Subdivided Module Catalogue
for the Subject
Pedagogy of Primary Education
with the degree "Erste Staatsprüfung für das Lehramt für Sonderpädagogik"

Examination regulations version: 2021
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy
Responsible: Chair of Primary Education
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)):

24-Feb-2021 (2021-14)

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

<table>
<thead>
<tr>
<th>Compulsory Courses (35 ECTS credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Module title</th>
<th>ECTS credits</th>
<th>Method of grading</th>
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<tr>
<td>06-GS-GSP-1-212-m01</td>
<td>Primary School Education I: Introduction to Primary School Education</td>
<td>5</td>
<td>NUM</td>
<td>22</td>
</tr>
<tr>
<td>06-GS-SSE-1-212-m01</td>
<td>Literacy Development I: Didactical basics</td>
<td>5</td>
<td>NUM</td>
<td>50</td>
</tr>
<tr>
<td>06-GS-SU-1-212-m01</td>
<td>Science and Social studies in Primary School I: Didactical basics</td>
<td>5</td>
<td>NUM</td>
<td>46</td>
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<tr>
<td>06-GS-P-212-m01</td>
<td>Additional Practical course</td>
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<td>B/NB</td>
<td>38</td>
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<tr>
<td>06-GS-GSP-2-212-m01</td>
<td>Primary School Education II</td>
<td>5</td>
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<tr>
<td>06-GS-SU-2-212-m01</td>
<td>Science and Social studies II</td>
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<tr>
<td>06-GS-SSE-2-212-m01</td>
<td>Literacy Development II</td>
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<thead>
<tr>
<th>Freier Bereich (general as well as subject-specific electives)</th>
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<tr>
<td>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 &quot;Ergänzende Bestimmungen für den &quot;Freien Bereich&quot; im Rahmen des Studiums für ein Lehramt&quot; (Supplementary Provisions on the Area &quot;Freier Bereich&quot; 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 &quot;Ergänzende Bestimmungen der Philosophischen Fakultät (Fakultät für Historische, Philologische, Kultur- und Geographische Wissenschaften) für den &quot;Freien Bereich&quot; im Rahmen des Studiums für ein Lehramt&quot; (Supplementary Provisions by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies on the Area &quot;Freier Bereich&quot; in Teaching-Degree Programmes).</td>
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<tr>
<th>Extra Skills Teaching at the German Grundschule</th>
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<tr>
<td>(Freier Bereich (general as well as subject-specific electives) -- subject specific)</td>
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<th>Method of grading</th>
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<tbody>
<tr>
<td>06-GS-FB-SU-152-m01</td>
<td>Project-based learning</td>
<td>3</td>
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<td>06-GS-FB-BK-212-m01</td>
<td>Skills in the professional field of Primary School</td>
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<td>06-GS-KP-212-m01</td>
<td>Inner- and extracurricular cooperation within the field of Primary School</td>
<td>2</td>
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<td>25</td>
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<td>06-GS-WK-212-m01</td>
<td>Introduction to academic research methods</td>
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<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>Module title</td>
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<tr>
<td>Music Education Studies - Music in Social and Cultural Context</td>
<td>04-MP-LADF-KULT-152-m01</td>
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<tr>
<td><strong>Module coordinator</strong></td>
<td><strong>Module offered by</strong></td>
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<tr>
<td>chairperson of examination committee Musikpädagogik (Music Pedagogy)</td>
<td>Chair of Music Pedagogy</td>
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<tr>
<td>Aspects of applied and culture-opening music education</td>
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<tr>
<td><strong>Intended learning outcomes</strong></td>
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<tr>
<td>The student exemplarily explores areas of applied and culture-opening music education</td>
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<td><strong>Courses</strong> (type, number of weekly contact hours, language — if other than German)</td>
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<td>presentation (approx. 20 minutes) with handout (approx. 6 pages)</td>
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<td><strong>Allocation of places</strong></td>
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<td><strong>Additional information</strong></td>
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<td><strong>Referred to in LPO I</strong> (examination regulations for teaching-degree programmes)</td>
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<td><strong>Module title</strong></td>
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<tr>
<td>Level Two Module Didactics</td>
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<thead>
<tr>
<th><strong>Module coordinator</strong></th>
<th><strong>Module offered by</strong></th>
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<tbody>
<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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<tr>
<th><strong>Duration</strong></th>
<th><strong>Module level</strong></th>
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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
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Music Education - Basic Module 1: Music Practice and Performance</td>
<td>04-MP-LADF-Basis1-152-m01</td>
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<tr>
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<tr>
<td>chairperson of examination committee Musikpädagogik (Music Pedagogy)</td>
<td>Chair of Music Pedagogy</td>
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<td>undergraduate</td>
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**Contents**

