Subdivided Module Catalogue
for the Subject

Pedagogy of Primary Education
with the degree "Erste Staatsprüfung für das Lehramt für Sonderpädagogik"

Examination regulations version: 2015
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:

LASPO2015

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

8-Sep-2015 (2015-134)

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.
### Compulsory Courses (35 ECTS credits)

Studies of Didaktik der Grundschule (Didactics for Grundschule) comprise courses in the area of Grundschulpädagogik und didaktik (Primary Education, 35 ECTS credits) as well as courses in the area of the didactics of three subjects within the meaning of Section 35 Subsection 3 LPO I (examination regulations for teaching-degree programmes) (Didaktikfächer, 35 ECTS credits). For the modules that are assigned to each Didaktikfach, see the corresponding SFB (list of modules). The 35 ECTS credits students must achieve in the area of the didactics of three subjects within the meaning of Section 35 Subsection 3 LPO I are divided up as follows: a total of 15 ECTS credits in one of the three subjects in accordance with the provisions of the pertinent SFB and 10 ECTS credits in each of the other two subjects in accordance with the provisions of the pertinent SFB.

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<tr>
<td>06-GS-SSE-1-152-m01</td>
<td>Literacy Development I: Didactical basics</td>
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<td>06-GS-SU-1-152-m01</td>
<td>Science and Social studies in Primary School I: Didactical basics</td>
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<td>06-GS-P-152-m01</td>
<td>Additional Practical course</td>
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<td>06-GS-GSP-2-152-m01</td>
<td>Primary School Education II: Historic and current aspects</td>
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<td>06-GS-SU-2-152-m01</td>
<td>Science and Social studies II: Historic and current didactical aspects</td>
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<td>Literacy Development II: Historic and current didactical aspects</td>
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### Freier Bereich (general as well as subject-specific electives)

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)).

To achieve the required number of ECTS credits, students may take any modules from the areas below.

**Freier Bereich (general as well as subject-specific electives) -- open for all teaching degree students irrespective of their subject combinations:** For additional courses that are open to all teaching degree students irrespective of their subject combinations (fächerübergreifendes Zusatzangebot), please refer to the respective Annex of the "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions on the Area "Freier Bereich" in Teaching-Degree Programmes).

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

### Extra Skills Teaching at the German Grundschule

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

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<td>06-GS-FB-SU-152-m01</td>
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<td>06-GS-FB-BK-152-m01</td>
<td>Skills in the professional field of Primary School</td>
<td>2</td>
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<td>06-GS-KP-152-m01</td>
<td>Inner- and extracurricular cooperation within the field of Primary School</td>
<td>2</td>
<td>B/NB</td>
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<td>06-GS-WK-152-m01</td>
<td>Introduction to academic research methods</td>
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<td>B/NB</td>
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<tr>
<td>04-MP-LAGS-BQ-152-m01</td>
<td>Basic Instructions in Music Education (Didactics - Primary School)</td>
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<td>06-Ku-GS-BQ-152-m01</td>
<td>Basic Instructions in Arts (Didactics - Primary School)</td>
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<td>06-SP-BQ-152-m01</td>
<td>Basic Instructions in Physical Education</td>
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<td>Mathematics in German Grundschule - Arithmetics</td>
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<tr>
<td>Dean of Studies Mathematik (Mathematics)</td>
<td>Institute of Mathematics</td>
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**Contents**

Discussion of central topics in teaching mathematics in Grundschule taking into account subject-specific and didactic aspects as well as possibilities of implementation in the classroom, also including modern technologies.

**Intended learning outcomes**

The student is acquainted with the mathematical basics of elementary school mathematics and can explain them. He/She knows about the objectives of teaching mathematics in elementary school, fundamentals of developmental psychology and didactics of mathematics, as well as important models, presentations and media which can be employed in teaching mathematics in elementary school. She/he knows about common difficulties and problems of pupils in the acquisition of mathematical skills, and can employ didactical principles and teaching and learning strategies.

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

V (2) + 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)

written examination (approx. 60 to 90 minutes).
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
Module title
Mathematics in German Grundschule - Geometry and Application of Mathematics

Abbreviation
10-M-MGS2-152-m01

Module coordinator
Dean of Studies Mathematik (Mathematics)

Module offered by
Institute of Mathematics

ECTS
5

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

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
Discussion of central topics in teaching mathematics in Grundschule taking into account subject-specific and didactic aspects as well as possibilities of implementation in the classroom, also including modern technologies.

Intended learning outcomes
The student is acquainted with the mathematical basics of elementary school mathematics and can explain them. He/She knows about the objectives of teaching mathematics in elementary school, fundamentals of developmental psychology and didactics of mathematics, as well as important models, presentations and media which can be employed in teaching mathematics in elementary school. She/he knows about common difficulties and problems of pupils in the acquisition of mathematical skills, and can employ didactical principles and teaching and learning strategies.

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + 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)
written examination (approx. 60 to 90 minutes).
If announced by the lecturer at the beginning of the course, the written examination may be replaced by an oral examination of one candidate each (approx. 20 minutes) or an oral examination in groups of 2 candidates (approx. 15 minutes per candidate).

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
Module title | Didactics and Methology of Teaching Mathematics  
Abbreviation | 10-M-MGS3-152-m01

Module coordinator | Dean of Studies Mathematik (Mathematics)  
Module offered by | Institute of Mathematics

| ECTS | 5 |
| Method of grading | Only after succ. compl. of module(s) |
| (not) successfully completed | -- |

Duration | 2 semester  
Module level | undergraduate  
Other prerequisites | --

Contents
Discussion of basic topics in mathematics didactics and the methodology of teaching mathematics with a focus on didactic aspects (e.g. support for pupils who are particularly weak or particularly strong in mathematics, dyscalculia, evaluation of teaching materials for mathematics in Grundschule, using computers for teaching mathematics in Grundschule, selected topics and research results in modern mathematics didactics, theoretical foundations of mathematics didactics, dealing with heterogeneity in the classroom, organising substantial learning environments).

Intended learning outcomes
The student is acquainted with theoretical concepts in the didactics of mathematics and possibilities to promote mathematical skills, knows important aspects of planning and analysing teaching of mathematics, masters different strategies for teaching and learning und can assess and employ them.

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)
a) talk (approx. 45 minutes) or b) term paper (10 to 15 pages) or c) project (15 to 25 pages)
Assessment offered: Once a year, winter semester

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
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<tr>
<td>head of group Didactics of Biology</td>
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The exercise Einheimische Lebensräume im Biologieunterricht (Indigenous Habitats in the Biology Classroom) will provide students with an opportunity to explore the topic "teaching biology in out-of-classroom learning environments" in more detail. The course will focus on the methodological aspect of environmental education. Students will adapt existing teaching units on water, forest, grassland, farmland and/or hedgerow habitats, will deliver the respective units to groups of pupils, preferably during a project day at an environmental education centre, and will subsequently evaluate the sessions. Students will develop an activity and problem-based lesson on a concrete topic related to the respective habitat, a lesson that is tailored to their target group and develops their pupils’ affective, methodological and cognitive skills.

**Intended learning outcomes**

- Ability to develop activity-based and multisensory lessons in out-of-classroom learning environments that are tailored to the target group as well as ability to adapt and evaluate lessons.
- Ability to independently organise and run project days.
- Ability to critically reflect on the respective lessons, taking aspects of environmental education into consideration.

**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. 45 to 90 minutes) or b) oral examination of one candidate each (30 to 60 minutes) or c) term paper (approx. 10 to 30 pages) or d) portfolio.

Students will be informed about the method and length of the assessment prior to the course.

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
Module title | Abbreviation
---|---
Didactics in Biology I: Basics DG/DM | 07-DGDM-FDBIO-1-152-m01

Module coordinator | Module offered by
head of group Didactics of Biology | Faculty of Biology

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The lecture Einführung in die Fachdidaktik Biologie (Introduction to Biology Didactics) will discuss central concepts and principles of biology lessons as well as methods in biology and teaching aids. Building on this knowledge, students will learn how to outline problem-based biology lessons. The course will discuss topics such as modes of interaction in the classroom, teaching methods and approaches, the definition of learning outcomes, out-of-classroom learning environments, topics and theories in biology didactics etc. The seminar Biologieunterricht (The Biology Classroom) will equip students with detailed knowledge on how to plan and design classes for the respective type of school. Students will prepare didactic analyses on topics from the curriculum. They will discuss general aspects of curriculum theory and, working in small teams, will translate the material to be taught, in a didactically reduced manner, into teaching sequences and lessons. At the same time, students will integrate different teaching methods and modes of interaction in the classroom (as well as teaching aids) into their lessons, keeping in mind what is and what is not possible in the respective type of school, and will deliver their lessons or parts of these in the seminar. Didactic aspects will be evaluated and discussed in class. There will be separate seminars for each type of school; please select the seminar for the school type for which you are pursuing a teaching degree. Using examples from the classroom, the seminar Unterrichtsmittel (Teaching Aids) will acquaint students with specific teaching aids (originals, preparations and media) for use in the biology classroom and will assess these with regard to the media literacy skills to be developed. The seminar will discuss both traditional aids used in the biology classroom (models, blackboard, OHP, transparencies, textbook and worksheets etc.) and modern aids (computer simulations, ppt presentations etc.). After having received a theoretical introduction to teaching aids, students will be arranged into small teams that will deliver lessons or individual phases of lessons on specific topics from the curriculum. They will focus on a teaching aid of their choice which will subsequently be assessed with regard to aspects of media didactics.

Intended learning outcomes

Familiarity with relevant aspects of biology didactics
- Ability to design lively biology lessons, using original objects and teaching aids.
- Ability to use methods in biology in a way that promotes the learning processes of pupils.
- Familiarity with both biology-specific and interdisciplinary topics from the curriculum for the respective type of school.
- Ability to prepare scientific analyses on selected topics from the curriculum for the respective type of school and to subsequently present these topics in a manner that is tailored to the target group.
- Ability to prepare didactic analyses on topics from the curriculum for the respective type of school.
- Ability to translate, with the help of didactic analyses, selected topics from the curriculum into teaching sequences and lessons as well as to deliver these teaching sequences and lessons, applying problem-based and/or open teaching methods.
- Knowledge of the fact that the term "teaching aids in the biology classroom" refers to originals, preparations and media.
- Familiarity with a biology-specific, didactic definition of the term "media".
- Overview of classifications of media, factors that influence the choice of media as well as the function of media.
- Familiarity with the limitations and problems associated with the use of media in the classroom.
- Practical skills using media of all kinds (hardware side).
- Ability to independently prepare teaching aids.
- Ability to use teaching aids in classroom situations in a way that is appropriate for pupils and the material taught.
- Advantages and disadvantages of specific teaching aids; limitations associated with the use of media in the classroom.
| Courses (type, number of weekly contact hours, language — if other than German) |
| V (2) + S (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) |
| written examination (approx. 60 minutes) creditable for bonus |

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| Referred to in LPO I (examination regulations for teaching-degree programmes) |
| § 36 I Nr. 7 |
| § 38 I Nr. 1 |
## Module title
Didactics Biology II: Special Didactics DG/DM

### Abbreviation
07-DGDM-FDBIO-2-152-m01

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In the seminar Arbeitstechniken und Schulversuche (Methods and Experiments in the Classroom), students will be arranged into small teams and will perform a variety of experiments on classic topics in biology. The experiments, which will be tailored to the requirements of the respective type of school, will subsequently be assessed in class with regard to didactic aspects and/or will be integrated into concrete classroom situations. Students will thus acquire techniques and background knowledge that will enable them to deliver lively and motivating lessons to different age groups. The seminar Freilandbiologie (Outdoor Biology) will explore general aspects on how students may incorporate field trips to out-of-classroom learning environments into their teaching. In addition to the scientific identification and characterisation of plant and/or animal communities in their natural habitats, the seminar will discuss didactic and pedagogical criteria for the selection of out-of-classroom learning environments that are relevant for the respective type of school. In this context, the course will also discuss the opportunities and limitations of out-of-classroom learning. Designing practice-oriented teaching units, students will practise teaching the identification of indigenous animals and plants to fellow students and/or groups of pupils in selected out-of-classroom learning environments.

