Module coordinator
Dean of Studies Faculty of Catholic Theology

### Module offered by
Faculty of Catholic Theology

### ECTS
5

### Method of grading
(only) successfully completed

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
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### Contents
Discussion of selected topics to introduce students to the prospects of cultural and social studies in theology.

### Intended learning outcomes
At the end of the course, students will have gained insights into the prospects of cultural and social studies in theology. They will have gained an awareness of their significance and will have developed the ability to critically evaluate and reflect upon them.

### 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. 90 minutes)
- b) oral examination of one candidate each (approx. 20 minutes)
- c) portfolio (3 to 5 assessments, approx. 30 hours total)

### Allocation of places
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### Additional information
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(examination regulations for teaching-degree programmes)
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**Contents**

Discussion of selected topics to introduce students to the prospects of cultural and social studies in theology.

**Intended learning outcomes**

At the end of the course, students will have gained insights into the prospects of cultural and social studies in theology. They will have gained an awareness of their significance and will have developed the ability to critically evaluate and reflect upon them.

**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. 60 minutes) or b) oral examination of one candidate each (approx. 15 minutes) or c) portfolio (2 to 4 assessments, approx. 15 hours total)

**Allocation of places**

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**Additional information**

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

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**Contents**

Discussion of selected topics to introduce students to the prospects of cultural and social studies in theology.

**Intended learning outcomes**

At the end of the course, students will have gained insights into the prospects of cultural and social studies in theology. They will have gained an awareness of their significance and will have developed the ability to critically evaluate and reflect upon them.

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

V (1)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 15 minutes) or c) portfolio (2 to 4 assessments, approx. 15 hours total)

**Allocation of places**

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**Additional information**

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**Contents**

This module comprises a range of theological seminars offered by the respective Subject Representatives (Fachvertreter). These seminars · some of them may be interdisciplinary · give students the opportunity to discuss interdisciplinary topics in theology in more detail. Topics vary and are announced in advance.

**Intended learning outcomes**

At the end of the module, students will have developed the ability to approach selected interdisciplinary topics in theology, using scholarly methods, and to present their findings in an appropriate manner. They will be able to help create a classroom atmosphere that encourages all students to actively participate in the generation and use of knowledge.

**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) designing a seminar unit (approx. 45 minutes, introduction, moderating and preparing seminar materials) including documentation of seminar unit (approx. 10 pages) or b) term paper (approx. 15 pages) or c) portfolio (3 to 5 assessments, approx. 45 hours total)

**Allocation of places**

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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**Contents**

This module comprises a range of theological seminars offered by the respective Subject Representatives (Fachvertreter). These seminars - some of them may be interdisciplinary - give students the opportunity to discuss interdisciplinary topics in theology in more detail. Topics vary and are announced in advance.

**Intended learning outcomes**

At the end of the module, students will have developed the ability to approach selected interdisciplinary topics in theology, using scholarly methods, and to present their findings in an appropriate manner. They will be able to help create a classroom atmosphere that encourages all students to actively participate in the generation and use of knowledge.

**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) designing a seminar unit (approx. 45 minutes, introduction, moderating and preparing seminar materials) including documentation of seminar unit (approx. 10 pages) or b) term paper (approx. 15 pages) or c) portfolio (3 to 5 assessments, approx. 45 hours total)

**Allocation of places**

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

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### Service Learning Study Workshop

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<td>team of coordinators at the Faculty of Arts</td>
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### Contents

This module is designed to teach key skills in the principles of teaching. Students receive special training to become student mentors and broaden and consolidate their knowledge and skills through interactive workshops and relevant learning methods. Students carry out voluntary work, teaching Oberstufe students at cooperating Gymnasien (German high schools) the essentials of academic writing. They receive support and assistance at every stage of the project, mostly in the form of feedback sessions with their teachers.

### Intended learning outcomes

Students will gain subject-specific, methodical and personal skills they will later apply when teaching the fundamental principles and techniques of academic writing. The knowledge they gain in the first part of the course will enhance the academic writing skills as well as the teaching skills of students and will thus qualify them for their role as student mentors. This module includes voluntary work in schools, an experience the students will not only benefit from on a personal level but that will also enhance their social skills.

### 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)

report (approx. 10 pages)

### Allocation of places

max. 10 places. Places will be allocated primarily according to the number of subject semesters; among applicants with the same number of subject semesters, places will be allocated by lot

### Additional information

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

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Helping and saving</td>
<td>06-SP-HR-152-m01</td>
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<tr>
<td>head of Centre for Sports and Physical Education</td>
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**Contents**

In this course we use the examples of first aid and lifesaving to discuss and practise the basics of helping and rescuing. We study central aspects relevant to school with and without reference to school sports. These aspects include specific behaviour guidelines and rescue measures in the fields of supervision of pupils during swimming lessons and first aid.

