Subdivided Module Catalogue
for the Subject
Teaching at the German Mittelschule
with the degree "Erste Staatsprüfung für das Lehramt für Sonderpädagogik"

Examination regulations version: 2015
Responsible: Faculty of Human Sciences
Responsible: Institute of Pedagogy
Abbreviations used

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

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

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

\((L)ASPO2015\)

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

\(8\text{-Sep-2015 (2015-133)}\)

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>Education at Secondary School</td>
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<tr>
<td>06-MSPäd-2-152-m01</td>
<td>Additional one term study-accompanying practical training with accompanying tutorial</td>
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<tr>
<td>06-Psy-MMmS-152-m01</td>
<td>Psychological methods in secondary modern schools</td>
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<td>B/NB</td>
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**Compulsory Courses (10 ECTS credits)**

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)**

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below.

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

Freier Bereich (general as well as subject-specific electives) -- Faculty of Arts, Historical, Philological, Cultural and Geographical Studies: For additional courses offered by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies for teaching degree students (fakultätsweites Zusatzangebot), please refer to the Annex of the "Ergänzende Bestimmungen der Philosophischen Fakultät (Fakultät für Historische, Philologische, Kultur- und Geographische Wissenschaften) für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt" (Supplementary Provisions by the Faculty of Arts, Historical, Philological, Cultural and Geographical Studies on the Area "Freier Bereich" in Teaching-Degree Programmes).

**Extra Skills Teaching at the German Mittelschule**

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

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<td>06-SP-BQ-152-m01</td>
<td>Basic Instructions in Physical Education</td>
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<tr>
<td>06-MS-BO-152-m01</td>
<td>Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria</td>
<td>3</td>
<td>B/NB</td>
<td>64</td>
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<tr>
<td>Module title</td>
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<tr>
<td>Mathematics in German Mittelschule - Arithmetics</td>
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<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>Dean of Studies Mathematik (Mathematics)</td>
<td>Institute of Mathematics</td>
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<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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<tr>
<td>5</td>
<td>numerical grade</td>
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<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<td>1 semester</td>
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**Contents**

Discussion of basic topics in teaching arithmetics in Mittelschule taking into account didactic aspects as well as possibilities of implementation in the classroom, also including modern technologies.

**Intended learning outcomes**

The student is acquainted with basic mathematical ways of thinking and working techniques in the fields of arithmetic. He/She knows about criteria to assess media and their employment in teaching mathematics, detects common difficulties and typical misconceptions of pupils and knows about adequate countermeasures and support. He/She knows teaching and learning strategies and can assess them.

**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).

Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

**Allocation of places**

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**Additional information**

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

§ 38 I Nr. 1
Module title: Mathematics in German Mittelschule - Algebra
Abbreviation: 10-M-MM2-152-m01

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 basic topics in teaching algebra in Mittelschule taking into account didactic aspects as well as possibilities of implementation in the classroom, also including modern technologies.

Intended learning outcomes:
The student is acquainted with basic mathematical ways of thinking and working techniques in algebra. He/She knows about criteria to assess media and their employment in teaching mathematics, detects common difficulties and typical misconceptions of pupils and knows about adequate countermeasures and support. He/She knows teaching and learning strategies and can assess them.

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).
Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

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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<th>Only after succ. compl. of module(s)</th>
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<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<td>1 semester</td>
<td>undergraduate</td>
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**Contents**

Discussion of basic topics in teaching geometry in Mittelschule taking into account didactic aspects as well as possibilities of implementation in the classroom, also including modern technologies.

**Intended learning outcomes**

The student is acquainted with basic mathematical ways of thinking and working techniques in the fields of geometry. He/She knows about criteria to assess media and their employment in teaching mathematics, detects common difficulties and typical misconceptions of pupils and knows about adequate countermeasures and support. He/She knows teaching and learning strategies and can assess them.

**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).

Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

**Allocation of places**

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**Additional information**

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

§ 38 I Nr. 1
Module title:
Mathematics in German Mittelschule - Application-oriented Teaching and Stochastics

Abbreviation:
10-M-MM4-152-m01

Module coordinator:
Dean of Studies Mathematik (Mathematics)

Module offered by:
Institute of Mathematics

ECTS:
5

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

Duration:
1 semester

Module level:
undergraduate

Other prerequisites:
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Contents:
Discussion of basic topics in teaching stochastics and application-oriented mathematics in Mittelschule taking into account didactic aspects as well as possibilities of implementation in the classroom, also including modern technologies.

