Subdivided Module Catalogue for the Subject

Didactics in Protestant Theology (Secondary School) as Didaktikfach

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

Examination regulations version: 2009

Responsible: Faculty of Human Sciences
Responsible: Institute of Protestant Theology and Religious 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:

**LASPO2009**

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

**29-Mar-2012 (2012-24)**

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

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<td>06-Th-STDri-092-m01</td>
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<td>Methods and media in religious education</td>
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<td>Current issues of religious education</td>
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<td>Other prerequisites</td>
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<tr>
<td>Contents</td>
<td>An introduction to the theory of teaching topics in religion in the context of the other aspects of religious education. The module provides systematic training in the areas of theology and religious education for future religious education teachers. It focuses on didactic and methodological aspects: teaching and learning in the religious education classroom from an education theory point of view.</td>
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<td>Intended learning outcomes</td>
<td>At the end of the course, students will have developed a reflected understanding of phenomena in religion and religious education. They will have developed the ability to recognise the connections between religion and education and take their own position on religious education.</td>
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<td>Courses</td>
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<tr>
<td>Method of assessment</td>
<td>a) presentation (approx. 30 minutes) with written elaboration (approx. 2 pages) or b) written examination (approx. 60 minutes) or c) term paper (approx. 15 pages)</td>
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<tr>
<td>Allocation of places</td>
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<tr>
<td>Additional information</td>
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<tr>
<td>Referred to in LPO I</td>
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<td>Training for student tutors</td>
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<tr>
<td>holder of the Chair of Religious Education</td>
<td>Chair of Religious Education</td>
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### Contents

Focusing on learning by teaching, this module provides students with an opportunity to develop key transferable skills such as organisational and leadership skills, effective communication, information literacy, and the ability to communicate subject matter to others.

### Intended learning outcomes

At the end of the course, students will have developed written and oral communication skills. They will be able to communicate effectively and resolve conflicts. In addition, students will have learned how to search for information efficiently, verify the information they have found, and evaluate how relevant it is. They will have developed the ability to communicate subject matter to others in a clear and efficient manner that is tailored to the needs of their audience.

### Courses

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<td>S (no information on SWS (weekly contact hours) and course language available)</td>
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### Method of assessment

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<th>(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)</th>
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<tr>
<td>presentation (approx. 25 minutes) with written elaboration (approx. 5 pages)</td>
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### Allocation of places

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### Additional information

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

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Module title | Abbreviation
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Religious didaktic field trip | 06-Th-Exk-092-m01

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

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Contents
Students will undertake a field trip during which they will develop skills they will find useful in the classroom. Possible activities include visits to different churches to explore the church building as a learning environment as well as visits to museums or religious education centres.

Intended learning outcomes
At the end of the course, students will know how to organise field trips. They will be able to evaluate whether a potential destination presents suitable conditions for teaching topics in theology and initiating learning processes in religious education.

Courses (type, number of weekly contact hours, language — if other than German)
E (no information on SWS (weekly contact hours) and course language available)

Method of assessment (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 written elaboration (approx. 5 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
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### Module title
Methods and media in religious education

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

### Module offered by
Chair of Religious Education

### ECTS
3

### Method of grading
numerical grade

### Duration
1 semester

### Module level
undergraduate

### Contents
Familiarity with methods and/or media in the religious education classroom. Reflection of the relevance these have to religious education and critical evaluation of their advantages and limitations. Practical techniques to develop proficiency in the use of the methods/media selected as well as planning, implementing, and evaluating them, taking aspects of religious education didactics into account (where applicable).

### Intended learning outcomes
At the end of the course, students will have developed the ability to evaluate the relevance the methods/media discussed have to religious education. They will be able to design pupil-oriented learning scenarios, incorporating these methods/media, that are suitable for the topic to be taught and will help their pupils reach the learning outcomes intended for the lesson.

### Courses
S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment
a) presentation (approx. 25 minutes) with written elaboration (approx. 2 pages) or b) written examination (approx. 60 minutes) or c) term paper (approx. 12 pages)

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

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<td>Current issues of religious education</td>
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**Module coordinator**
holder of the Chair of Religious Education

**Module offered by**
Chair of Religious Education

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**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
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**Contents**
Critical investigation of a topical issue in religious education and reflection of the debate on, and potential solutions to, that issue. Evaluation of the relevance the issue investigated has to teaching in the religious education classroom. The following issues may be investigated: social developments in the area of religion, new approaches to teaching in the religious education classroom, current cultural and religious phenomena, methods and media in the religious education classroom.

**Intended learning outcomes**
At the end of the course, students will have developed the ability to outline a topical issue in religious education from multiple points of view and to take their own well-founded position on that issue. They will be able to recognise the relevance the issue has to teaching in the religious education classroom and to identify implications for classroom practice. Students will be able to independently identify new trends in religious education teaching and to evaluate their relevance. In addition, they will be able to reflect upon the connections between social developments and issues in religious education.

**Courses**
S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**
(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. 25 minutes) with written elaboration (approx. 2 pages) or b) written examination (approx. 60 minutes) or c) term paper (approx. 12 pages)

**Allocation of places**
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**Additional information**
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**Referred to in LPO I**
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### Contents

Ways to systematically promote learning processes in the religious education classroom and teach topics in religion in a manner that is tailored to the needs of pupils in different school types.

### Intended learning outcomes

At the end of the course, students will have developed the ability to initiate learning processes in the religious education classroom and teach topics in religion in a manner that is appropriate for the age group they are teaching.