**Intended learning outcomes**

The students have basic skills in first aid and lifesaving. They are aware of measures to prevent and avoid accidents, especially in the field of planning and conducting physical education classes. Furthermore, the students are skilled in assessing safety and preventing hazards in the context of extracurricular physical activities. In the field of lifesaving, they know how to rescue themselves and others.

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

T (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

practical examination (approx. 45 minutes)

**Allocation of places**

min. 12, max. 14 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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### Module catalogue

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<td>03-98-RVZ-RFC-152-m01</td>
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<tr>
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**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)

- **T (2)**
  - Starts once a year, winter semester

**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)

- Log (2 to 3 pages)
- Assessment offered: At the end of the course

**Allocation of places**

- max. 6 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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<thead>
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<td>Intercultural competences</td>
<td>06-Ik-Komp-152-m01</td>
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<tr>
<td>2 semester</td>
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<td>Practical work: participation in project teams.</td>
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**Contents**

Principles and theories of intercultural competence, acquisition of basic terms, intercultural communication and conflicts (in theory and practice), intercultural competence training, multifactorial backgrounds of "migration-induced behavioural abnormalities", prevention and intervention measures against racism and xenophobia.

**Intended learning outcomes**

The students have basic knowledge of intercultural action and can independently apply theoretical principles of multicultural work in a reflected manner. In doing so, the students develop awareness of the effects of social changes and framework conditions on migrants and of interpersonal relationships and professional work in heterogeneous, intercultural fields of action.

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

S (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)

1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) written examination (approx. 60 minutes)

Assessment offered: Once a year creditable for bonus

**Allocation of places**

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

--
**Intercultural spheres of activities**

**Module title**

Intercultural spheres of activities

**Abbreviation**

06-Ik-Hf-152-m01

**Module coordinator**

holder of the Chair of Special Education V

**Module offered by**

Institute of Special Education

**ECTS**

5

**Method of grading**

Only after succ. compl. of module(s)

**Duration**

2 semester

**Module level**

undergraduate

**Other prerequisites**

--

**Contents**

Theoretical basics of integration and acculturation of people with a migrant background as well as biculturally socialised children and juveniles, introduction of multicultural fields of practice and action, especially those relevant to pedagogy, e.g. intercultural education in educational and extracurricular institutions as well as intercultural counselling

**Intended learning outcomes**

The students are aware of potential migration-induced behavioural abnormalities as well as psychosocial stress reactions in migrants and are able to critically think, reflect and independently apply their knowledge in practice. Furthermore, they are able to apply and refine existing concepts.

**Courses**

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

S (2) + S (1)

**Method of assessment**

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) written examination (approx. 60 minutes)

Assessment offered: Once a year

creditable for bonus

**Allocation of places**

max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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### Module title
Introduction to educational science of emotional and behavioral disorders

### Abbreviation
06-V-FB-Füg-Einf-152-m01

### Module coordinator
holder of the Chair of Special Education V

### Module offered by

### ECTS
2

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

### (not) successfully completed
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives, central influencing factors of behavioural disorders (especially aspects of family, school or society).

### Intended learning outcomes
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, self-competence). The students are able to conduct independent and extensive research on their own and in groups to advance their basic knowledge (professional competence, social competence, methodological competence). By acquiring differentiated basic knowledge, the students have gained first competencies in dealing with behavioural disorders (self-competence).

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

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### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

- written examination (approx. 30 minutes)
- Assessment offered: Once a year, winter semester

### Allocation of places
max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
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### Module title
Theories to explain emotional and behavioral disorders

### Abbreviation
06-V-FB-Füg-Theo-152-m01

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<td>1 semester</td>
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### Contents
Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects; key and selected phenomena in the context of behavioural disorders; introduction to scientific work.

### Intended learning outcomes
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioural disorders in children and juveniles and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence). The students have basic knowledge and skills in acquiring, selecting and processing information in the context of scientific work; they can apply their knowledge and skills to the utilization of study group resources (professional competence, methodological competence, social competence).

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

V (2)
Once a year, summer semester

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

written examination (approx. 30 minutes)
Assessment offered: Once a year, summer semester

### Allocation of places

max. 20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
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Module title: French 4 - Intermediate Level (B2.1)

Abbreviation: 42-FRA-M1-152-m01

Module coordinator: head of Language Centre (ZFS)

Module offered by: Language Centre (ZfS)

ECTS: 5

Method of grading: numerical grade --

Duration: 1 semester

Module level: undergraduate

Other prerequisites: Required level of language proficiency: B1.