Intended learning outcomes:
The student is acquainted with basic mathematical ways of thinking and working techniques in the fields of application-oriented mathematics and stochastics. He/She knows about criteria to assess media and their employment in teaching mathematics, detects common difficulties and typical misconceptions of pupils and knows about adequate countermeasures and support. He/She knows teaching and learning strategies and can assess them.

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).
Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 38 I Nr. 1
Module title: Didactics in Biology I: Basics DG/DM
Abbreviation: 07-DGDM-FDBIO-1-152-m01

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

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

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

Intended learning outcomes:
Familiarity with relevant aspects of biology didactics
- Ability to design lively biology lessons, using original objects and teaching aids.
- Ability to use methods in biology in a way that promotes the learning processes of pupils.
- Familiarity with both biology-specific and interdisciplinary topics from the curriculum for the respective type of school.
- Ability to prepare scientific analyses on selected topics from the curriculum and to subsequently present these topics in a manner that is tailored to the target group.
- Ability to prepare didactic analyses on topics from the curriculum for the respective type of school.
- Ability to translate, with the help of didactic analyses, selected topics from the curriculum into teaching sequences and lessons as well as to deliver these teaching sequences and lessons, applying problem-based and/or open teaching methods.
- Knowledge of the fact that the term "teaching aids in the biology classroom" refers to originals, preparations and media.
- Familiarity with a biology-specific, didactic definition of the term "media".
- Overview of classifications of media, factors that influence the choice of media as well as the function of media.
- Familiarity with the limitations and problems associated with the use of media in the classroom.
- Practical skills using media of all kinds (hardware side).
- Ability to independently prepare teaching aids.
- Ability to use teaching aids in classroom situations in a way that is appropriate for pupils and the material taught.
- Advantages and disadvantages of specific teaching aids; limitations associated with the use of media in the classroom.
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<td>V (2) + S (3)</td>
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<tr>
<th><strong>Method of assessment</strong> (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>written examination (approx. 60 minutes)</td>
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<tr>
<th><strong>Additional information</strong></th>
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<td>§ 38 I Nr. 1</td>
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</table>
Module title: Didactics Biology II: Special Didactics DG/DM
Abbreviation: 07-DGDM-FDBIO-2-152-m01

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

ECTS: 5
Method of grading: Only after succ. compl. of module(s)

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

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

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

Courses (type, number of weekly contact hours, language — if other than German):
S (4)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus):
portfolio (approx. 30 hours)
creditable for bonus

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 36 I Nr. 7
§ 38 I Nr. 1
Module title: Basics of Biology I

Abbreviation: 07-DM-FWBI0-1-152-m01

Module coordinator: head of group Didactics of Biology

Module offered by: Faculty of Biology

ECTS: 5

Method of grading: numerical grade

Duration: 1 semester

Module level: undergraduate

Contents:
A lecture on the biology-specific contents of the curriculum for Grundschule or Mittelschule will equip students with essential knowledge in the areas of cytology, histology, anatomy and physiology. The following topics will be discussed: biological macromolecules, plant and animal cells, distinctive features of plant cells, organelles of the cell and their specific functions, fundamental principles of genetics, organs of the human body and their functions and performance, nervous systems, human sensory organs and how to keep them healthy, human ontogeny, health education, substance abuse prevention, viruses and bacteria as pathogens, fundamental principles of plant physiology (focus: photosynthesis), organs of vascular plants and their variations, tissues of vascular plants and their cellular structures. The exercises on cytology and anatomy will provide students with an insight into the internal anatomy of selected animals and plants. Students will examine plant organs, cutting cross and longitudinal sections. They will work with microscopes and binoculars and will develop experience with typical techniques in biology such as observation and examination. Students will also make drawings of the preparations.

Intended learning outcomes:
The cell: the smallest building block of living organisms. Knowledge of organisms as living systems that need control and regulation. Recognising the DNA as the carrier of genetic information. Familiarity with the relationship between the structure and the function of organs. The most important parts of plants and their functions: terminology. Knowledge of the internal anatomy of selected animals. Ability to mount organisms and prepare microscopic preparations. Practical skills using microscopes/binoculars, the most important tools for the investigation of fundamental problems in biology. Ability to make scientific drawings.