### Intended learning outcomes

- Ability to implement experiments typically performed in the biology classroom and to integrate them into activity and problem-based lessons.
- Ability to define research methods in the natural sciences and to match these up with selected classroom experiments.
- Ability to analyse and evaluate the practical implementation with experiments in the classroom as well as research methods in the natural sciences, taking didactic aspects into account.
- Ability to evaluate the significance of original encounters with nature in out-of-classroom learning environments as key elements of biology lessons.
- Ability to prepare and deliver a session in an out-of-classroom learning environment and to perform the respective follow-up work.
- Ability to impart a knowledge of species and form in a didactically reduced manner that is tailored to the needs of the respective group of pupils.

### 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)

portfolio (approx. 30 hours)
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)

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title
Level One Module Didactics and Teaching Methodology of History (LGy/DF)

Abbreviation
04-GeGyDF-AM-Did-152-m01

Module coordinator
holder of the Professorship of Modern and Contemporary History and of Didactics of History

Module offered by
Institute of History

ECTS
5

Method of grading
numerical grade

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

Duration
undergraduate

Module level
--

Other prerequisites
undergraduate

Contents
This module explores the didactic, methodological, and media-related bases of history didactics both in a theory-based manner and in relation to the practical implementation in the history classroom. It provides an overview and discusses selected examples.

Intended learning outcomes
Students gain an overview of fundamental topics, research approaches, models, media, and methods of history didactics and become familiar with standard references on history didactics. They develop the ability to select and employ appropriate research methods. Students independently read relevant literature and develop the ability to critically review publications on history didactics. They consolidate this knowledge in a selected area within history didactics and/or historical methods.

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + S (2)
Module taught in: 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)
written examination (approx. 50 minutes)
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)
§ 36 I Nr. 7 Geschichte
§ 36 I Nr. 7 Geschichte
§ 67 I Nr. 2e)
§ 38 I Nr. 1 Geschichte
Module title | Abbreviation
--- | ---
Level Two Module Didactics and Teaching Methodology of History (LG, LM) | 04-GeGM-SM1-Did-152-m01

Module coordinator | Module offered by
holder of the Professorship of Modern and Contemporary History and of Didactics of History | Institute of History

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

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

Contents
This module provides students with deeper insights into methods and problems in history, with a particular focus on ancient and medieval history. It then moves on to provide an overview of key media and methods for the teaching of topics from ancient and medieval history in the Hauptschule classroom.

Intended learning outcomes
This module provides students with deeper insights into a selected key topic in ancient or medieval history. It familiarises them with relevant research methods and subjects and provides an overview of major sources and accounts. Students develop the ability to use these when they prepare lessons and to adapt these into teaching materials that are suitable for pupils in Hauptschule. They develop the ability to reflect on the challenges and opportunities surrounding the teaching of topics from ancient and medieval history in the Hauptschule classroom and to apply the results of their reflection by planning lessons that are tailored to the needs of their target group. Students develop the ability to select media resources that match their learning goals and to use these in an appropriate manner.

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + S (2)
Module taught in: 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)
presentation (approx. 15 minutes) with position paper (approx. 1 page) and written elaboration (approx. 7 pages), the 2 components being weighted 3:7
Language of assessment: German and/or English
creditable for bonus

Allocation of places
--

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7 Geschichte
§ 38 I Nr. 1 Geschichte
Module title
Level Two Module Didactics and Teaching Methodology of History (LG, LM)  
04-GeGM-SM2-Did-152-m01

Module coordinator  
holder of the Professorship of Modern and Contemporary History and of Didactics of History

Module offered by  
Institute of History

ECTS  
5

Method of grading  
umerical grade

Only after succ. compl. of module(s)

Duration  
undergraduate

Contents
This module provides students with deeper insights into methods and problems in history, with a particular focus on early modern and modern history. It examines the structure and contents of the GSE (History, Social Studies, Geography) curriculum in detail. On the basis of this curriculum, students choose lesson topics and select appropriate teaching methods and approaches.

Intended learning outcomes
This module provides students with deeper insights into a selected key topic in early modern or modern history. It familiarises them with relevant research methods and subjects and provides an overview of major sources and accounts. Students develop the ability to systematically work with the GSE curriculum for Hauptschule and to choose lesson topics on the basis of this curriculum. They develop the ability to simplify topics for teaching purposes and to select appropriate methods to teach these topics. Students develop the ability to define clear learning goals and to teach in ways that help pupils achieve them. They gain a comprehensive overview of important media for the GSE classroom and develop the ability to use these in a flexible and purposeful manner.

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + S (3)
Module taught in: 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)
presentation of conceptual design of a class (approx. 30 minutes) and class outline with representation of class contents on the blackboard (Tafelbild) and materials (approx. 5 pages)
Language of assessment: German and/or 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)
§ 36 I Nr. 7 Geschichte
§ 38 I Nr. 1 Geschichte
## Module Catalogue for the Subject Pedagogy of Primary Education

### LA Sonderpädagogik

#### Module title
Level Three Module Didactics and Teaching Methodology of History (LGy/DF)

#### Abbreviation
04-GeGyDF-VM-Did-152-m01

### Module coordinator
holder of the Professorship of Modern and Contemporary History and of Didactics of History

### Module offered by
Institute of History

### ECTS
5

### Method of grading
numerical grade

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

### Duration
undergraduate

### Other prerequisites
--

### Contents
This module aims to expand and consolidate the knowledge and skills students acquired in the Level Two Module History Didactics (Aufbaumodul Didaktik der Geschichte). A particular focus is on methods for the history classroom and ways to put theoretical considerations into classroom practice. The module also teaches students how to engage in scholarly activity in the discipline of history didactics.

### Intended learning outcomes
Students gain an in-depth overview of major sub-areas of history didactics and methods in history. They develop a thorough familiarity with the standard references on history didactics and the ability to independently familiarise themselves with a topic in history didactics, using specialised literature. They are able to independently investigate and write on topics in history didactics. They are able to transfer their theoretical knowledge into (classroom) practice.

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

<table>
<thead>
<tr>
<th>Ü (3) + S (2)</th>
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<td>Module taught in: German and/or English</td>
</tr>
<tr>
<td>Number of weekly contact hours: will vary, either S (3) or S (4)</td>
</tr>
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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)

| presentation (approx. 15 minutes) with position paper (approx. 1 page) and written elaboration (approx. 10 pages), the 2 components being weighted 3:7 |
| Language of assessment: German and/or 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)

<p>| § 36 I Nr. 7 Geschichte |
| § 67 I Nr. 2 e) |
| § 38 I Nr. 1 Geschichte |</p>
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<th><strong>Module title</strong></th>
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<td>2 semester</td>
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**Contents**

German contents available but not translated yet.

Vokal-/Instrumentalunterricht, schulpraktisches Spiel, musikpädagogische Psychologie oder Soziologie, Grundlagen der Musikpädagogik und Musikdidaktik

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Zugänge zu Theorie und Praxis der Musikvermittlung in der Schule.

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

Ü (4) + V (2) + S (2)

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

a) written examination (approx. 60 minutes) or b) presentation (approx. 20 minutes) with handout (approx. 6 pages) or c) practical examination (approx. 20 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)**

§ 36 I Nr. 7
§ 38 I Nr. 7
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<tr>
<td>2 semester</td>
<td>undergraduate</td>
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**Contents**

German contents available but not translated yet.

Vokal-/Instrumentalunterricht, schulpraktisches Spiel, musiktheoretische Grundlagen, Geschichte der musikali-schen Bildung, Lieddidaktik

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Zugänge zu Theorie und Praxis der Musikvermittlung in der Schule.

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

Ü (6) + V (2) + S (2)

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

written examination (approx. 60 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)

§ 36 I Nr. 7  
§ 38 I Nr. 7
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<td>Music Education - Basic Module 1: Music Practice and Performance</td>
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### Contents

German contents available but not translated yet.

Ensemblearbeit und Aufführungspraxis

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

Der/Die Studierende präsentiert vokal-instrumentale Fertigkeiten in der Gruppe und sammelt grundlegende Erfahrung in Ensemblearbeit

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

Ü (2) + Ü (2)

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

practical examination (approx. 45 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)

§ 36 I Nr. 7
§ 38 I Nr. 7
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<td>Music Education - Basic Module 2: Pedagogics and Didactics</td>
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### Contents

German contents available but not translated yet.

EMP/Rhythmik und Percussion, Praxis der Populären Musik zur Wahl

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Bereiche von EMP/Rhythmik und Percussion, Praxis der Populären Musik

### 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)

a) practical examination (approx. 10 to 15 minutes) or b) presentation (approx. 20 minutes) with handout (approx. 6 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)

§ 36 I Nr. 7
§ 38 I Nr. 7
<table>
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<th>Module title</th>
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<td>Project Module: Music Practice and Performance in Everyday School Life</td>
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**Contents**

German contents available but not translated yet.

Musikalisches Gestalten im Schulalltag

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Wege der Musikvermittlung in der Schule.

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

R (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)

presentation (approx. 20 minutes) with project portfolio (approx. 6 pages)

**Allocation of places**

--

**Additional information**

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

§ 36 I Nr. 7
§ 38 I Nr. 7
# Module Catalogue for the Subject Pedagogy of Primary Education

LA Sonderpädagogik

<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
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<td>Music Education Studies - Music in Social and Cultural Context</td>
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<td>1 semester</td>
<td>undergraduate</td>
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</table>

## Contents

German contents available but not translated yet.

Aspekte Angewandter und Kulturerschließender Musikpädagogik

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Bereiche Angewandter und Kulturerschließender Musikpädagogik

### Courses

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

E (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)

presentation (approx. 20 minutes) with handout (approx. 6 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)

§ 36 I Nr. 7
§ 38 I Nr. 7
<table>
<thead>
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<th>Module title</th>
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<td>Theory and Practice of Music Education in Elementary School</td>
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<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

German contents available but not translated yet.