Contents:
In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

Intended learning outcomes:
Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.

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

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: French

Allocation of places:
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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<tbody>
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<td>1 semester</td>
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**Contents**

In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

**Intended learning outcomes**

This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

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**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) 2 to 5 assessments (10 to 20 minutes, approx. 2 pages)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: French

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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<td>French - Intermediate Level (B2.2) Skills workshop with an emphasis on Writing</td>
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**Contents**

In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

**Intended learning outcomes**

This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

| Ú (2) | Once a year |

**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. 90 minutes) or b) 2 to 5 assessments (5 to 10 pages)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: French

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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Module title: French - Intermediate Level (B2.2) French for Academic Purposes

Abbreviation: 42-FRA-M4-152-m01

Module coordinator: head of Language Centre (ZfS)

Module offered by: Language Centre (ZfS)

ECTS: 3

Method of grading: numerical grade

Duration: 1 semester

Module level: undergraduate

Other prerequisites: Required level of language proficiency: B2.1.

Contents

This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, at university and in business settings.

Intended learning outcomes

Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 - Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.

Courses

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

Ü (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. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: French

Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information

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

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<td>French - Advanced Level (C1) French for the Humanities A</td>
<td>42-FRA-O-GW1-152-m01</td>
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### Contents

This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, in situations involving humanistic topics.

### Intended learning outcomes

Students gain sound humanities-specific communication skills (written and oral) in the target language. They develop advanced humanities-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in humanities terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed humanities-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

| Ú (2) | Once a year |

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: French

### Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)
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<td>French - Advanced Level (C1) French for the Humanities B</td>
<td>42-FRA-O-GW2-152-m01</td>
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**Module coordinator**

head of Language Centre (ZFS)

**Module offered by**

Language Centre (ZfS)

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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

Required level of language proficiency: B2.2.

**Contents**

This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, in situations involving humanistic topics.

**Intended learning outcomes**

Students gain sound humanities-specific communication skills (written and oral) in the target language. They develop advanced humanities-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in humanities terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed humanities-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

**Courses**

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

 Ü (2)

Once a year

**Method of assessment**

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: French

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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Module title | Abbreviation
--- | ---
French -Advanced Level (C1) Intercultural Competence | 42-FRA-O-IK-152-m01

Module coordinator | Module offered by
--- | ---
head of Language Centre (ZFS) | Language Centre (ZfS)

ECTS | Method of grading | Only after succ. compl. of module(s)
--- | --- | ---
3 | numerical grade | --

Duration | Module level | Other prerequisites
--- | --- | ---
1 semester | undergraduate | Required level of language proficiency: B2.1.

Contents
This module equips students with knowledge and skills that will enable them to act and communicate in intercultural situations. It familiarises them with criteria and options for action and equips them with knowledge that will allow them to adequately interpret intercultural situations and act appropriately.

Intended learning outcomes
Students develop advanced intercultural and language skills that will allow them to communicate, both verbally and in writing, in a globalised world, taking intercultural aspects into account. They are able to effectively and flexibly use the target language, both during study abroad periods and in the workplace. This module builds on level "B2 -- Vantage" and aims to enable students to reach level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

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Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)
Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.
Language of assessment: French

Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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Module title | Abbreviation
--- | ---
**French - Advanced Level (C1) Cultural Studies** | 42-FRA-O-LK-152-m01

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<th>Other prerequisites</th>
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**Contents**

This module familiarises students with the culture and society of countries where the target language is spoken and thus enables them to act appropriately in the target language. It discusses the culture, geography, history, society, political system, and the economy of said countries.

**Intended learning outcomes**

Students develop highly advanced language skills and a thorough familiarity with the culture and society of countries where the target language is spoken. They are thus able to communicate, both verbally and in writing, in a variety of situations, taking into account aspects related to the culture and society of said countries. Students are able to effectively and flexibly use the target language, both during study abroad periods and in the workplace. This module builds on level "B2 -- Vantage" and aims to enable students to reach level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

**Courses**

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

Ü (2)

**Method of assessment**

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: French

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)
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<td>French - Advanced Level (C1) French for Business A</td>
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**Module coordinator**  
head of Language Centre (ZfS)

**Module offered by**  
Language Centre (ZfS)

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**Duration**  
1 semester

**Module level**  
undergraduate

**Other prerequisites**  
Required level of language proficiency: B2.2.

**Contents**

This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, at university and in business settings.

