



Subdivided Module Catalogue  
for the Subject

# Pedagogy of Secondary Education

with the degree "Erste Staatsprüfung für das Lehramt für  
Sonderpädagogik"

Examination regulations version: 2009  
Responsible: Faculty of Human Sciences  
Responsible: Institute of Pedagogy

## Abbreviations used

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

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

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

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

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

## Conventions

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

## Notes

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

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

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

## In accordance with

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

**LASPO2009**

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

**10-Jul-2012 (2012-32)**

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

## The subject is divided into

Abbreviation	Module title	ECTS credits	Method of grading	page
<b>Compulsory Courses (10 ECTS credits)</b>				
Studies of Didaktiken einer Fächergruppe der Hauptschule (Didactics of a Group of Subjects of Hauptschule) comprise courses in the area of Hauptschulpädagogik (Education for Hauptschule, 10 ECTS credits) as well as courses in the area of the didactics of three subjects within the meaning of Section 37 Subsection 3 LPO I (examination regulations for teaching-degree programmes) (Didaktikfächer) and the fundamental principles of the respective academic disciplines (60 ECTS credits). For the modules that are assigned to each Didaktikfach, see the corresponding SFB (list of modules). Hauptschulpädagogik und -didaktik (Education and Didactics for Hauptschule).				
o6-HSPäd-092-m01	Education at Secondary School	5	NUM	6
o6-Psy-MMHS-092-m01	Psychological methods in secondary modern schools	5	B/NB	10
<b>Freier Bereich (general as well as subject-specific electives)</b>				
Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below. Freier Bereich (general as well as subject-specific electives) -- open for all teaching degree students irrespective of their subject combinations: For additional courses that are open to all teaching degree students irrespective of their subject combinations (fächerübergreifendes Zusatzangebot), please refer to the respective Annex of the "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions on the Area "Freier Bereich" in Teaching-Degree Programmes). Freier Bereich (general as well as subject-specific electives) -- Faculty of Arts, Historical, Philological, Cultural and Geographical Studies: For additional courses offered by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies for teaching degree students (fakultätsweites Zusatzangebot), please refer to the Annex of the "Ergänzende Bestimmungen der Philosophischen Fakultät (Fakultät für Historische, Philologische, Kultur- und Geographische Wissenschaften) für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies on the Area "Freier Bereich" in Teaching-Degree Programmes).				
<b>Extra Skills Teaching at the German Hauptschule</b> (Freier Bereich (general as well as subject-specific electives) -- subject specific)				
o6-MS-BO-132-m01	Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria	3	B/NB	8
o5-SP-BQ-092-m01	Basic Instruction in Physical Education	3	B/NB	4

<b>Module title</b>		<b>Abbreviation</b>
Basic Instruction in Physical Education		05-SP-BQ-092-m01
<b>Module coordinator</b>		<b>Module offered by</b>
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Admission prerequisite to assessment: regular attendance (minimum 80%) of courses.
<b>Contents</b>		
<p>In this course we study basic contents, questions and issues of the didactic fields "creating movement", "playing with and against each other" and "promoting health" by evaluating our own practical experiences. We specify these fields by studying central aspects of the integration of movement-oriented topics into school life. These aspects include ways to implement such topics as well as possibilities to organise and differentiate curricular and extra-curricular sports. The students extend their knowledge about movement pedagogy by studying the development of balance and coordination skills. The module components "Creating Movement" and "Playing with and Against Each Other" each contain specific aspects of "Promoting Health".</p>		
<b>Intended learning outcomes</b>		
<p>The students acquire basic skills in the three afore-mentioned didactic fields. They are familiar with the essential criteria of planning, conducting and evaluating coordination training processes in sports and they know the application fields of various pieces of sports equipment as well as equipment set-ups that aid in improving balance. They become acquainted with the peculiarities of infantile motoric play and with various organisation forms and differentiation possibilities of the integration of movement-oriented topics into school life. Furthermore, they learn about health maintenance and possibilities of health promotion in the context of working out and exercising.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S + S (no information on SWS (weekly contact hours) and course language available)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
documentation of practical experiences (approx. 15 pages)		
<b>Allocation of places</b>		
<p>There is a restricted number of places which varies according to availability of capacities. Places will be allocated according to the number of ECTS credits. Among applicants with the same number of ECTS credits, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.</p>		
<b>Additional information</b>		
<p>In accordance with Section 38 Subsection 1 No. 5 LPO I (examination regulations for teaching degree programmes), this module is designed for students pursuing a teaching degree for the German Hauptschule who do not study Sports/Physical Education as Unterrichtsfach (with a focus on the scientific discipline) or Didaktikfach (with a focus on teaching methodology).</p>		
<b>Workload</b>		
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<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
<p>First state examination for the teaching degree Grundschule Pedagogy of Primary Education (2009) First state examination for the teaching degree Hauptschule Pedagogy of Secondary Education (2009)</p>		
LA Sonderpädagogik Pedagogy of Secondary Education (2009)	JMU Würzburg • generated 26-Aug-2024 • exam. reg. data record Lehramt Sonderpädagogik Hauptschuldidaktik - 2009	page 4 / 10

First state examination for the teaching degree Sonderpädagogik Pedagogy of Secondary Education (2009)  
First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2009)  
First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2013)  
First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2013)