Studienbegleitendes fachdidaktisches Praktikum in verschiedenen Praktikumsschulen in Verbindung mit begleitendem Werkstattseminar zur Planung und Reflexion von Musikunterricht.

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Der/Die Studierende realisiert im Rahmen eines bescheinigten Praktikums schulpraktische Studien zur Didaktik und Methodik des Musikunterrichts an der Grundschule.

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

S (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)

oral examination (approx. 10 minutes)

**Allocation of places**

--

**Additional information**

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

§ 36 I Nr. 7
### Module Catalogue for the Subject Pedagogy of Primary Education

**LA Sonderpädagogik**

<table>
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<th>Module title</th>
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<tr>
<td>Teaching Methods Basic Course</td>
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<td>holder of the Chair of Religious Education</td>
<td>Faculty of Catholic Theology</td>
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<tr>
<td>1 semester</td>
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</table>

**Contents**

Essential topics in religious education. In-depth exploration of these topics. Discussion of theoretical concepts and how they inform practice.

**Intended learning outcomes**

At the end of the course, students will have gained an overview of essential topics and problems in religious education. They will have developed advanced skills in planning and implementing lessons for the religious education classroom.

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

| V (2) + 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) oral examination of one candidate each (approx. 20 minutes) or c) portfolio (4 to 6 assessments, 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)

- § 36 I Nr. 7
- § 38 I Nr. 1
Module title | Abbreviation
--- | ---
Teaching Methods Advanced Course | 01-LA-Did-RDA-152-m01

Module coordinator | Module offered by
holder of the Chair of Religious Education | Faculty of Catholic Theology

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

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

Contents
An introduction to key approaches to, and selected topics in, religious education. Discussion of issues relating to teaching and learning in the religious education classroom. Planning of lessons for the religious education classroom: fundamental concepts.

Intended learning outcomes
At the end of the course, students will have gained an insight into methods in religious education. They will have become familiar with fundamental concepts relating to the planning of lessons for the religious education classroom.

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + 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) oral examination of one candidate each (approx. 20 minutes) or c) portfolio (4 to 6 assessments, 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)
§ 36 I Nr. 7
§ 38 I Nr. 1
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<td>Teaching Methods Special Subject</td>
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<tbody>
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<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Today's society is characterised by cultural and religious pluralism. This module discusses efforts made to incorporate pluralism into the religious education classroom. It investigates the benefits of pluralism in the religious education classroom and discusses the features of a plural religious education classroom.

**Intended learning outcomes**

At the end of the course, students will have become familiar with the anthropological and social features of a plural society. They will be able to formulate the implications of pluralism for religious education and for their own teaching. They will be able to name the features of a plural religious education classroom.

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

V (2) + 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) oral examination of one candidate each (approx. 20 minutes) or c) portfolio (3 to 5 assessments, approx. 30 hours total)

**Allocation of places**

--

**Additional information**

--

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

§ 36 I Nr. 7
§ 38 I Nr. 1
### Protestant religious education

<table>
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<th>Abbreviation</th>
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<tr>
<td>Protestant religious education</td>
<td>06-Th-EvRP-152-m01</td>
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<tr>
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#### Contents

This course gives an overview of topics in Protestant religious education and discusses selected topics in more detail. Focus: teaching and learning in the religious education classroom from an education theory point of view.

#### Intended learning outcomes

At the end of the course, students will have developed the ability to recognise that religious phenomena constitute topics in religious education as well as to reflect upon them. In addition, they will be able to interrelate them with topics in religious socialisation theory. Students will be familiar with historical, systematic, and empirical dimensions of religious education and will have developed the ability to describe approaches to understanding religion(s), pedagogy, and education as well as to identify the epistemic principles underlying them.

#### 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. 90 minutes)

Language of assessment: German/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)

§ 54 I Nr. 5
§ 36 I Nr. 7
§ 38 I Nr. 1
**Module title**

Theory of Protestant religious teaching and their concretization

| Abbreviation | 06-Th-RDKo-152-m01 |

**Module coordinator**

holder of the Chair of Religious Education

**Module offered by**

Chair of Religious Education

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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

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**Contents**

This course gives students the opportunity to become familiar with, reflect upon, and express their opinion about a selected approach to teaching.

**Intended learning outcomes**

At the end of the course, students will have developed the ability to describe, discuss, and express their opinion about a selected approach to teaching. They will be able to identify the type of school for which that approach is suitable as well as to use the approach in a teaching unit on a selected topic from the curriculum for that type of school.

**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 (90 minutes) or b) presentation (15 to 30 minutes) with written elaboration (approx. 5 pages) or c) portfolio (approx. 15 hours) or d) term paper (approx. 15 pages)

Language of assessment: German/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)

§ 54 I Nr. 5
§ 36 I Nr. 7
§ 38 I Nr. 1
<table>
<thead>
<tr>
<th>Module title</th>
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**Contents**

Grounding in biblical introduction (New Testament), the historical background of the New Testament, biblical hermeneutics, and didactic approaches to teaching the Bible to pupils.

**Intended learning outcomes**

At the end of the course, students will be able to describe the historical background of the New Testament and the history of early Christianity, name reconstructions of the life and works of Jesus Christ, and interpret New Testament texts in this context. In addition, students will have developed the ability to identify the intentions and functions of a text from the New Testament, to perceive that text as a construction of a world view, and to develop criteria for its evaluation from today’s point of view. Students will be able to design learning scenarios that are appropriate for the age group they are teaching, presenting a selected New Testament text, exploring its ambiguity, and interpreting it in the context of the everyday lives of their pupils.

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

S (2) + T (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)

- term paper (approx. 20 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
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**Contents**

Grounding in biblical introduction (Old Testament), the history of Israel, biblical hermeneutics, and didactic approaches to teaching the Bible to pupils.

**Intended learning outcomes**

At the end of the course, students will be able to describe the historical background of the Old Testament, name the epochs in the history of Israel, and interpret Old Testament texts in this context. In addition, students will have developed the ability to identify the intentions and functions of a text from the Old Testament, to perceive that text as a construction of a world view, and to develop criteria for its evaluation from today's point of view. Students will be able to design learning scenarios that are appropriate for the age group they are teaching, presenting a selected Old Testament text, exploring its ambiguity, and interpreting it in the context of the everyday lives of their pupils.

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

S (2) + T (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)

term paper (approx. 20 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
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<td>Introduction to Systematic Theology and Theology for pupil</td>
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### Contents

Grounding in methods and ways of thinking in systematic theology as well as approaches to teaching.

### Intended learning outcomes

At the end of the course, students will be able to trace the lines of argument of systematic theology texts, to situate them within their historical context, and to interpret them in this context. In addition, students will have developed the ability to identify the intentions and functions of a systematic theology text and to develop criteria for its evaluation. Students will be able to design learning scenarios that are appropriate for the age group they are teaching, presenting a selected systematic theology text, exploring its argumentative structure, and interpreting it in the context of the everyday lives of their pupils.

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

V (2) + 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)

a) 2 presentations (approx. 15 minutes each), each with written elaboration (approx. 2 pages) or b) term paper (approx. 15 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)

§ 36 I Nr. 7  
§ 38 I Nr. 1
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### Contents

The role media play in Protestant theology and the Protestant religious education classroom. The significance of methods in general as well as selected methods that are particularly relevant in the Protestant religious education classroom.

### Intended learning outcomes

At the end of the course, students will have become familiar with a number of methods and media used in the religious education classroom. They will have tried their hands at using selected methods and media in the religious education classroom. Students will be able to identify the implications for their teaching as well as to demonstrate their proficiency in those methods and media in the context of a teaching unit designed by them.

### 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 (approx. 5 pages) or
- b) written examination (90 minutes) or
- c) term paper (approx. 15 pages)

Language of assessment: German/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)

§ 36 I Nr. 7
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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)

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)

a) presentation with practical examination (approx. 30 minutes) and b) presentation (approx. 20 minutes)
Language of assessment: German and/or 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)

§ 42 I Nr. 4 and § 36 I Nr. 7
§ 38 I Nr. 1
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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)

V (2) + S (2)

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

- a) written examination (approx. 90 minutes) and b) presentation (approx. 20 minutes) with practical examination (supervision of pupils)
- Language of assessment: German and/or 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
### Module title
Designing Chemistry Classes for Elementary and Secondary School

### Abbreviation
08-FD3-DF-LAGM-152-m01

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### Contents
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### Intended learning outcomes
No information on intended learning outcomes available.

### 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)
a) written examination (approx. 45 minutes) and b) presentation (approx. 20 minutes)
Language of assessment: German and/or 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)
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<td>Managing Director of the Institute of Modern Philologies</td>
<td>Institute of Modern Philologies</td>
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**Contents**

The module provides the consolidation and practice of grammar, vocabulary, reading ability and speaking skills.

**Intended learning outcomes**

During the module, students broaden their sophisticated vocabulary and acquire detailed knowledge in dealing with English grammar.

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

- Ü (2)

  Module taught in: 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)

- written examination (maximum 75 minutes)
- Language of assessment: English

**Allocation of places**

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**

Regular attendance and active participation highly recommended.

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

- § 36 I Nr. 7
- §38 I Nr. 1
- §44 (1) Satz 2 c)
- §64 (1) Satz 2 c)
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<tr>
<td>holder of the Chair of the Didactics of the German Language and Literature</td>
<td>Institute of German Studies</td>
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**Contents**

Fundamental range of subjects, concepts, approaches and methods of linguistic, literature and media courses and the respective sub-discipline teaching as well as the concretisation in reference to tasks of the educational institution school; Acquisition and advanced structure of the oral and written language acquisition as well as the linguistic and reading socialisation and parameters of influence; Domain-specific aspects of imparting of a teaching-learning or skill-oriented subject teaching; Realising of an teaching sequence into planning relevant categories; Transition between educational institutions or living and learn stages and their teaching aspects as teaching field of action in order to design acquisition processes or imparting processes (mostly by self-studies accompanied by reading matter).

**Intended learning outcomes**

During courses, students will acquire fundamental knowledge of subject-specific teaching and learning processes of the sub-discipline didactics (linguistic, literature and media didactics). During the seminar, students will be familiar with associated reading matter and current problem fields and tasks, which are required as professional skills for the planning, implementation and contemplation of an independent modern German class. In doing so, students develop an understanding of a theory-driven, practice-oriented, subject-related field of action in pedagogical contexts.

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

- Ü (1) + T (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 examination (approx. 75 minutes)
- Language of assessment: German and/or English

**Allocation of places**

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**Additional information**

- --

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

- § 36 I Nr. 7
- § 38 I Nr. 1
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

Application of ideas, approaches and methods of a teaching sub-discipline (linguistic or literature/media teaching incl. children and youth literature) including subject-specific contents on scholastic practise; Consolidation and expansion of conceptual and practical teaching know-how including a critical reflection of teaching key ideas; Consolidation of the transition between educational institutions and the orientation of teaching subjects as well as methodical ideas; Theory-based, practice-oriented analysis of a study area of German classes.