**Intended learning outcomes**

Students gain sound business- and economics-specific communication skills (written and oral) in the target language. They develop advanced business- and economics-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in business and economics terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed business- and economics-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

| Ü (2)  
Once a year |

**Method of assessment**  
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

| a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes) Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class. Assessment offered: In the semester in which the course is offered Language of assessment: French |

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**  
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**Referred to in LPO I** (examination regulations for teaching-degree programmes)  
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### Module title
French - Advanced Level (C1) French for Business B

### Abbreviation
42-FRA-O-W2-152-m01

### Module coordinator
head of Language Centre (ZFS)

### Module offered by
Language Centre (ZfS)

### ECTS
3

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Required level of language proficiency: B2.2.

### Contents
This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, at university and in business settings.

### Intended learning outcomes
Students gain sound business- and economics-specific communication skills (written and oral) in the target language. They develop advanced business- and economics-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in business and economics terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed business- and economics-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

| Ü (2) | Once a year |

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: French

### Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

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

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## Module title

**Italian 4 - Intermediate Level (B2.1)**

### Abbreviation

42-ITA-M1-152-M01

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### Contents

In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

### Intended learning outcomes

Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.

### Courses

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

Ü (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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: Italian

### Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

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

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### Module title
Italian - Intermediate Level (B2.2) Skills workshop with an emphasis on Speaking

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### Module coordinator
head of Language Centre (ZFS)

### Module offered by
Language Centre (ZfS)

### ECTS
| 3 |

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Required level of language proficiency: B2.1.

### Contents
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

### Intended learning outcomes
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

| Ü (2) |

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) 2 to 5 assessments (10 to 20 minutes, approx. 2 pages)
Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.
Language of assessment: Italian

### Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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## Module title
Italian - Intermediate Level (B2.2) Skills workshop with an emphasis on Writing

## Abbreviation
42-ITA-M3-152-m01

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### Contents
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

### Intended learning outcomes
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

### Courses
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### 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. 90 minutes) or b) 2 to 5 assessments (5 to 10 pages)
Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.
Language of assessment: Italian

### Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
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Spanish 4 - Intermediate Level (B2.1)

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**Contents**

In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

**Intended learning outcomes**

Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.

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

Ü (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)

a) written examination (approx. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: Spanish

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places reallocated as they become available.

**Additional information**

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

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### Module title
Spanish - Intermediate Level (B2.2) Skills workshop with an emphasis on Speaking

### Abbreviation
42-SPA-M2-152-m01

### Module coordinator
head of Language Centre (ZFS)

### Module offered by
Language Centre (ZFS)

### ECTS
3

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Required level of language proficiency: B2.1.

### Contents
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

### Intended learning outcomes
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

**Ü (2)**

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) 2 to 5 assessments (10 to 20 minutes, approx. 2 pages)
Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: Spanish

### Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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## Spanish - Intermediate Level (B2.2) Skills workshop with an emphasis on Writing

**Module title**
Spanish - Intermediate Level (B2.2) Skills workshop with an emphasis on Writing

**Abbreviation**
42-SPA-M3-152-m01

### Module coordinator
head of Language Centre (ZfS)

### Module offered by
Language Centre (ZfS)

### ECTS
3

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

### Numerical grade
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Required level of language proficiency: B2.1.

### Contents
In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

### Intended learning outcomes
This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

**Ü (2)**

#### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 90 minutes) or b) 2 to 5 assessments (5 to 10 pages)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: Spanish

#### Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

#### Additional information
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#### Referred to in LPO I
(examination regulations for teaching-degree programmes)
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**Contents**

This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.

**Intended learning outcomes**

Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 -- Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.

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

| Ü (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. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

**Language of assessment:** Spanish

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

--

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

--
### Module title
Spanish - Advanced Level (C1) Spanish for the Humanities A

### Abbreviation
42-SPA-O-GW1-152-m01

### Module coordinator
head of Language Centre (ZFS)

### Module offered by
Language Centre (ZfS)

### ECTS
3

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
--

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Required level of language proficiency: B2.2.

### Contents
This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, in situations involving humanistic topics.

### Intended learning outcomes
Students gain sound humanities-specific communication skills (written and oral) in the target language. They develop advanced humanities-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in humanities terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed humanities-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

| Ü (2) | Once a year |

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: Spanish

### Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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Spanish - Advanced Level (C1) Spanish for the Humanities B

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**Contents**

This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, in situations involving humanistic topics.