Ensemble work and performance practice

**Intended learning outcomes**

The student presents vocal-instrumental skills in the group and gains basic experience in ensemble work

**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
### Module title
Music Education - Basic Module 2: Pedagogics and Didactics

### Abbreviation
04-MP-LADF-Basis2-152-m01

### Module coordinator
Chairperson of examination committee Musikpädagogik (Music Pedagogy)

### Module offered by
Chair of Music Pedagogy

### ECTS
5

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

### (not) successfully completed
--

### Duration
Module level
undergraduate

### Other prerequisites
--

### Contents
EMP/rhythm and percussion, popular music practice can be chosen

### Intended learning outcomes
The student exemplarily explores areas of EMP/rhythm and percussion, popular music practice

### 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
### Module title

**Level One Module Didactics**

**Abbreviation**

04-DtFäGr-BM-Did-152-m01

<table>
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<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<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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<tr>
<th>Duration</th>
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<td>1 semester</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

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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

Basic Instructions in Arts (Didactics - Primary School)

### Abbreviation

06-Ku-GS-BQ-152-m01

### Module coordinator

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

### Module offered by

Professorship of Art Education

### ECTS

1

### Method of grading

Only after succ. compl. of module(s)

### (not) successfully completed

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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

### 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 II Nr. 1 h)
**Module title**

Basic Instructions in Music Education (Didactics - Primary School)

**Abbreviation**

04-MP-LAGB-Q152-m01

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<tr>
<td>chairperson of examination committee Musikpädagogik (Music Pedagogy)</td>
<td>Chair of Music Pedagogy</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.


**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 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
Method of grading: 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:
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:
S (2)

Method of assessment:
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)
Module title: Skills in the professional field of Primary School

Abbreviation: 06-GS-FB-BK-212-m01

Module coordinator: holder of the Chair of Primary Education

Module offered by: Chair of Primary Education

ECTS: 2

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

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

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) or c) portfolio (8-10 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)
## Subdivided Module Catalogue for the Subject
**Pedagogy of Primary Education**

### 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

### ECTS
5

### Method of grading
numerical grade

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

### 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)

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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)

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

### Allocation of places
--

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

§ 36 (1) Nr. 7
Module title: Didactics and Methodology 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 successfully completed module(s)

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 and 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
<table>
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<th>Module title</th>
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<tr>
<td>Introduction to academic research methods</td>
<td>06-GS-WK-212-m01</td>
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### 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) or c) portfolio (8-10 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)
### Module title
Introduction to Systematic Theology and Theology for pupil

### Abbreviation
06-Th-Did-ST-152-m01

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<th>Module coordinator</th>
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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
<table>
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<tr>
<th>Module title</th>
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<tr>
<td>Introduction to the Old Testament</td>
<td>06-Th-Did-AT-152-m01</td>
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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)

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<td>Introduction to the New Testament</td>
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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 |
### Module title
Level Four Module Didactics

### Abbreviation
04-DtFäGr-EM-Did-152-m01

### Module coordinator
holder of the Chair of the Didactics of the German Language and Literature

### Module offered by
Institute of German Studies

### ECTS
5 numerical grade

### Duration
1 semester undergraduate

### 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
### Protestant religious education

**Module title:** Protestant religious education  
**Abbreviation:** 06-Th-EvRP-152-m01  

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**Module coordinator:** 
holder of the Chair of Religious Education  
**Module offered by:** Chair of Religious Education  
**ECTS:** 5  
**Method of grading:** numerical grade  
**Duration:** Only after succ. compl. of module(s)  
**Module level:** undergraduate  
**Other prerequisites:** --  

### 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)  
V (2) + V (2)  

### Method of assessment

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

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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)

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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. 45 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) portfolio (15-20 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. 6
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
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: Primary School Education II