**Intended learning outcomes**

Based on the knowledge that has been acquired in the basis module, students consolidate their professional skills in the sub-discipline didactics (linguistic or literature and media didactics). The focus will be on the correlation of theoretical concepts and technical as well as subject-specific constructs with a real lesson that is lesson plan compliant and meets current requirements. Regarding the issue self-competence, students will work out different role segments of the teaching profession (e.g. short presentation, textualisation of planning decisions, analysis of teaching objects, types of presentation, moderation). Students acquire a sub-discipline didactic context and also the know-how, which is embedded in theory and practical references, in a proactive as well as reflective 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)

a) term paper (approx. 15 pages) or b) written examination (90 minutes) or c) oral examination of one candidate each (approx. 30 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
### Module Catalogue for the Subject Pedagogy of Primary Education

<table>
<thead>
<tr>
<th>Level Four Module Didactics</th>
<th>04-DtFäGr-EM-Did-152-m01</th>
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<tr>
<td><strong>Module coordinator</strong></td>
<td><strong>Module offered by</strong></td>
</tr>
<tr>
<td>holder of the Chair of the Didactics of the German Language and Literature</td>
<td>Institute of German Studies</td>
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<td><strong>Module level</strong></td>
</tr>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
</tr>
</tbody>
</table>

### Contents

Consolidation of the peculiarities of the subject teaching German including the aspects of the sub-discipline and the sub-discipline teaching (literature, linguistic and media teaching). Integrative concepts of subject teaching, teaching methodology specific requirement of a German class with intercultural pupils. The German classes concentrate on prevocational contents and suiting teaching concept and patterns.

### Intended learning outcomes

During the specific type of school tutorial, this professional skill will be further developed by students with regard to specific teaching-related criteria and parameters of planning. In doing so, they consolidate their technical knowledge concerning specific extracts of the professional action in the classroom. Moreover, they extend their self-competence concerning the planning, presentation and reflection of lesson sequences. Here, they also extend their methodical repertoire of action as well as concerning the communication and interaction types and regarding the action fields that are practical for teaching.

### 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) term paper (approx. 15 pages) or b) written examination (90 minutes) or c) oral examination of one candidate each (approx. 30 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
## Module Catalogue for the Subject Pedagogy of Primary Education

### LA Sonderpädagogik Pedagogy of Primary Education

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Practice of two-dimensional works</td>
<td>06-Ku-Basis1-152-m01</td>
</tr>
<tr>
<td>of art</td>
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### Module coordinator

Holder of the Professorship of Art Education at the Institute of Pedagogy

### Module offered by

Professorship of Art Education

<table>
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<th>Method of grading</th>
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<tr>
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<th>Module level</th>
<th>Other prerequisites</th>
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).</td>
</tr>
</tbody>
</table>

### Contents

German contents available but not translated yet.

Technisch korrektes bildnerisches Arbeiten mit Material in der Ebene; Grundlegende Kenntnisse der unterschiedlichen Techniken und deren Überführung in Planung, Vorbereitung und Durchführung von schulischem Unterricht; Wissen um in jeweiligen bildnerischen Vorhaben/ Aufgaben notwendig werdenden Darstellungsmöglichkeiten wie Komposition, Kontraste, Perspektive; Positionieren; Entwickeln konzeptionellen Arbeitens unter der Berücksichtigung der genannten Elemente; individuelle Auseinandersetzung konzeptioneller wie bildnerischer Natur; Kennen von und Bezug setzen zu einschlägigen Künstlern und ihren Werken; Verbalisieren eigener kreativer und gestalterischer Prozesse.

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

Im Fokus stehen bildnerische Prozesse in der Ebene; verschiedene Materialien der entsprechenden Bereiche bildnerischer Praxis werden kennenlernen; Werkzeuge, deren Bezeichnung und Anwendung im bildnerischem Prozess thematisieren; das Spezifische der kunstpraktischen Arbeit im Dialog mit den Möglichkeiten und Erfordernissen des Materials in technisches und konzeptionelles Handlungswissen überführen; Aspekte der Umsetzung der bildnerischen Praxis in der schulischen Vermittlung beschreiben; sich anbietende analoge Ausschnitte aus der Bildenden Kunst thematisieren.

### Courses

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

| Type | (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 (producing a piece of artwork, approx. 50 hours total)

### Allocation of places

--

### Additional information

The pieces of artwork students prepare during seminar sessions will be assessed as part of the practical examination.

### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 36 l Nr. 7
§ 38 l Nr. 1
### Practice of three-dimensional works of art

**Abbreviation**: 06-Ku-Basis2-152-m01

**Module coordinator**: holder of the Professorship of Art Education at the Institute of Pedagogy

**Module offered by**: Professorship of Art Education

**ECTS**: 2

**Method of grading**: numerical grade --

**Duration**: 1 semester

**Module level**: undergraduate

**Other prerequisites**: Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).

### Contents

German contents available but not translated yet.

Technisch korrektes bildnerisches Arbeiten mit Material im Raum; grundlegende Kenntnisse der unterschiedlichen Techniken und deren Überführung in Planung, Vorbereitung und Durchführung von schulischem Unterricht; Wissen um in jeweiligen bildnerischen Vorhaben/ Aufgaben notwendig werdenden Darstellungsmöglichkeiten wie Komposition, Kontraste, Perspektive, Positionierung; Entwickeln konzeptionellen Arbeitsens unter der Berücksichtigung der genannten Elemente, individuelle Auseinandersetzung konzeptioneller wie bildnerischer Natur; Kennen von und Bezug setzen zu einschlägigen Künstlern und ihren Werken; Verbalisieren eigener kreativer und gestalterischer Prozesse.

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

Im Fokus stehen bildnerische Prozesse im Raum; verschiedene Materialien der entsprechenden Bereiche bildnerischer Praxis kennenlernen; Werkzeuge, deren Bezeichnung und Anwendung im bildnerischen Prozess thematisieren; das Spezifische der kunstpraktischen Arbeit im Dialog mit den Möglichkeiten und Erfordernissen des Materials in technisches und konzeptionelles Handlungswissen überführen; Aspekte der Umsetzung der bildnerischen Praxis in der schulischen Vermittlung beschreiben, sich anbietende analoge Ausschnitte aus der Bildenden Kunst thematisieren.

### Courses

**Type, number of weekly contact hours, language**: S (2)

**Method of assessment**: practical examination (producing a piece of artwork, approx. 50 hours total)

**Allocation of places**: --

### Additional information

The pieces of artwork students prepare during seminar sessions will be assessed as part of the practical examination.

### Referred to in LPO I

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title | Abbreviation
---|---
Art education in school; Aims, Contents and Methods | 06-Ku-Basis3-152-m01

Module coordinator | Module offered by
holder of the Professorship of Art Education at the Institute of Pedagogy | Professorship of Art Education

<table>
<thead>
<tr>
<th>ECTS</th>
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<tr>
<td>2</td>
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</tbody>
</table>

Duration | Module level | Other prerequisites
1 semester | undergraduate | Regular attendance of seminar is mandatory (minimum 80% of seminar sessions).

Contents

German contents available but not translated yet.

Einen historischen/aktuellen Fachtext kritisch lesen und seine wichtigen Positionen thesenartig referieren können; kunstpädagogische Ziele verstehen und eine eigene Position dazu formulieren können; die zielorientierte Planung von Unterricht mit darauf abgestimmten Inhalten und Methoden; sich im Lehrplan orientieren können; grundlegende Kenntnisse der Entwicklung des ästhetischen Verhaltens von Kindern und Jugendlichen; Überführungskompetenz von theoretschen Elementen in schulrelevante Praxisformen (Konzeption, Planung, Durchführung...); grundlegende Sachkompetenzen zum ästhetischen Verhalten von Kindern und Jugendlichen als Grundlage für die Konzeptionierung von Unterricht begreifen.

Intended learning outcomes

German intended learning outcomes available but not translated yet.

Kerschensteiner - Reform (mit Sachzeichnen, Perspektive, Möbel, Nutzobjekt, Projekt), die Musische Erziehung (mit Figurenbau, Tonkopf, Textiles Gestalten), Vis. Kommunikation (mit Werbeanalyse, Mode, Plakat, Comic, Film- oder Clipanalyse), Ästhetische Erziehung (mit Alltagsdesign, Computerspiel), Außerschulisches, spielorientiertes Lernens, aktuelle Konzeptionen von Kunstunterricht (z.B. anlassorientierter Kunstunterricht); Begriff und Bedeutung der Kreativität im Kunstunterricht; Grundlagen zur ästhetischen Praxis und ihrer Bedeutung für Unterricht; Wege zur Realisierung von Unterricht.

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)

a) presentation (approx. 20 minutes) and term paper (approx. 15 pages) or b) oral examination of one candidate each (approx. 20 minutes) or c) oral examination in groups (groups of 2 to 4 candidates, approx. 10 minutes per candidate) or d) written examination (approx. 60 minutes) or e) term paper (approx. 20 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)

§ 36 I Nr. 7 (2 ECTS credits)
§ 36 I Nr. 8
§ 38 I Nr. 1 (2 ECTS credits)
§ 38 I Nr. 6
### Module title
**Art history**

### Abbreviation
06-Ku-Basis4-152-m01

### Module coordinator
holder of the Professorship of Art Education at the Institute of Pedagogy

### Module offered by
Professorship of Art Education

### ECTS
2

### Method of grading
numerical grade

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).

### Contents
German contents available but not translated yet.

Kenntnisse in der Kunstgeschichte; epochale Zuordnung schulrelevanten Künstlerinnen und Künstler; Wissen um inhaltliche Abhängigkeiten und Verknüpfungen der Kunstgeschichte mit Elementen des Alltags, der allgemeinen Geschichte etc.; rezeptive, bildanalytische Kompetenzen, Reflexionskompetenzen, Sachkompetenzen und methodische Kompetenzen im Umgang mit dem Original; Planungskompetenz.

### Intended learning outcomes
German intended learning outcomes available but not translated yet.

Verschiedene Werke einschlägiger Künstler aus den Epochen Renaissance bis Postmoderne; Möglichkeiten der Umsetzung im Unterricht; Überblick zur Geschichte der Architektur sowie zur Geschichte der Bildhauerei; Werkbetrachtungen anhand exemplarischer Gemälde und Einordnung in die jeweilige Epoche; didaktisch-methodische Möglichkeiten zur Umsetzung von kunstgeschichtlichen Themen durch praktische Aufgaben.