**Intended learning outcomes**

Students gain sound humanities-specific communication skills (written and oral) in the target language. They develop advanced humanities-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in humanities terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed humanities-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

**Courses**

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

| Ü (2) | Once a year |

**Method of assessment**

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: Spanish

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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### Module title
Spanish - Advanced Level (C1) Intercultural Competence

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#### Module coordinator
head of Language Centre (ZFS)

#### Module offered by
Language Centre (ZfS)

#### ECTS
3

#### Method of grading
numerical grade

#### Only after succ. compl. of module(s)
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#### Duration
1 semester

#### Module level
undergraduate

#### Other prerequisites
Required level of language proficiency: B2.2.

### Contents
This module equips students with knowledge and skills that will enable them to act and communicate in intercultural situations. It familiarises them with criteria and options for action and equips them with knowledge that will allow them to adequately interpret intercultural situations and act appropriately.

### Intended learning outcomes
Students develop advanced intercultural and language skills that will allow them to communicate, both verbally and in writing, in a globalised world, taking intercultural aspects into account. They are able to effectively and flexibly use the target language, both during study abroad periods and in the workplace. This module builds on level "B2 -- Vantage" and aims to enable students to reach level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

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#### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: Spanish

### Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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**Module title**  
Spanish - Advanced Level (C1) Cultural Studies

**Abbreviation**  
42-SPA-O-LK-152-m01

**Module coordinator**  
head of Language Centre (ZFS)

**Module offered by**  
Language Centre (ZfS)

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</table>

**Contents**

This module familiarises students with the culture and society of countries where the target language is spoken and thus enables them to act appropriately in the target language. It discusses the culture, geography, history, society, political system, and the economy of said countries.

**Intended learning outcomes**

Students develop highly advanced language skills and a thorough familiarity with the culture and society of countries where the target language is spoken. They are thus able to communicate, both verbally and in writing, in a variety of situations, taking into account aspects related to the culture and society of said countries. Students are able to effectively and flexibly use the target language, both during study abroad periods and in the workplace. This module builds on level "B2 -- Vantage" and aims to enable students to reach level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

Ü (2)  
Once a year

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered  
Language of assessment: Spanish

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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Spanish - Advanced Level (C1) Spanish for Business A
42-SPA-O-W1-152-m01

Module coordinator
head of Language Centre (ZFS)

Module offered by
Language Centre (ZfS)

ECTS
3

Method of grading
numerical grade

Only after succ. compl. of module(s)
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Duration
1 semester

Module level
undergraduate

Other prerequisites
Required level of language proficiency: B2.2.

Contents
This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, at university and in business settings.

Intended learning outcomes
Students gain sound business- and economics-specific communication skills (written and oral) in the target language. They develop advanced business- and economics-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in business and economics terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed business- and economics-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

Courses (type, number of weekly contact hours, language — if other than German)
Ü (2)
Once a year

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)
Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.
Assessment offered: In the semester in which the course is offered
Language of assessment: Spanish

Allocation of places
min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

Additional information
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**Contents**

This module equips students with advanced communication skills in the target language. These will allow them to communicate appropriately, in both written and oral form, at university and in business settings.

**Intended learning outcomes**

Students gain sound business- and economics-specific communication skills (written and oral) in the target language. They develop advanced business- and economics-specific language skills that will allow them to communicate about selected topics in corresponding situations, using language flexibly. Students are proficient in business and economics terminology and are able to communicate effectively within the discipline. At the end of the stage, they will have developed business- and economics-specific language skills that are equivalent to level "C1 -- Effective Operational Proficiency" of the Common European Framework of Reference for Languages.

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

| Ü (2) | Once a year |

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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### Contents

In this module, students gain an advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

### Intended learning outcomes

Students will develop an advanced basic general knowledge of the target language and become familiar with intercultural aspects as well as with the culture and society of countries in which the target language is spoken. They will understand longer speeches and presentations as well as longer texts of medium difficulty that use general and subject-specific vocabulary. They will be able to express themselves, both orally and in writing, in a structured and detailed manner about a number of topics of personal interest. This module builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages.

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

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### 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. 90 minutes) or b) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e.g. contribution to the discussion, group presentation); weighted 3:1 or c) 2 to 5 assessments (5 to 7 pages, 10 minutes)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Language of assessment: Swedish

### Allocation of places

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

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

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**Module title**  
Swedish - Intermediate Level (B2.2) Skills workshop with an emphasis on Speaking

**Abbreviation**  
42-SWE-M2-152-m01

**Module coordinator**  
head of Language Centre (ZFS)

**Module offered by**  
Language Centre (ZfS)

**ECTS**  
3

**Method of grading**  
Only after succ. compl. of module(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)

a) 2 to 5 assessments (10 to 20 minutes, approx. 2 pages)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

Language of assessment: Swedish

**Contents**

In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

**Intended learning outcomes**

This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

Ü (2)

Once a year

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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<td>Swedish - Intermediate Level (B2.2) Skills workshop with an emphasis on Writing</td>
<td>42-SWE-M3-152-m01</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>head of Language Centre (ZFS)</td>
<td>Language Centre (ZFS)</td>
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<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Required level of language proficiency: B2.1.</td>
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</table>

**Contents**

In this module, students gain a skill-based and advanced basic knowledge of the target language which will allow them to orient themselves in the target language in standard situations during study abroad periods or in the workplace.