Abbreviation: 06-GS-GSP-2-212-m01

Module coordinator: holder of the Chair of Primary Education

Module offered by: Chair of Primary Education

ECTS: 5

Method of grading: numerical grade

Duration: 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. 45 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) presentation (approx. 45 minutes) or d) term paper (15 to 20 pages) or e) portfolio (15-20 pages)

Allocation of places:

Additional information:

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

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<thead>
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<th>Module title</th>
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<tr>
<td>Inner- and extracurricular cooperation within the field of Primary School</td>
<td>06-GS-KP-212-m01</td>
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<tr>
<td>1 semester</td>
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</table>

**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) or c) portfolio (8-10 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**

--

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

§ 22 II Nr. 1 h)
### Module title
**Practice of two-dimensional works of art**

### Abbreviation
06-Ku-Basis1-152-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
numeral 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.

Technisch korrektes bildnerisches Arbeiten mit Material in der Ebene; Grundlegende Kenntnisse der unter-schiedlichen Techniken und deren Überführung in Planung, Vorbereitung und Durchführung von schulischem Unterricht; Wissen um in jeweiligen bildnerischen Vorhaben/ Aufgaben notwendig werdenden Darstellungsmög-

lickeiten wie Komposition, Kontraste, Perspektive; Positionieren; Entwickeln konzeptionellen Arbeitsens unter der Berücksichtigung der genannten Elemente; individuelle Auseinandersetzung konzeptioneller wie bildneri-

scher 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 Erfor-
dernissen des Materials in technisches und konzeptionelles Handlungswissen überführen; Aspekte der Umset-
zung 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 | 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)

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 exami-
nation.

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

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<td>§ 38 l Nr. 1</td>
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</table>
Practice of three-dimensional works of art

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.

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 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 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 — 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. 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 I Nr. 7
§ 38 I Nr. 1
Art education in school; Aims, Contents and Methods

**Abbreviation**

06-Ku-Basis3-152-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**

Only after succ. compl. of module(s)

**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.

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 theoretischen Elementen in schulrelevante Praxisformen (Konzeption, Planung, Durchführung...); grundlegende Sachkompetenzen zum ästhetischen Verhalten von Kindern und Jugendlichen als Grundlage für die Konzeptierung 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)

**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
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<td>1 semester</td>
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**Contents**

German contents available but not translated yet.

Kenntnisse in der Kunstgeschichte; epochale Zuordnung schulrelevanter Künstlerinnen und Künstler; Wissen um inhaltliche Abhängigkeiten und Verknüpfungen der Kunstgeschichte mit Elementen des Alltgas, 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: Analysis of children's artwork  
Abbreviation: 06-Ku-Basis5-152-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.

- rezeptive Kompetenzen (Kinderzeichnungen genau betrachten, beschreiben, analysieren und interpretieren können); Reflexionskompetenz (über Kinderzeichnungen kommunizieren, diese einordnen, z.B. in gesellschaftliche Zusammenhänge, sie beurteilen können); Produktionsskompetenz (anschauliche Visualisierung der Referats/Präsentationsthematik innerhalb eines ästhetischen Ordnungsrahmens); 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 zuorden 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 wichtigsten 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 Entwicklungstempus; 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)

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

--

**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
Mathematics in German Grundschule - Arithmetics

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### Module coordinator
Dean of Studies Mathematik (Mathematics)

### Module offered by
Institute of Mathematics

### ECTS
5

### Method of grading
Numerical grade

### 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
**V (2) + Ü (2)**

### Method of assessment
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

### Additional information

### 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

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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).

creditable for bonus

### Allocation of places
--

### Additional information
--

### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
**Module title**
Methods and media in religious education

**Abbreviation**
06-TH-RD-DIDMe-152-m01

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

**Module offered by**
Chair of Religious Education

**ECTS**
5

**Method of grading**
numerical grade

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

**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**
--

**Additional information**
--

**Referred to in LPO I**
(examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
### Module title
Music Education - Main Module 1

### Abbreviation
04-MP-LADF-A1-152-m01

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### Contents
Vocal/instrumental teaching, practical playing at school, music-educational psychology or sociology, basics of music education and music teaching

### Intended learning outcomes
The student exemplarily explores approaches to the theory and practice of music education in schools.