### 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) and term paper (approx. 10 pages) or b) oral examination of one candidate each (approx. 15 minutes) or c) oral examination in groups (groups of 2 to 4 candidates, approx. 10 minutes per candidate) or d) written examination (approx. 40 minutes) or e) term paper (approx. 15 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)
§ 36 I Nr. 7
§ 38 I Nr. 1
Module title | Abbreviation
--- | ---
Analysis of childrens artwork | 06-Ku-Basis5-152-m01

Module coordinator | Module offered by
holder of the Professorship of Art Education at the Institute of Pedagogy | Professorship of Art Education

<table>
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<tr>
<th>Duration</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).</td>
</tr>
</tbody>
</table>

Contents

German contents available but not translated yet.

rezeptive Kompetenzen (Kinderzeichnungen genau betrachten, bescheiben, analysieren und interpretieren können); Reflexionskompetenz (über Kinderzeichnungen kommunizieren, diese einordnen, z.B. in gesellschaftliche Zusammenhänge, sie beurteilen können); Produktionskompetenz (anschauliche Visualisierung der Referats/Präsentationsthematik innerhalb eines ästhetischen Ordnungrahmens); eine Kinderzeichnung ihrem durchschnittlichen motorischen und kognitiven Entwicklungsalter unter Zuhilfenahme entsprechender Begriffe zuordnen können; Grundlegende Kenntnisse der Entwicklung des ästhetischen Verhaltens von Kindern und Jugendlichen; grundlegende Überführungskompetenz von theoretischen Elementen in schulrelevante Praxisformen (Konzeption, Planung, Durchführung...); Verlaufsformen (Differenzierungen) einzelner Schemata (Raum, Mensch Tier) rekonstruieren können; das Ende der Kinderzeichnung und ihren Umbruch zur optisch orientierten Jugendzeichnung erkennen, die Quellen der Kinderzeichnung (Wissen, Ausdruck und Mitteilung) in einem Bild ansatzweise zuordnen können; das explizite Thema einer Kinderzeichnung, die narrative Ausformulierung und evtl. Nebenthemen erkennen; eine Kinderzeichnung hinsichtlich einer Sonder-Begabung erkennen können; die Bedeutung einer Kinderzeichnung für ein Kind einschätzen können.

Intended learning outcomes

German intended learning outcomes available but not translated yet.

Phänomene und Entwicklungsstufen bei Kinderzeichnungen; historische Entdeckung und erste Zugänge zur Kinderzeichnung; die wichtigen Entwicklungsphasen und -tendenzen der Kinderzeichnung; Kerschensteiners Stufenmodell und der Begriff der Schemaphase; Piagets Modell der Schemadifferenzierung; die Verwandtschaft der Kinderzeichnung mit Spiel und Nachahmung, Unterschied von sprachlicher und bildlicher Mitteilung evtl. auch bzgl ihres Entwicklungstempors; die Kinderzeichnung als Diagnoseinstrument (kognitive und psychische Entwicklung), die Frage der Begabung.

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) and term paper (approx. 10 pages) or b) oral examination of one candidate each (approx. 15 minutes) or c) oral examination in groups (groups of 2 to 4 candidates, approx. 10 minutes per candidate) or d) written examination (approx. 40 minutes) or e) term paper (approx. 15 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
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<td>holder of the Professorship of Art Education at the Institute of Pedagogy</td>
<td>Professorship of Art Education</td>
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<td>1 semester</td>
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<td>Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).</td>
</tr>
</tbody>
</table>

**Contents**

German contents available but not translated yet.

Vertiefte Kenntnisse in den Inhalten des entsprechenden Bezugsmoduls

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Inhalte des entsprechenden Bezugsmoduls

**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)

a) practical examination (producing a piece of artwork, approx. 70 hours total) or b) presentation (approx. 20 minutes) and term paper (approx. 20 pages) or c) oral examination of one candidate each (approx. 20 minutes) or d) oral examination in groups (groups of 2 to 4 candidates, approx. 10 minutes per candidate) or e) written examination (approx. 60 minutes) or f) term paper (approx. 30 pages)

**Allocation of places**

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**Additional information**

The pieces of artwork students prepare during seminar sessions will be assessed as part of the practical examination.

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

§ 36 I Nr. 7
Module title: Introduction to the Didactics of the English Language
Abbreviation: 04-En-PDM-FD1-152-m01

Module coordinator: holder of the Chair of Foreign Language Teaching
Module offered by: Institute of Modern Philologies

ECTS: 5
Method of grading: numerical grade
Duration: 1 semester
Module level: undergraduate
Other prerequisites: Regular attendance and active participation as well as oral presentation with informative position paper.

Contents
The course will cover basic principles and methods concerning the primary education of the discipline English and important issues of the English teaching methodology, such as theories of learning languages, didactics and methodology of the communicative English lessons assessment of the learning status, intercultural learning, literature and reading didactics (storytelling), media skills will be thematised. This basic knowledge will be related to appropriate examples of the English lessons at primary school and hence, an immediate insight into teaching practice will be given.

Intended learning outcomes
Students
- acquire basics of models and concepts of the English Didactics
- get an overview of principles and methods of the primary lesson for the subject English
- gain an insight into the teaching practice of primary school.

Courses (type, number of weekly contact hours, language — if other than German)
S (2)
Module taught in: English and/or German

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) written examination (approx. 75 minutes) or b) portfolio (approx. 12 pages) or c) term paper (approx. 10 pages) or d) written elaboration of practical assignment (e.g. log of a class) (approx. 10 pages)
Language of assessment: English and/or German

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
<table>
<thead>
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<td>Intensifying module Linguistics</td>
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<tbody>
<tr>
<td>holder of the Chair of English Linguistics</td>
<td>Institute of Modern Philologies</td>
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<td>1 semester</td>
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</table>

**Contents**

The module refers to a practical exercise that will be practised on the basis of Old English, Middle English or Modern English texts, such as the identification and analysis of typical linguistic structures of an English linguistic period; definitions, theories, models of phonetics/phonology, lexicology, morphology and syntax will be revised and applied. Brief overview of further linguistic fields, such as pragmatics and discourse, which will be discussed during an exercise of the English of the present. In a short exercise concerning a historical language level, aspects of change and variation of the English language over centuries will be discussed exemplarily.

**Intended learning outcomes**

Students are able to identify and analyse English linguistic phenomena of a language level on the basis of a text; they remind of important theories, terminologies, models and issues of individual linguistic fields of expertise once again; During exercises concerning historical language levels, students acquire the ability to translate contemporary texts into German correctly; Moreover, compared with older linguistic levels, they acquire a deeper understanding regarding the development of the English language and the linguistic peculiarities in the Old English/Middle English period.

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

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<tbody>
<tr>
<td>Module taught in: English</td>
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</tbody>
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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) term paper (maximum 15 pages) or b) written examination (approx. 50 minutes) or c) portfolio (maximum 15 pages)

Language of assessment: English

**Allocation of places**

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)

- § 36 I Nr. 7
- §64 (1) Satz 2 b)
- §38 I Nr. 1
Module title | Abbreviation
---|---
Intensifying module English Literary Studies | 04-En-ÜM-ELW1-152-m01

Module coordinator | Module offered by
holder of the Chair of English Literatures and Cultural Sciences | Institute of Modern Philologies

<table>
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Contents

In order to expand the analysis skills of students and to prepare them for the state examination, the module consolidates the most important epochs and genres of the English literature as well as basic theories, terminologies and methods of the English literary studies on the basis of selected examples.

Intended learning outcomes

After successful completion of the module, students are able to
- identify and evaluate the most important and basic characteristics of epochs and genres in English linguistics,
- apply and discuss specialist theories and methods and consult them for discussion and analysis of cultural literary issues.

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

Ü (2)
Module taught in: 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)

a) term paper (maximum 15 pages) or b) written examination (approx. 50 minutes) or c) portfolio (maximum 15 pages)
Language of assessment: English

Allocation of places

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)

§ 36 I Nr. 7
§64 (1) Satz 2 a)
§38 I Nr. 1
**Module title**
Intensifying module American Literary Studies

**Abbreviation**
04-En-ÜM-ALW1-152-m01

**Module coordinator**
holder of the Chair of American Studies

**Module offered by**
Institute of Modern Philologies

**ECTS**
5

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

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

**Contents**
The module provides students with the possibility to practise a detailed and precise close reading of complex texts from all areas of the US-American literary and cultural history.

**Intended learning outcomes**
Students acquire the ability to analyse complex texts rhetorically, literarily and intellectually and to understand and evaluate their value.

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

Ü (2)

Module taught in: 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)

a) term paper (maximum 15 pages) or b) written examination (approx. 50 minutes) or c) portfolio (maximum 15 pages)

Language of assessment: English

**Allocation of places**
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)

§ 36 I Nr. 7
§ 64 (1) Satz 2 a)
§ 38 I Nr. 1
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<td>Intensifying module Language Practice</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance, active participation.</td>
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</table>

**Contents**

German contents available but not translated yet.

In diesem Modul werden vertiefende Übungen in Bereichen wie Grammatik, Lese- und Hörverstehen, Textproduktion etc. vorgenommen.

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Nach dem Besuch des Moduls verfügen die Studierenden über vertiefte und gefestigte Kompetenzen im mündlichen und schriftlichen Gebrauch der englischen Sprache.

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

- Ü (2)

Module taught in: 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)

- a) written examination (approx. 50 minutes) or b) portfolio (exercises, between 600 and no more than 800 words total)

Language of assessment: English

**Allocation of places**

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)

- § 36 I Nr. 7
- § 44 (1) Satz 2 c
- § 64 (1) Satz 2 c
- § 38 I Nr. 1
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<thead>
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<th>Module title</th>
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<tbody>
<tr>
<td>Primary School Education I: Introduction to Primary School Education</td>
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**Contents**

Grundschule as an educational institution in the German school system, implementation forms and tasks of education specific to Grundschule, diagnosis and evaluation of learning processes in Grundschule, pedagogical meaning of starting school and initial tuition regarding the educational development of pupils.

**Intended learning outcomes**

The students are able to recognise institutional, curricular and pedagogical requirements of compatible education and evaluate their effectiveness (also compared to international standards). They are able to rank Grundschule in the national and international education system as a space for learning and experiencing with its specific task and profiling. They can diagnose learning difficulties and performances and arrange appropriate support measures. They are also able to conceive and evaluate how different possibilities of organising start of school and initial tuition in pedagogical and school-specific respects influence further learning at school.

**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 in groups of up to 5 candidates (approx. 5 minutes per candidate)

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 6
Module title | Abbreviation
---|---
Literacy Development I: Didactical basics | 06-GS-SSE-1-152-m01

Module coordinator | Module offered by
holder of the Chair of Primary Education | Chair of Primary Education

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

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

Contents
The module introduces the scientific basics of literacy acquisition in Grundschule, compares different didactical models of literacy acquisition considering their theoretical foundation, their professional requirements and their empirical value and shows the range of possible learning problems and disorders regarding literacy acquisition in class.

Intended learning outcomes
The students know the scientific basics of literacy acquisition in Grundschule and can evaluate didactical models of literacy acquisition regarding their professional requirements and proven effects. Furthermore, they are able to identify occurring learning problems specific to literacy acquisition and know appropriate instructional support measures to solve 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 in groups of up to 5 candidates (approx. 5 minutes per candidate)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 6
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<td>Science and Social studies in Primary School I: Didactical basics</td>
<td>06-GS-SU-1-152-m01</td>
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<td>Chair of Primary Education</td>
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## Contents

The module contains didactical basics of Science and Social Studies and its historical as well as methodical context of justification. Goals, contents, methods and media of Science and Social Studies as well as anthropological conditions for object examinations and students’ specific learning and development conditions are gathered as a point of reference for organising learning processes in Science and Social Studies.

## Intended learning outcomes

The students know basic educational goals and didactical principles of Science and Social Studies and are able to assess its educational value. While selecting and structuring contents of Science and Social Studies, the students cover its basic functions and principles.