**Intended learning outcomes**

This module will equip students with an advanced basic general knowledge of the target language and will focus on developing reading and listening comprehension as well as written and oral communication skills. The targeted skills training builds on level "B1 -- Threshold" and aims to enable students to reach level "B2 -- Vantage" of the Common European Framework of Reference for Languages. Students will systematically enhance their spoken and written language skills to prepare for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe.

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

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<th>Ü (2)</th>
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<tr>
<td>Once a year</td>
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**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. 90 minutes) or b) 2 to 5 assessments (5 to 10 pages)

Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.

Assessment offered: In the semester in which the course is offered

**Language of assessment: Swedish**

**Allocation of places**

min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

--
### Module title

**Swedish - Intermediate Level (B2.2) Swedish for Academic Purposes**

Abbreviation: 42-SWE-M4-152-m01

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<td>numerical grade</td>
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</table>

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
Required level of language proficiency: B2.1.

### Contents

This module equips students with academic skills in the target language in order to prepare them for study abroad. The module aims to maximise students' opportunities to succeed at university in their host countries.

### Intended learning outcomes

Students are systematically trained in academic skills in the target language and will gain the ability to attend university in a country where the target language is spoken. They are able to understand and produce academic texts in in the target language. In addition, they can demonstrate the level of oral language proficiency that is required for study in their host countries. This module supports level "B2 - Vantage" of the Common European Framework of Reference for Languages and aims to enable students to reach the independent user level. In addition to preparing students for the lowest level of mobility (unterste Mobilitätsstufe) as recommended by the Council of Europe, the module aims to maximise students' opportunities to succeed at university in their host countries.

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

- Ü (2)
  - Once a year

**Method of assessment**
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

- a) written examination (approx. 60 to 90 minutes) and oral assessment (5 to 10 minutes, e. g. contribution to the discussion, group presentation); weighted 3:1 or b) 2 to 5 assessments (5 to 7 pages, approx. 10 minutes)
- Assessments may take a written or an oral form or a combination of these two forms. The number and type of assessments will be specified by the lecturer at the beginning of the course. Examples of oral forms of assessment include but are not limited to short presentations, presentations and contributions to the discussion. Examples of written forms of assessment include but are not limited to text production as well as listening and reading exercises. The total scope/length of oral and/or written assessments will be announced in class.
- Assessment offered: In the semester in which the course is offered
- Language of assessment: Swedish

### Allocation of places

- min. 5, max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.

### Additional information

- --

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

- --
## Basics in Philosophy

**Abbreviation**: 06-GruPhil-152-m01

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<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Theoretical Philosophy</td>
<td>Institute of Philosophy</td>
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<tr>
<td>1 semester</td>
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</table>

### Contents

Introduction to the systems and the history of philosophy; introduction to academic writing and research in philosophy; introduction to formal logic; insight into a period in the history of philosophy.

### Intended learning outcomes

**Content-related outcomes**:
- Insight into basic problems and positions in philosophy
- Knowledge of, and ability to apply, methods in philosophy and ability to follow the rules of scholarly work
- Mastery of the fundamentals of formal logic
- Insight into a period in the history of philosophy

**Formal outcomes** (skills to be tested in assessments):
- Ability to apply the principles of logic to argumentation
- Ability to apply general principles of argumentation such as transparency, consistency, discursivity, completeness, and generalisability
- Ability to present philosophical issues in a structured and linguistically and rhetorically appropriate way

### 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)

Oral examination of one candidate each (10 minutes)

### Allocation of places

20 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Students applying after not having successfully completed assessment in the past two semesters will be given preferential consideration. (2) The remaining places will be allocated by lot. (3) A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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Module catalogue
Freier Bereich (general as well as subject-specific electives)
for teaching degree students of all subjects (FÜG)

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Intercultural Education</td>
<td>06-PÄD-IB-152-m01</td>
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<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Systematic Educational Science</td>
<td>Chair of Systematic Educational Science</td>
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<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

Contents
Basics of intercultural education; didactics of intercultural education, intercultural competencies.