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

S + T (no information on SWS (weekly contact hours) and course language available)

### Method of assessment (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 written elaboration (approx. 2 pages) or b) portfolio (approx. 12 pages) or c) written examination (approx. 60 minutes) or d) term paper (approx. 15 pages)

### Allocation of places

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### Additional information

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

§ 36 (1) 7. Didaktik der Grundschule Evangelische Religion
§ 38 (1) 1. Didaktik der Hauptschule Evangelische Religion
§ 38 (1) 1. Didaktik der Mittelschule Evangelische Religion
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**Contents**

Discussing primary sources and research literature, this course will convey essentials, methods, and ways of thinking in systematic theology. It will also provide an introduction to theological discussions of, with, and for pupils.

**Intended learning outcomes**

At the end of the course, students will be familiar with essential concepts and will have developed subject-specific thinking in the area of dogmatics. They will not only be able to comprehend and reproduce theological texts but also to situate them within a context and render them adequately. Students will be able to describe issues in theology for, and together with, pupils as well as to apply their knowledge of systematic theology when they discuss those issues with their pupils.

**Courses**

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

V + Ü (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(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)

**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) 7. Didaktik der Grundschule Evangelische Religion
§ 38 (1) 1. Didaktik der Hauptschule Evangelische Religion
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**Contents**

Students explore the issue of inclusion from an education point of view and study the theory and practice of inclusive teaching in the Protestant religious education classroom.

**Intended learning outcomes**

At the end of the course, students will be able to critically discuss the concept of inclusion in the context of religious education. They will have developed the ability to explore issues in inclusion (disability, finitude, etc.) from the point of view of theology and religious education as well as to incorporate their findings into their teaching.

**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) presentation (approx. 20 minutes) with written elaboration (approx. 3 pages) or b) term paper (12 to 15 pages) or c) written examination (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)

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Module title
Introduction to the New Testament

Abbreviation
06-Th-Did-NT-092-m01

Module coordinator
holder of the Chair of Religious Education

Module offered by
Chair of Religious Education

ECTS
5

Method of grading
numerical grade

Only after succ. compl. of module(s)

Duration
1 semester

Module level
undergraduate

Other prerequisites

Contents
Analytical and hermeneutic reading as well as interpretation of gospels and epistles. Reading New Testament texts in the context of ancient views.

Intended learning outcomes
At the end of the course, students will be familiar with essential concepts and will have developed subject-specific thinking in the area of New Testament theology. They will have developed the ability to situate issues within a historical context in a problem-orientated manner. In addition, they will have developed the fundamental abilities to verbally express this knowledge in an appropriate manner. They will be able to understand and interpret the content of the texts and to interrelate them with each other.

Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (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. 4 pages) or b) term paper (approx. 20 pages)

Allocation of places

Additional information

Referred to in LPO 1 (examination regulations for teaching-degree programmes)
§ 36 (1) 7. Didaktik der Grundschule Evangelische Religion
§ 38 (1) 1. Didaktik der Hauptschule Evangelische Religion
§ 38 (1) 1. Didaktik der Mittelschule Evangelische Religion
# Module Catalogue for the Subject

**Didactics in Protestant Theology (Secondary School)**

**LA Sonderpädagogik**

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Introduction to the Old Testament</td>
<td>06-Th-Did-AT-092-m01</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>holder of the Chair of Religious Education</td>
<td>Chair of Religious Education</td>
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<th>ECTS</th>
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<th>Module level</th>
<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
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</table>

## Contents

Concepts of God, the relationship between God and humankind, theological interpretations of history, ethical views expressed in different Old Testament texts and by their authors in their cultural environments with special attention to the Pentateuch and the Prophets. Training in textual analysis methods. Didactic approaches to teaching the Bible to pupils. Exploring Old Testament texts as well as the Bible in general (its structure, origins, etc.) in a manner that is appropriate to the age group students are teaching.

## Intended learning outcomes

At the end of the course, students will be familiar with essential concepts and will have developed subject-specific thinking in the area of Old Testament theology. Students will have developed the ability to situate issues within a historical context in a problem-orientated manner. In addition, they will have developed the fundamental abilities to verbally express this knowledge in an appropriate manner. They will be able to understand and interpret the content of the texts and to interrelate them with each other. In addition, students will have developed the ability to simplify Old Testament texts for teaching purposes and assess whether they relate to the everyday lives of their pupils.

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

S (no information on SWS (weekly contact hours) and course language available)

## Method of assessment (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. 20 pages) or b) presentation (approx. 30 minutes) with written elaboration (approx. 4 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 (1) 7. Didaktik der Grundschule Evangelische Religion
§ 38 (1) 1. Didaktik der Hauptschule Evangelische Religion
§ 38 (1) 1. Didaktik der Mittelschule Evangelische Religion
<table>
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<td>Religious didactic accompanying seminar</td>
<td>06-ThStPr-Dri-112-m01</td>
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<tr>
<td>holder of the Chair of Religious Education</td>
<td>Chair of Religious Education</td>
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## ECTS

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## Duration

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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

## Contents

An introduction to classroom practice. Training in specific methods for use in the Protestant religious education classroom on the basis of selected instructional models and classroom projects as well as examples from the classroom. This module prepares students for their transition into professional practice. It gives them an opportunity to gain insights into day-to-day school life and equips them with experience the courses in phase two of their training will draw upon. The module also enhances the didactic and methodological skills of students.

## Intended learning outcomes

At the end of the course, students will have found out how they feel in the role of teachers and will have developed the ability to select teaching methods and approaches as well as to assess whether these were appropriate.

## Courses

S (no information on SWS (weekly contact hours) and course language available)

## Method of assessment

(term paper (approx. 15 pages))

## Allocation of places

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## Additional information

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## Referred to in LPO I

(examination regulations for teaching-degree programmes)

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