## 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) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate)

## Allocation of places

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## Additional information

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

§ 36 I Nr. 6
### Module Catalogue for the Subject Pedagogy of Primary Education

#### LA Sonderpädagogik

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#### Contents

The module examines selected focal points of planning, executing and analysing lessons on a theory- and application-oriented basis. Furthermore, the students' teaching attempts during their internships are analysed.

#### Intended learning outcomes

The students are able to exemplary plan and evaluate subject-related and interdisciplinary classes for pupils of different grades of Grundschule.

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

P (4) + 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) placement report (15 to 20 pages) or b) term paper (15 to 20 pages)
Participation in mandatory teaching practice, completion of all set tasks as specified by the placement school.

#### Allocation of places

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#### Additional information

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

§ 36 I Nr. 1
Module title | Abbreviation
--- | ---
Primary School Education II: Historic and current aspects | 06-GS-GSP-2-152-m01

Module coordinator | Module offered by
holder of the Chair of Primary Education | Chair of Primary Education

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

Contents

Based on research results considering historical transformation processes, the module deals with the significance of Grundschule within the German school system as well as at an international level. It provides an insight into its forms of organisation and depicts its range of tasks depending on contemporary theoretical assumptions about education as well as on political and social demands. Furthermore, it introduces teaching models specific to Grundschule in view of their professional requirements and proven effects.

Intended learning outcomes

The students know the significance and forms of organisation of German Grundschule and are able to compare and evaluate them at an international level. They are able to identify and pedagogically evaluate the range of tasks of Grundschule within its contemporary context dependencies. The students become acquainted with the professional requirements and empirically proven effects of teaching models specific to Grundschule and can subsequently draw conclusions for their own future teaching.

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)

a) written examination (approx. 60 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) presentation (approx. 15 minutes) and written elaboration (approx. 10 pages) or d) term paper (15 to 20 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)

§ 36 I Nr. 6
**Module title** | **Abbreviation**  
--- | ---  
Science and Social studies II: Historic and current didactical aspects | 06-GS-SU-2-152-m01  

**Module coordinator**  
holder of the Chair of Primary Education  

**Module offered by**  
Chair of Primary Education  

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**Duration**  
undergraduate  

**Other prerequisites**  
undergraduate  

**Contents**  
Organisation of Science and Social Studies classes.  

**Intended learning outcomes**  
The students recognise suitable occasions for Science and Social Studies classes and are able to create didactical approaches and learning environments for this subject. They know how to promote the development of children's knowledge, ability and understanding in Science and Social Studies classes and how to encourage the development of subject-related interests.  

**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)  
a) written examination (approx. 60 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) presentation (approx. 15 minutes) and written elaboration (approx. 10 pages) or d) term paper (15 to 20 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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**Contents**

Research-oriented evaluation of different didactical teaching and learning approaches in initial written-language tuition of Grundschule, performance and personality-based diagnosis and supporting opportunities regarding literacy acquisition, exemplary planning, contemplation and evaluation of learning situations involving written language.

**Intended learning outcomes**

The students are able to evaluate different didactical teaching and learning approaches concerning their requirements for implementing them in class and their possible benefits for pupils. They are capable of diagnostically detecting difficulties concerning literacy acquisition, assessing tools for diagnosis and evaluation of initial written-language tuition and planning exemplary written-language classes.

**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) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) presentation (approx. 15 minutes) and written elaboration (approx. 10 pages) or d) term paper (15 to 20 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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<td>Project-based learning</td>
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### Contents

Project-based learning as an individual teaching and studying unit within Science and Social Studies involves different work stages from drafting and planning to organising and executing up to evaluating and documenting. The module offers a platform for individual project learning within a practical unit and for the conceptual development of own project ideas.

### Intended learning outcomes

The students are able to conceptualise, plan and oversee projects. They can prepare and edit contents from the field of Science and Social Studies and Natural Sciences in a didactical manner and are able to document the implementation of a project regarding its content and didactics.

### Courses

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### Method of assessment

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<td>a) presentation (approx. 15 minutes) with position paper (approx. 4 pages) or b) practical examination (approx. 20 minutes)</td>
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### Allocation of places

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)

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**Contents**
Teaching, consulting and innovation requirements related to the professional field of working at Grundschule.

**Intended learning outcomes**
The students become acquainted with the range of requirements in the field of working at Grundschule as well as with institutional, pedagogical and didactical possibilities to overcome problems in this area of work.

**Courses** (type, number of weekly contact hours, language — if other than German)
S (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. 15 minutes) with position paper (approx. 4 pages) or b) term paper (5 to 7 pages)

**Allocation of places**
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)
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**Contents**

Institutions and professions for cooperation in the field of Grundschule, elaboration of pedagogical cooperation possibilities.

**Intended learning outcomes**

The students become acquainted with internal and external cooperation partners of Grundschule as well as with cooperation models and their specific implementation possibilities. They develop competencies for launching and stabilising cooperations.

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

| S (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. 15 minutes) with position paper (approx. 4 pages) or b) term paper (5 to 7 pages)

**Allocation of places**

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)

§ 22 II Nr. 1 h)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Introduction to academic research methods</td>
<td>06-GS-WK-152-m01</td>
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<tr>
<td>holder of the Chair of Primary Education</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

Research techniques relevant for teaching degrees, scientific work techniques and standards, writing scientific papers conforming to standards of technique and content.

### Intended learning outcomes

The students are able to use scientific sources of information and follow scientific work strategies as well as requirements regarding content and technique when writing scientific papers.

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

| S (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. 15 minutes) with position paper (approx. 4 pages) or b) term paper (5 to 7 pages)

### Allocation of places

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)

§ 22 II Nr. 1 h)
<table>
<thead>
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<th><strong>Module title</strong></th>
<th><strong>Abbreviation</strong></th>
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<tbody>
<tr>
<td>Basic Instructions in Music Education (Didactics - Primary School)</td>
<td>04-MP-LAGS-BQ-152-m01</td>
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<tbody>
<tr>
<td>chairperson of examination committee Musikpädagogik (Music Pedagogy)</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

German contents available but not translated yet.


**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Zugänge zu Theorie und Praxis der Musikvermittlung in der Schule.

**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)

practical examination (demonstration of vocal and instrumental musical skills, 10 to 15 minutes)

**Allocation of places**

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**

In accordance with the provisions of Section 36 Subsection 1 No. 3 LPO I (examination regulations for teaching-degree programmes), this module is designed for students of Didaktik der Grundschule (Didactics for Grundschule) who do not study Music as Unterrichtsfach (with a focus on the scientific discipline) or Didaktikfach (with a focus on teaching methodology).

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

§ 22 II Nr. 1 h)
**Module title**  
Basic Instructions in Arts (Didactics - Primary School)

**Abbreviation**  
06-Ku-GS-BQ-152-m01

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<td>Regular attendance of seminar is mandatory (minimum 80% of seminar sessions).</td>
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</table>

**Contents**

German contents available but not translated yet.

Darstellungskompetenzen im bildnerischen Bereich der Fläche und des Raums sowie des szenischen Spiels sind in Ansätzen zu kennen, Vermittlungsmethoden der Bildrezeption in Grundzügen bekannt zu sein.

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Bildnerische Techniken der Fläche und des Raums sowie des szenischen Spiels in Hinblick auf deren Relevanz in der schulischen Praxis, Elemente der Kunstvermittlung werden gestreift.

**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)

practical examination (producing a piece of artwork, approx. 30 hours total)

**Allocation of places**

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**

In accordance with the provisions of Section 36 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes), this module is designed for students of Didaktik der Grundschule (Didactics for Grundschule) who do not study Art as Unterrichtsfach (with a focus on the scientific discipline) or Didaktikfach (with a focus on teaching methodology). The pieces of artwork students prepare during seminar sessions will be assessed as part of the practical examination.

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

§ 22 I Nr. 1 h)
### Module title
Basic Instructions in Physical Education

### Abbreviation
06-SP-BQ-152-m01

### Module coordinator
head of Centre for Sports and Physical Education

### Module offered by
Centre for Sports and Physical Education

### ECTS
3

<table>
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<th>Method of grading</th>
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</table>

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).

### Contents
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. We playfully examine the promotion of fitness and coordination in the individual fields. In this context, we discuss aspects of organisation and safety and find differentiation possibilities specific to individual types of school. We use examples from motoric plays and small games with and without a ball to experience and evaluate basic principles, problems and possibilities of playing with and against each other. The module components "Creating Movement" and "Playing with and Against Each Other" each contain specific aspects of "Promoting Health".

### Intended learning outcomes
The students have basic competencies in the three didactic fields "creating movement", "playing with and against each other" and "promoting health". They know the basic, school-type-specific criteria of planning, conducting and evaluating teaching/learning processes in physical education classes. The students know teaching/learning concepts to support the development of coordination and stamina in class. They are able to apply various organisation forms and differentiation possibilities of the integration of movement-oriented topics into school life. Furthermore, they know how to integrate knowledge about health maintenance and health promotion in the context of sports activities and human movement.

### 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. 15 pages)

### Allocation of places
20 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
In accordance with the provisions of Section 36 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes), this module is designed for students of Didaktik der Grundschule (Didactics for Grundschule) as well as, in accordance with the provisions of Section 38 Subsection 1 No. 5 LPO I, for students of Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) who do not study Physical Education as Unterrichtsfach (with a focus on the scientific discipline) or Didaktikfach (with a focus on teaching methodology).

### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 22 II Nr. 1 h)
<table>
<thead>
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<tbody>
<tr>
<td>Basic competence in the principles of teaching sports: fundamental physical</td>
<td>06-SP-D-EB-152-m01</td>
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<td>head of Centre for Sports and Physical Education</td>
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<th>Other prerequisites</th>
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<td>undergraduate</td>
<td>Regular attendance of the seminars (minimum 80% of sessions offered).</td>
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</table>

Contents

In this module we study central basics of physical education, sports education and sport didactics. We discuss and evaluate basic movement and game forms in the context of education processes. We reflect basic topics of various movement fields (the principles playing with/without a ball, handball, creating movement, exercising with equipment) in view of movement theories of elementary school didactics. We discuss and evaluate basic trans-situational aspects of fairness, cooperation and team spirit.

Intended learning outcomes

The students have essential professional skills in identifying, classifying, understanding and evaluating human movement, movement education and movement learning. They are able to demonstrate basic topics of various movement fields in practice and to evaluate these essential movement forms in view of relevant theories of subject didactics and movement education. They have basic subject-didactic, pedagogical and motor competencies, especially in the fields of aesthetic physical education (gymnastics/dance) and exercising with equipment (gymnastics/acrobatics).