Intended learning outcomes
The students are provided with an overview of the theories and lines of argument of cultural and intercultural education. They are able to find cultural differences and similarities by studying theories of culture, inter-culturalism and foreignness. They become acquainted with structures of cultural knowledge as well as questions and methods of intercultural communication and learn how to convey this knowledge. Furthermore, they acquire competencies by trying and practising general and subject-specific intercultural didactic competencies.

Courses (type, number of weekly contact hours, language — if other than German)
S (2)
Once a year, summer semester

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) written examination (approx. 120 minutes) or b) oral examination of one candidate each (approx. 30 minutes) or c) presentation (approx. 15 to 30 minutes) with written elaboration (approx. 10 to 15 pages) or d) term paper (approx. 15 to 20 pages) or e) portfolio (approx. 20 pages) creditable for bonus

Allocation of places
Only as part of pool of general transferable skills (ASQ): max. 30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
--
### Module title
Studyworkshop

### Abbreviation
06-I-Lws-152-m01

### Module coordinator
head of studyworkshop of the Institute of Special Education

### Module offered by
Institute of Special Education

### ECTS
4

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Learning in heterogeneous groups; realisation possibilities in fields of action in the context of school; conflict area subject didactics - special educational needs. Analysis and structuring of teaching materials; creating teaching materials; combining theoretical considerations and practical exercises; different forms of open learning for individual and differentiated learning

### Intended learning outcomes
Professional competence: The students know possibilities and materials for individualised and differentiated classes. They are able to analyse and organise school and preschool learning areas. They know organisation forms and pedagogical implications of learning in heterogeneous groups. Social competence: The students are able to work in teams, share responsibilities and discuss the presentation of results. Self-competence: The students are able to transfer results of scientific work to school processes, evaluate the use of means in school and evaluate or create learning materials. They are able to present and defend their own work results.

### 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)
1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
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<table>
<thead>
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<th>Abbreviation</th>
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<td>Study Workshop Writing Skills</td>
<td>04-Tut-ASQ1-161-m01</td>
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<th>Module coordinator</th>
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<tbody>
<tr>
<td>KOMPASS team at the Faculty of Arts</td>
<td>Office of the Dean of the Faculty of Arts</td>
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<th>Duration</th>
<th>Module level</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

This module is designed to teach key skills in academic writing. Trained student mentors instruct their peers in how to prepare and plan the process of writing an academic text and how to go about academic research. They also offer advice on writing foreign-language texts and help students practise writing a diverse range of texts that are relevant in their fields of study. Regular completion of actual writing tasks is a core component of this course. Along with peer feedback, students receive feedback and support from their student mentors to enable them to master the specific requirements set by their fields of study.

### Intended learning outcomes

Students achieve an overview of academic writing techniques and essentials as well as citation methods and best academic practice. Having been provided with expert training in academic writing methods, they will be capable of writing any text in their field of study appropriately, with stylistic confidence and using the correct format.

### Courses

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

0 (1)

### Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

written elaborations (approx. 10 pages total)

### Allocation of places

--

### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

--
Module title: Study Workshop Learning Strategies
Abbreviation: 04-Tut-ASQ2-161-m01

Module coordinator: KOMPASS team at the Faculty of Arts
Module offered by: Office of the Dean of the Faculty of Arts

ECTS: 3
Method of grading: Only after successfully completed module(s)
Duration: 1 semester
Module level: undergraduate
Other prerequisites: --

Contents
This module is designed to teach key skills when it comes to learning techniques and strategies as well as time management. Trained student mentors advise their peers on the use of specific organisational and memory aids in organising their time and exam preparation. Making practical use of the methods acquired is a core component of this course. Upon request, students receive support with their own learning tasks and feedback from their student mentors.

Intended learning outcomes
Students gain an overview of learning techniques and essentials as well as time management. They will be able to fulfil tasks in their field of study quickly, pertinently and to a deadline. This will enable them to prepare for exams proficiently and in good time.

Courses
( type, number of weekly contact hours, language — if other than German) Ü (1)

Method of assessment
( type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
written elaborations (approx. 10 pages total)

Allocation of places
--

Additional information
--

Referred to in LPO I
(examination regulations for teaching-degree programmes)
--
### Study Workshop Presentation

**Abbreviation**
04-Tut-ASQ3-161-m01

**Module coordinator**
KOMPASS team at the Faculty of Arts

**Module offered by**
Office of the Dean of the Faculty of Arts

**ECTS**
3

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

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

### Contents

This module is designed to teach key skills in presentation, group leadership and information literacy. Particular emphasis is on students learning to present academic content accurately and appropriately as well as getting to grips with the technical features of relevant software and hardware. In addition to providing students with support on current degree programme-related presentation projects, trained student mentors offer workshops and mentoring sessions on presentation techniques as well as on suitable behaviour when giving a presentation and dealing with feedback. The practical use of the methods acquired is an essential part of the course.