<b>Module title</b>		<b>Abbreviation</b>
Education at Secondary School		o6-HSPäd-092-m01
<b>Module coordinator</b>		<b>Module offered by</b>
unknown		Chair of School Education
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	unknown	By way of exception, additional prerequisites are listed in the section on assessments.
<b>Contents</b>		
No information on contents available.		
<b>Intended learning outcomes</b>		
No information on intended learning outcomes available.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
This module comprises 2 module components. Information on courses will be listed separately for each module component. <ul style="list-style-type: none"> <li>o6-HSPäd-1-092: S (no information on SWS (weekly contact hours) and course language available)</li> <li>o6-HSPäd-2-092: P + P (no information on SWS (weekly contact hours) and course language available)</li> </ul>		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.		
<p><b>Assessment in module component o6-HSPäd-1-092:</b> Youth education at school and extracurricular in the area of responsibility of the secondary school (Mittelschule)</p> <ul style="list-style-type: none"> <li>2 ECTS, Method of grading: numerical grade</li> <li>a) written examination (approx. 30 minutes) or b) oral examination of one candidate each (approx. 5 minutes) or c) oral examination in groups (groups of 3, approx. 5 minutes per candidate) or d) presentation without slides (approx. 8 minutes) with written elaboration (approx. 5 pages) or e) presentation with slides (approx. 30 minutes) or f) term paper (approx. 8 pages) or g) portfolio (maximum 10 pages)</li> <li>Other prerequisites: Admission prerequisite to assessment: regular attendance of courses (a maximum of 2 incidents of unexcused absence).</li> </ul> <p><b>Assessment in module component o6-HSPäd-2-092:</b> Additional study-accompanying training period for one term with seminar</p> <ul style="list-style-type: none"> <li>3 ECTS, Method of grading: (not) successfully completed</li> <li>a) participation in mandatory teaching practice, completion of all set tasks (as specified by placement school) and b) academic requirements to be met (approx. 10 hours total). The course accompanying the placement must be taken in the Didaktikfach (subject studied with a focus on teaching methodology) for which the candidate was assigned the placement.</li> <li>Other prerequisites: Admission prerequisite to assessment: regular attendance of placement as specified by placement school.</li> </ul>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
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<b>Teaching cycle</b>
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
§ 38 (1) 1. Hauptschulpädagogik und -didaktik § 38 (1) 1. Mittelschulpädagogik und -didaktik
<b>Module appears in</b>
First state examination for the teaching degree Hauptschule Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2013) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2013)

<b>Module title</b>		<b>Abbreviation</b>
Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria		o6-MS-BO-132-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Subject Representative (Fachvertreter) Arbeitslehre Didactics		
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Theories of vocational choice with regard to contents and objectives of job-oriented teaching; the development of attitudes, knowledge, and skills necessary for the successful completion of vocational training as an intended learning outcome; the differences between an individual's suitability for a particular career and an individual's employability in that career; the ability to choose a suitable career; endogenous and exogenous factors influencing an individual's choice of career; external partners and how collaboration with them can help <i>Arbeitslehre</i> teachers provide career orientation for their pupils; the development of an occupational classification system to help pupils explore career options; selected methods for use in the <i>Arbeitslehre</i> classroom to help pupils develop the ability to choose a suitable career and prepare them for the job search; job-oriented courses and options for school leavers; training contracts: contents, formal and legal aspects.		
<b>Intended learning outcomes</b>		
After successful completion of the module, students will have gained an overview of theories for the explanation of the process of choosing a career; they will be able to reflect upon the fundamental principles of job-oriented teaching; they will have developed the ability to interrelate vocational choice, the suitability of individuals for particular careers, and the labour market; they will have become familiar with methods for job-oriented teaching and enabling pupils to make a good choice of career and will have developed the ability to evaluate and justify those methods; they will have gained an overview of the support that is available from the German Federal Employment Agency, in the form of media or personal assistance, for pupils in the process of exploring career options and choosing a suitable career, both when about to enter the world of work and after they have started their careers.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (no information on SWS (weekly contact hours) and course language available)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
written examination (approx. 60 minutes)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
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<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
First state examination for the teaching degree Hauptschule Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2013)		
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First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2013)

<b>Module title</b>		<b>Abbreviation</b>
Psychological methods in secondary modern schools		o6-Psy-MMHS-092-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Professorship of Educational Psychology		Institute of Psychology
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Admission prerequisite to assessment: regular attendance of courses (a maximum of 3 incidents of unexcused absence).
<b>Contents</b>		
Performance disorders and behavioural abnormalities in pupils of Hauptschule; measures and programmes to influence these disorders as well as their underlying psychological causes.		
<b>Intended learning outcomes</b>		
The students are able to identify and analyse performance disorders and behavioural abnormalities in pupils and to allocate appropriate influencing measures. They know psychologically founded programmes for the improvement of learning performance or the reduction of behavioural abnormalities.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
Ü (no information on SWS (weekly contact hours) and course language available)		
<b>Method of assessment</b> (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 written elaboration (approx. 5 pages) or b) presentation (approx. 30 minutes) and documentation (approx. 5 pages) or c) term paper (approx. 10 pages) or d) written examination (approx. 45 minutes) or e) oral examination (approx. 15 minutes) or f) portfolio (maximum 20 pages)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
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<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 38 (1) 2. Hauptschulpädagogik und -didaktik - Pädagogik/Psychologie § 38 (1) 2. Mittelschulpädagogik und -didaktik - Pädagogik/Psychologie		
<b>Module appears in</b>		
First state examination for the teaching degree Hauptschule Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Pedagogy of Secondary Education (2009) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2013) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2013)		