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

V (1) + S (1) + S (1) + S (2)  

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

written examination on contents of lecture (approx. 60 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)

§ 36 (1) Nr. 7
<table>
<thead>
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<th>Module title</th>
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<tbody>
<tr>
<td>Competence in the principles of teaching sports: planning, executing and evaluating physical education</td>
<td>06-SP-D-SU-152-m01</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance of the S2, S3 and S4 seminars (minimum 80% of sessions offered).</td>
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</tbody>
</table>

### Contents

In this module we discuss selected aspects of planning classes and of the development of school sports and establish connections to the basic topics of subject didactics. We use examples from various movement fields (playing, running-jumping-throwing, exercising in water) to transfer this knowledge to specific exemplary classes. We focus on acquiring and advancing basic movement and perception competencies in various settings (water, open-air areas, gyms) and corresponding competencies in subject didactics and pedagogy to teach and learn with different groups (e.g. gender, individual condition, inclusion). We plan, conduct and evaluate physical education classes in view of the didactic problem of choosing subjects for physical education.

### Intended learning outcomes

The students have essential professional skills in reviewing, classifying and evaluating the methodical principles of physical education and school sports in a conceptual manner. They know the effects of subject-didactic concepts on teaching practice and are able to use these concepts in practice to plan physical education classes and conceptualise school sports programmes. At the same time, they are able to be critical of such planning and evaluating guidelines. Furthermore, they are able to apply exemplary teaching/learning competencies to varied exercise settings whilst taking into account different learning levels and goals (education to and through sports, esp. health, safety and environmental education).

### Courses

<table>
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<td>S (1) + S (2) + S (1) + S (1)</td>
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### Method of assessment

<table>
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<td>presentation (approx. 20 minutes) with handout (approx. 2 pages) or term paper (approx. 10 pages) in S1</td>
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### Allocation of places

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### Additional information

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<tr>
<td>§ 36 (1) Nr. 7</td>
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</table>
### Module title
Movement, sports games and sports at school - opportunities for movement at elementary schools

| Abbreviation | 06-SP-DG-BSS-152-m01 |

### Module coordinator
head of Centre for Sports and Physical Education

### Module offered by
Centre for Sports and Physical Education

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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Regular attendance of the S1 seminars (minimum 80% of sessions offered).

### Contents
This module includes ecological aspects and historico-cultural backgrounds of movement and sports. We use innovative movement fields and informal learning situations (including a winter/summer sports week) to test self-determined and experience-based learning. The students acquire a first-hand understanding of the backgrounds and topics of recreational sports and trend sports in view of movement science.

### Intended learning outcomes
The students have essential professional skills in identifying, understanding, classifying and evaluating concepts of experience-based pedagogy. They know facets of (youth-)cultural movement practice and are able to evaluate the importance of self-determined movement for their own movement career. Furthermore, they know basic connections between trend and recreational sports and super-ordinated education goals (esp. safety and environmental education) and are able to organise a well-conceived, movement-oriented project week. The students have professional and methodological competencies which enable them to monitor and support self-determined movement learning processes of children and juveniles.

### 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)

oral examination of one candidate each (15 minutes) on contents of S2

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 (1) Nr. 7
## Module Title

**Level One Module Didactics of Geography (Didactics Primary and Secondary Modern School) - Physical Geography, Human Geography**

| Abbreviation | 04-Geo-BM-Did-Df-GM-152-m01 |

## Module Coordinator

Subject Representative (Fachvertreter) Geography Didactics

## Module Offered by

Institute of Geography and Geology

## ECTS

5

## Method of Grading

Numerical grade

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

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## Duration

1 semester

## Module Level

Undergraduate

## Other Prerequisites

--

## Contents

The module transfers knowledge on geographical basics from the areas of "Physical Geography and Human Geography". "Physical Geography": Formation and structure of the Earth, main features of geomorphology, climatology and tectonics. "Human Geography": Main features of settlement, economic and social geography, insight into the population geography.

## Intended Learning Outcomes

Students understand the geographical contents, structures and processes of Geography class of each school type in order to prepare them for pupils in such a way that the contents, structures and processes can be conducted to pupils successfully. Physical Geography: Competence to understand selected physical-geographical processes: Students are able to understand spaces of different type and size as natural geographical systems: Human Geography: The students are familiar with the dynamics of the spatial design, induced by humans and their values and are able to understand the respective constructs. They are able to understand spaces of different type and size as a human-geographical system.

Field Trip Education: Students are able to tap a larger space theory-driven and by using technical working methods and to prepare spatial structures and processes for pupils.

Social skill: They are able to work in a team and are familiar with communication and discussion strategies, especially empathy, are willing to accept different values.

## Courses

<table>
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## Method of Assessment

- a) written examination (approx. 30 minutes) or
- b) oral examination of one candidate each (approx. 20 minutes) or
- c) oral examination in groups (groups of 3, approx. 60 minutes total)

Language of assessment: German and/or 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)

§ 36 I Nr. 7

§ 38 I Nr. 1
## Module title
Level Two Module Didactics of Geography (Didactics Primary School): Teaching Geography and interpreting maps (Bavaria and Germany)

## Abbreviation
04-Geo-AM-Did-Df-GS-152-m01

## Module coordinator
Subject Representative (Fachvertreter) Geography Didactics

## Module offered by
Institute of Geography and Geology

## ECTS
5

## Method of grading
numerical grade

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

## Duration
1 semester

## Module level
undergraduate

## Other prerequisites
--

### Contents
Educational principles of geography class, psychological and educational aspects of geography class, geographical/geoscientific and disciplinary comprehensive contents and methods in geography class, development and structure of geographical curricula of individual types of school, objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives), methods in geography class (including action and social forms), form of organisation of educational contents, basic features of teaching analysis. Basic idea and implementation of geography class at extracurricular learning places.

The introduction to the understanding of cartography is an important range of subject during the subject local history and geography of primary school and provides students with basic competences regarding the regional orientation. Different approaches and methods, which will lead to the maps and understanding of cartography, will be acquired.

Acquisition, analysis and evaluation of a given region (e.g. Lower Franconia) by regional geography of Germany and Bavaria.

Integrative acquisition of physical-geographical and human-geographical factors in their interaction concerning the region.

### Intended learning outcomes
Students are able to plan geographical-technical learning processes according to the respective type of school. They are also able to conduct the acquisition and exploration of the spatial potential at extracurricular sites. The students are able to reflect in an educational and theory-driven way. Students have the ability to implement geographical-educational theories and geographical/geoscientific contents into specific teaching concepts. They also have the competence to use administrative guidelines (curriculum or educational plans) as a basis and to impart knowledge about spatial structures and processes. Students are able to organise a pupil and type of school-related, effective and adequate spatial competence (spatial behaviour concepts), which is oriented towards the principle of sustainability. Students are able to analyse and evaluate current technical and educational knowledge in a theory-driven way and by taking into account the social and pedagogical objectives. Acquisition, analysis and evaluation of a given space (e.g. Lower Franconia). Students are able to integratively collect influencing factors in their interaction with the region in a physical-geographical and human geographical way. They are also able to analyse individual regions of different size and type concerning specific issues. Analysis of pupil and social relevance of the respective spatial issue.

Map understanding: Students have the ability to use different ways besides the map; They are able to evaluate a geographical map according to a certain issue.

Geographical-educational methods: They are able to implement the lesson planning as target-group and target-oriented implementation of specialist contents. They are also able to make use of extracurricular sites with the help of technical working methods, under geographical-educational objectives.

Media competence: Students acquire the ability to skilled, target-group and type of school-like course phased use as well as the skill of acquiring and evaluating geographical/geoscientific relevant information from media.

Map competence.

Social competencies: Students possess the skill of communication, interaction ability and competence, practising the teacher's role, conflict ability. They must be able to criticise and reflect the own teacher's role.

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

S (2)

Module taught in: German and/or English
**Module Catalogue for the Subject**
**Pedagogy of Primary Education**
**LA Sonderpädagogik**

<table>
<thead>
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<th>Type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus</th>
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<tbody>
<tr>
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<td>Language of assessment: German and/or English</td>
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### Module Catalogue for the Subject Pedagogy of Primary Education

#### LA Sonderpädagogik

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<table>
<thead>
<tr>
<th>Module coordinator</th>
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<tr>
<td>Subject Representative (Fachvertreter) Geography Didactics</td>
<td>Institute of Geography and Geology</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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#### Contents

Field trips in specific terms of selected regions that are relevant for teaching

#### Intended learning outcomes

Students are able to analyse a space under teaching-relevant issues and to understand common geographical as well as regional-geographical structures and processes, which are effective in this space and prepare them for a target group.

#### Courses

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

E (4)
Module taught in: 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)

Assessment in groups of 3 candidates: portfolio (each with subject-matter specific analysis (approx. 3 pages), log (approx. 1 page), 5 to 10 documentary photographs each with description and explanatory statement)
Assessment offered: Once a year, summer semester
Language of assessment: German and/or 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
## Module title
Level Three Module Didactics of Geography (Didactics Primary and Secondary Modern School)

### Abbreviation
04-Geo-PM-Did-Df-GM-152-m01

### Module coordinator
Subject Representative (Fachvertreter) Geography Didactics

### Module offered by
Institute of Geography and Geology

### ECTS
5

### Method of grading
---

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
---

## Contents
Introduction to "Geography Education": theory related fundamental principles, practice-related and target-oriented preparation of geoscientific contents for the geography class. Disciplinary and educational contents and factors of the geography class. (Geography) Teaching basics of geography class in primary school, psychological and educational aspects of geography class. Geography class as target-oriented choice and structuring of geographical/geoscientific and disciplinary comprehensive contents and methods. Development and structure of geographical curricula of individual type of schools taking particularly account of the primary school. Objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives).

Education for sustainable development connects the aspects of environmental assessment and socio-economic development in terms of society. During global learning, problems of the development will be thematised among physical-geographical as well as anthropogenic aspects in respect of intercultural competence. During the module component field trip education, selected territories among subject-specific ambition in reality will be ascertained, analysed and also extrapolated among teaching-relevant issues as well as edited as a construct for students.

## Intended learning outcomes
Students are able to encourage pupils concerning geographical-specialist learning processes in a type of school manner, taking into account the knowledge of educational research issues, methods and results as well as considering the knowledge of specialist science and educational science of and to diagnose, evaluate and promote the specialist learning progress.

Students are able to reflect in a theory-driven and educational way. Students are able to analyse and evaluate current technical and educational knowledge considering social and educational objectives in a theory-driven way.

Students are able to acquire the antithesis of environmental preservation and socio-economic development and consider future-oriented solutions of sustainability as well as they are able to apply guiding principles of sustainability to processes of spatial development. They develop the ability to analyse human-environment relationships in regions of different type and size considering the aspect of sustainability. When conceiving different world views and points of view, they will also be able to change their perspective interculturally. They are acquainted with ethically justified space behaviour competence.

Social competence: Ability to work in a team, communication and discussion strategies, intercultural competence, particularly the ability to empathy, willingness to accept different values.

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

<table>
<thead>
<tr>
<th>Type</th>
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<th>Language</th>
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<tr>
<td>V (2) + T (1) + S (2)</td>
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<td>German and/or English</td>
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Module taught in: 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)

- a) written examination (approx. 30 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) oral examination in groups (approx. 30 minutes, groups of 3) or d) examination in groups (groups of 3): presentation (approx. 40 minutes) and written elaboration (approx. 12 pages)

Language of assessment: German and/or 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)*

- § 36 I Nr. 7
- § 38 I Nr. 1
**Module title**

Introduction to Didactics and Methods of Social Studies and Political Education

**Abbreviation**

06-SK-Einf-DM-152-m01

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</table>

**Contents**

German contents available but not translated yet.