### 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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**Contents**

Vocal/instrumental teaching, practical playing at school, music-theoretical basics, history of musical education, song teaching

**Intended learning outcomes**

The student exemplarily explores approaches to the theory and practice of music education in schools.

**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 semester, 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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**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)

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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) or c) portfolio (15-20 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
Project-based learning

Module title | Abbreviation
---|---
Project-based learning | 06-GS-FB-SU-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)
---|---|---
3 | (not) successfully completed | --

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

Contents
Project 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
(type, number of weekly contact hours, language — if other than German)
R (2)

Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) presentation (approx. 15 minutes) with position paper (approx. 4 pages) or b) practical examination (approx. 20 minutes)

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 1 (examination regulations for teaching-degree programmes)
§ 22 II Nr. 1 h)
Module title | Abbreviation
---|---
Project Module: Music Practice and Performance in Everyday School Life | 04-MP-LADF-Projekt-152-m01

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**Contents**
Musical design in everyday school life

**Intended learning outcomes**
The student exemplarily explores ways of teaching music in schools.

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

An introduction to 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)

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

a) written examination (approx. 90 minutes) or b) 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
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### 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
Teaching Methods Special Subject

### Abbreviation
01-LA-Did-RDV-152-m01

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### 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
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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

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 1 (examination regulations for teaching-degree programmes)

- § 54 I Nr. 5
- § 36 I Nr. 7
- § 38 I Nr. 1
Module title | Abbreviation
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Science and Social studies in Primary School I: Didactical basics | 06-GS-SU-1-152-m01

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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)

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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Science and Social studies in Primary School I: Didactical basics

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### Module coordinator

holder of the Professorship of Primary School Didactics

### Module offered by

Chair of Primary Education

### ECTS

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### 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 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)

V (2)

### Method of assessment

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

a) written examination (approx. 45 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) portfolio (15-20 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. 6
Subdivided Module Catalogue for the Subject Pedagogy of Primary Education

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### 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. 45 minutes) or b) presentation (approx. 15 minutes) and term paper (approx. 10 pages) or c) scientific presentation (approx. 45 minutes) or d) project (e.g. e.g. planning, implementation and analysis of a learning sequence, 30 hours total) or e) portfolio (15-20 pages)

### Allocation of places

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### Additional information

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

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<td>Science and Social studies II: Historic and current didactical aspects</td>
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### 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)

§ 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

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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
<table>
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<td>Literacy Development I: Didactical basics</td>
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### 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. 45 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) portfolio (15-20 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. 6
**Module title**  
Literacy Development II

**Abbreviation**  
06-GS-SSE-2-212-m01

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**Duration**  
undergraduate  

**Other prerequisites**  
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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)

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. 45 minutes) or b) oral examination in groups of up to 5 candidates (approx. 5 minutes per candidate) or c) presentation (approx. 45 minutes) or d) term paper (15 to 20 pages) or e) portfolio (15-20 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 Abs. 1 Nr. 6
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| holder of the Chair of Primary Education | Chair of Primary Education |
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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)

| 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 Abs. 1 Nr. 6
Module title | Abbreviation
---|---
Basic competence in the principles of teaching sports: fundamental physical education | 06-SP-EB-152-m01

Module coordinator | Module offered by
head of Centre for Sports and Physical Education | Centre for Sports and Physical Education

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

Duration | Module level | Other prerequisites
1 semester | undergraduate | Regular attendance of the seminars (minimum 80% of sessions offered).

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
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<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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<td>head of Centre for Sports and Physical Education</td>
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<td>Regular attendance of the S2, S3 and S4 seminars (minimum 80% of sessions offered).</td>
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</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** (type, number of weekly contact hours, language — if other than German)

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

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

presentation (approx. 20 minutes) with handout (approx. 2 pages) or term paper (approx. 10 pages) in S1

**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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<tr>
<td>chairperson of examination committee Musikpädagogik (Music Pedagogy)</td>
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**Contents**

Course-related work placement in subject-specific teaching at different placement schools in conjunction with an accompanying workshop seminar on planning and reflecting music lessons.

**Intended learning outcomes**

The student realises practical school studies on the teaching and methodology of music teaching at primary school within the framework of a certified placement.

**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**

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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