### Intended learning outcomes

By the end of the course, students will possess the following skills and key strengths to go about their studies successfully: essentials of group leadership and presentation, ability to apply established academic conduct methods, academic presentation practice and information literacy. They will also be able to effectively operate visual representation programs.

### Courses

<table>
<thead>
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<th>Language</th>
<th>Other information</th>
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</table>

### Method of assessment

(Stem, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

- Report (approx. 5 pages) with presentation (approx. 20 minutes)

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Service Learning Study Workshop</td>
<td>04-SW-SL-161-m01</td>
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<th>Module coordinator</th>
<th>Office of the Dean of the Faculty of Arts</th>
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<tr>
<td>KOMPASS team at the Faculty of Arts</td>
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<tr>
<th>Duration</th>
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<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

This module is designed to teach key skills in the principles of teaching. Students receive special training to become student mentors and broaden and consolidate their knowledge and skills through interactive workshops and relevant learning methods. Students carry out voluntary work, teaching Oberstufe students at cooperating Gymnasien (German high schools) the essentials of academic writing. They receive support and assistance at every stage of the project, mostly in the form of feedback sessions with their teachers.

**Intended learning outcomes**

Students will gain subject-specific, methodical and personal skills they will later apply when teaching the fundamental principles and techniques of academic writing. The knowledge they gain in the first part of the course will enhance the academic writing skills as well as the teaching skills of students and will thus qualify them for their role as student mentors. This module includes voluntary work in schools, an experience the students will not only benefit from on a personal level but that will also enhance their social skills.

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

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**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 elaborations (approx. 10 pages total)

**Allocation of places**

max. 10 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Applicants from the Bachelor’s degree subjects of the Faculty of Arts will be given preferential consideration. The remaining places will be allocated to students of other subjects. Places will be allocated primarily according to the number of subject semesters; among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<td>Study Workshop Public Speaking</td>
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<td>KOMPASS team at the Faculty of Arts</td>
<td>Office of the Dean of the Faculty of Arts</td>
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<th>Duration</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

This module is designed to teach key skills in the principles of teaching as well as presentation skills. Participants develop an increased and intensified awareness of their own voice and of how their voice is perceived by others. They learn how to use body language that supports effective communication in an academic context. Comprising breathing and vocal exercises, the module teaches participants to keep a proper posture, use their voice effectively, and avoid voice strain. Practical exercises give participants the opportunity to receive constructive feedback on how they are perceived by others.

**Intended learning outcomes**

Students have acquired methods and developed personal skills that allow them to influence how they are perceived by others. They are able to identify and analyse how their voice and body language is perceived by others and to develop their own strategies for improvement. Students are able to put into practice what they have learned and improve the quality of their own teaching. Having developed their self-awareness and their awareness of how they are perceived by others, students have enhanced their personal skills and are well prepared for taking on their role as active participants in the academic process.

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

Ü (1)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

written elaborations (approx. 10 pages total)

**Allocation of places**

max. 15 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Applicants from the Bachelor’s degree subjects of the Faculty of Arts will be given preferential consideration. The remaining places will be allocated to students of other subjects. Places will be allocated primarily according to the number of subject semesters; among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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<table>
<thead>
<tr>
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<tr>
<td>Intercultural competence</td>
<td>43-LA-IntKultK-161-m01</td>
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**Module coordinator**

head of Professional School of Education (PSE)  
Centre for Teacher Training and Educational Research (ZfL)

**ECTS**

3

**Method of grading**

Only after succ. compl. of module(s)

**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

--

**Contents**

This module deals with the challenges of the pedagogical work in schools and educational institutions for adolescents against the background of different cultures and cultural standards. Particular emphasis is placed on the diversity of values and life styles, different world views and orientation patterns as well as different ways of thinking and living of adolescents. At the same time, the thematic emphases are dealt with under an intercultural point of view.

**Intended learning outcomes**

Students have knowledge about different facets and subject areas of intercultural (adolescent) work. In dealing with the diversity of cultures and cultural interpretive patterns they command over basic intercultural key competencies. With the help of practical exercises students can transfer their knowledge to situations of their own pedagogical actions.

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

S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) presentation (approx. 30 minutes) with written elaboration (5 to 10 pages) or b) term paper (10 to 15 pages) or c) written examination (approx. 60 minutes) or d) portfolio (approx. 30 hours) or e) oral examination (approx. 30 minutes)

**Allocation of places**

30 places. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available. Option 2: (1) Places will be allocated according to the number of subject semesters. (2) A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

--

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

--