Grundlagen, Begrifflichkeiten und Theorieansätze in der Sozialkunde incl. schulspezifische Methoden und

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Anbahnung von Fachkompetenzen und methodischen, sowie prozeduralen und habituellen Kompetenzen zu ba- selen Fragestellungen der SK-Didaktik

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

V (2) + S (2)

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

a) written examination (approx. 90 minutes) or b) presentation (approx. 45 minutes) or c) term paper (approx. 10 pages) or d) portfolio (approx. 30 hours total) or e) oral examination of one candidate each (approx. 30 minutes) creditable for bonus

**Allocation of places**

--

**Additional information**

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

§ 56 I Nr. 4
§ 36 I Nr. 7
§ 81 I Nr. 4
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<td>06-SK-LPP-152-m01</td>
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**Contents**

German contents available but not translated yet.

Schlüsselbegriffe, Aufgaben- und Inhaltsfelder, sowie vertiefende Theorieansätze der SK-Didaktik

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Anbahnung von Fachkompetenzen und methodischen, sowie prozeduralen und habituellen Kompetenzen zu domänenspezifischen Diskursen in der SK-Didaktik

**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) or b) presentation (approx. 45 minutes) or c) term paper (approx. 10 pages) or d) portfolio (approx. 30 hours total) or e) oral examination of one candidate each (approx. 30 minutes)

**Allocation of places**

--

**Additional information**

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

§ 56 I Nr. 4  
§ 36 I Nr. 7  
§ 81 I Nr. 4
**Module title**  
Curriculum Studies in basic Social Studies

**Abbreviation**  
06-SK-LPHSU-152-m01

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**Contents**

German contents available but not translated yet.

Thematische Vertiefung von fachdidaktisch relevanten Inhalten im Unterricht der Heimat und Sachkunde in der Grundschule

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Anbahnung von Fachkompetenzen und methodischen, sowie prozeduralen und habituellen Kompetenzen zu themenspezifischen Fragestellungen im Heimat- und Sachunterricht in der Grundschule

**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) or b) presentation (approx. 45 minutes) or c) term paper (approx. 10 pages) or d) portfolio (approx. 30 hours total) or e) oral examination of one candidate each (approx. 30 minutes)  
Assessment offered: In the semester in which the course is offered, no less than once a year

**Allocation of places**  
--

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

§ 56 I Nr. 4  
§ 36 I Nr. 7
### Module title
**Advanced Studies in selected contents of Social Science**

### Abbreviation
06-SK-IS-152-m01

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### Contents
German contents available but not translated yet.

Vertiefung mit relevanten sozialkundedidaktischen Themenfeldern mit domänenspezifischen fachwissenschaftlichen Bezügen

### Intended learning outcomes
German intended learning outcomes available but not translated yet.

Anbahnung von Fachkompetenzen und methodischen, sowie prozeduralen und habituellen Kompetenzen zu domänenspezifischen fachwiss. Inhalten der SK-Didaktik

### 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. 90 minutes) or b) presentation (approx. 45 minutes) or c) term paper (approx. 10 pages) or d) portfolio (approx. 30 hours total) or e) oral examination of one candidate each (approx. 30 minutes)

Assessment offered: In the semester in which the course is offered, no less than once a year

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

§ 36 I Nr. 7
<table>
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<td>Application of media in Social Science</td>
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<tr>
<td>1 semester</td>
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**Contents**

German contents available but not translated yet.

Vertiefung von (Massen-)Medien und ihre gesell.-polit. Bedeutung, sowie Umgang mit domänenspezifischen Unterrichtsmethoden

**Intended learning outcomes**

Initiation of media competence.

**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. 90 minutes) or b) presentation (approx. 45 minutes) or c) term paper (approx. 10 pages) or d) portfolio (approx. 30 hours total) or e) oral examination of one candidate each (approx. 30 minutes)

Assessment offered: In the semester in which the course is offered, no less than once a year

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
Module title: Physics Teaching Concepts 1  
Abbreviation: 11-L-PD1-152-m01

Module coordinator: Managing Director of the Institute of Applied Physics
Module offered by: Faculty of Physics and Astronomy

ECTS: 2  
Method of grading: numerical grade
Duration: 1 semester  
Module level: undergraduate

Contents:
Subject-didactic study of technical contents of the basic studies, student preconceptions and subject-didactic teaching concepts. Student preconceptions and typical learning difficulties in school physics, corresponding teaching methods, and techniques to change student preconceptions; epistemological and working methods of physics.

Intended learning outcomes:
In-depth understanding of school-relevant areas of Physics; knowledge of typical student preconceptions and learning difficulties; knowledge of how to change student preconceptions; knowledge of alternative teaching approaches for selected topics; knowledge of epistemological methods of Physics; knowledge of the legitimation and goals of the school subject Physics; knowledge of elementarising and teaching methods; knowledge of physical teaching and working tools.

Courses:
V (2)

Method of assessment:
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. 10 minutes per candidate)
Language of assessment: German and/or English

Allocation of places:

Additional information:

Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 53 I Nr. 2  
§ 36 I Nr. 7  
§ 77 I Nr. 2  
§ 38 I Nr. 1
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<td>Physics Teaching Concepts 2</td>
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<td>Faculty of Physics and Astronomy</td>
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<tbody>
<tr>
<td>1 semester</td>
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</table>

**Contents**

Extension of the basic knowledge of subject didactics. Justification/legitimation of physics education, educational goals of physics, qualification models and educational standards: elementarisation and didactic reconstruction of physical contents, methods of physics education, media in physics education and their application to support learning.

**Intended learning outcomes**

In-depth understanding of school-relevant areas of Physics; knowledge of typical student preconceptions and learning difficulties; knowledge of how to change student preconceptions; knowledge of alternative teaching approaches for selected topics; knowledge of epistemological methods of Physics; knowledge of the legitimation and goals of the school subject Physics; knowledge of elementarising and teaching methods; knowledge of physical teaching and working tools.

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

V (2) + 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)

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. 10 minutes per candidate) or d) term paper (approx. 8 pages)

Language of assessment: German and/or 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)

§ 53 I Nr. 2
§ 36 I Nr. 7
§ 77 I Nr. 2
§ 38 I Nr. 1
Module title: Physics 1 for Primary and Secondary General School

Abbreviation: 11-L-SP1-152-m01

Module coordinator: holder of the Chair of Physics and its Didactics
Module offered by: Faculty of Physics and Astronomy

ECTS: 5
Method of grading: numerical grade
Duration: 1 semester
Module level: undergraduate
Other prerequisites: --

Contents:
Physical contents (mechanics, thermodynamics) relevant to classes in Natural Sciences or technical-natural sciences in Grund- and Hauptschule.

Intended learning outcomes:
Qualitative knowledge of the physical principles of school-relevant contents of scientific or technical-scientific classes in Grund- and Hauptschule; knowledge of typical approaches to the implementation and evaluation of demonstration and pupils experiments.

Courses:
V (3) + Ü (1)

Method of assessment:
a) written examination (approx. 90 minutes) or b) oral examination of one candidate each (approx. 15 minutes) or c) oral examination in groups (groups of 2, approx. 15 minutes per candidate)
Language of assessment: German and/or English

Allocation of places:
--

Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
§ 38 I Nr. 1
Module title: Physics 2 for Primary and Secondary General School
Abbreviation: 11-L-SP2-152-m01

Module coordinator: holder of the Chair of Physics and its Didactics
Module offered by: Faculty of Physics and Astronomy

ECTS: 5
Method of grading: numerical grade
Duration: 1 semester
Module level: undergraduate
Other prerequisites: --

Contents:
Physical contents (science of electricity, electronics) relevant to classes in Natural Sciences or technical-natural sciences in Grund- and Hauptschule.

Intended learning outcomes:
Qualitative knowledge of the physical principles of school-relevant contents of scientific or technical-scientific classes in Grund- and Hauptschule; knowledge of typical approaches to the implementation and evaluation of demonstration and pupils experiments.

Courses (type, number of weekly contact hours, language — if other than German):
V (3) + 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):
a) written examination (approx. 90 minutes) or b) oral examination of one candidate each (approx. 15 minutes) or c) oral examination in groups (groups of 2, approx. 15 minutes per candidate)
Language of assessment: German and/or 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):
§ 36 I Nr. 7
§ 38 I Nr. 1
## Module Catalogue for the Subject Pedagogy of Primary Education

### LA Sonderpädagogik

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<td>Physics 3 for Primary and Secondary General School</td>
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<td>holder of the Chair of Physics and its Didactics</td>
<td>Faculty of Physics and Astronomy</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

Physical contents (optics, acoustics, Atomic and Nuclear Physics) relevant to classes in Natural Sciences or technical-natural sciences in Grund- and Hauptschule.

### Intended learning outcomes

Qualitative knowledge of the physical principles of school-relevant contents of scientific or technical-scientific classes in Grund- and Hauptschule; knowledge of typical approaches to the implementation and evaluation of demonstration and pupils experiments.

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

V (3) + 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)

a) written examination (approx. 90 minutes) or b) oral examination of one candidate each (approx. 15 minutes) or c) oral examination in groups (groups of 2, approx. 15 minutes per candidate)

Language of assessment: German and/or 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)

§ 36 I Nr. 7
§ 38 I Nr. 1
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<tr>
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<td>Institute of Modern Philologies</td>
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<th>Other prerequisites</th>
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<td>Regular attendance and active participation as well as oral presentation with informative position paper.</td>
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</table>

**Contents**

The course will cover basic principles and methods of the primary education of the discipline English and important issues of the English teaching methodology, such as theories of learning languages, didactics and methodology of the communicative English lessons, assessment of the learning status, intercultural learning, literature and reading didactics (storytelling), media skills will be thematised. This basic knowledge will be related to appropriate examples of the English lessons at primary school and hence, an immediate insight into teaching practice will be given.

**Intended learning outcomes**

Students
- acquire basics of models and concepts of the English Didactics
- get an overview of principles and methods of the primary lesson for the subject English
- gain an insight into the teaching practice of primary school.

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

S (2)
Module taught in: English and/or German

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

a) written examination (maximum 75 minutes) or b) portfolio (maximum 12 pages) or c) term paper (approx. 10 pages) or d) written elaboration (approx. 10 pages) of practical assignment (e. g. log of a class)

Language of assessment: English and/or German

**Allocation of places**

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**Additional information**

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

§ 36 (1) Nr. 7
<table>
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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)

V (2) + V (2) + 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)

a) written examination (approx. 60 minutes) or b) oral examination of one candidate each (approx. 15 minutes) or c) oral examination in groups (groups of 2, approx. 15 minutes per candidate) or d) term paper (approx. 8 pages)

Language of assessment: German and/or 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)

§ 53 I Nr. 2, § 36 I Nr. 7, § 77 I Nr. 2, § 38 I Nr. 1