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 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)
§ 38 I Nr. 1
Module title: Basics of Biology II

Abbreviation: 07-DM-FW BIO-2-152-m01

Module coordinator: head of group Didactics of Biology

Module offered by: Faculty of Biology

ECTS: 5

Method of grading: Only after successfully completed module(s)

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

Contents:
The lecture on the biology-specific contents of the curriculum for Mittelschule will equip students with advanced knowledge in the areas of ecology, systematics and evolutionary theory. The following topics will be discussed: human phylogeny, evolutionary factors, speciation, origins of life, fundamental principles of animal and plant ecology, interactions between organisms, ecosystems and their nutrient cycles, systematics of selected classes of vertebrates (birds, mammals) and plant families, pollination and distribution of plants. With the help of selected examples of species, the exercise will provide students with an insight into the diversity of the indigenous flora and fauna. The course will discuss major families of flowering plants, their characteristics (floral formula, phyllotaxis, leaf shape) as well as criteria for their identification. The section on animal identification will focus on indigenous vertebrates but will also include the identification of several invertebrates. The module will also include field trips to biotopes, zoos/wildlife parks and ecosystems in the vicinity of Würzburg. On these field trips, students will identify animals and plants encountered in the field that are typical for the respective habitats. In addition, they will investigate important aspects on ecosystems as well as the cohabitation of organisms.

Intended learning outcomes:
Familiarity with criteria for the identification and classification of animals and plants. Identification of important representatives of the indigenous flora and fauna. Familiarity with the nomenclature and systematics of animals and plants as well as criteria for classification in the diversity of the flora and fauna. Awareness of the fact that biotopes are elements of the landscape that should be conserved. Ability to classify animals and plants unknown to students in the nested system of animals and plants. Familiarity with ecosystems as places of cohabitation of different organisms. Ability to understand the fact that evolution is a key tool for the creation of biological diversity. Ability to use dichotomous keys and computer-based identification aids.

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):
oral examination in groups (approx. 15 minutes per candidate)
Assessment offered: Once a year, summer semester 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):
§ 38 I Nr. 1
### Module title
Level One Module Didactics and Teaching Methodology of History (LGy/DF)

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

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

### Module offered by
Institute of History

### ECTS
5

### Method of grading
numerical grade

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

### Duration
undergraduate

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

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

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

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<tr>
<th>Type</th>
<th>Number of Weekly Contact Hours</th>
<th>Language</th>
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<td>German and/or English</td>
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<tr>
<td>S</td>
<td>2</td>
<td>German and/or English</td>
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Module taught in: German and/or English

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

- **written examination (approx. 50 minutes)**
- Language of assessment: German and/or English
creditable for bonus

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

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<td>§ 38 I Nr. 1 Geschichte</td>
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</table>
**Module title**
Level Two Module Didactics and Teaching Methodology of History (LG, LM)

**Abbreviation**
04-GeGM-SM1-Did-152-m01

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

**Module offered by**
Institute of History

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

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

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

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

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
presentation (approx. 15 minutes) with position paper (approx. 1 page) and written elaboration (approx. 7 pages), the 2 components being weighted 3:7
Language of assessment: German and/or English
creditable for bonus

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

§ 36 I Nr. 7 Geschichte
§ 38 I Nr. 1 Geschichte
### Module title

**Level Two Module Didactics and Teaching Methodology of History (LG, LM)**

### Abbreviation

04-GeGM-SM2-Did-152-m01

### Module coordinator

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

### Module offered by

Institute of History

### ECTS

5

### Method of grading

Only after succ. compl. of module(s)

### Duration

undergraduate

### Contents

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

### Intended learning outcomes

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

### Courses

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

V (2) + S (3)

Module taught in: German and/or English

### Method of assessment

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

presentation of conceptual design of a class (approx. 30 minutes) and class outline with representation of class contents on the blackboard (Tafelbild) and materials (approx. 5 pages)

Language of assessment: German and/or English

### Allocation of places

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### Additional information

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

§ 36 I Nr. 7 Geschichte

§ 38 I Nr. 1 Geschichte
Module title

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

Abbreviation

04-GeGyDF-VM-Did-152-m01

Module coordinator

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

Module offered by

Institute of History

ECTS

5

Method of grading

numerical grade

Only after succ. compl. of module(s)

Duration

undergraduate

Module level

Other prerequisites

Contents

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

Intended learning outcomes

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

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

Ü (3) + S (2)

Module taught in: German and/or English

Number of weekly contact hours: will vary, either S (3) or 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)

presentation (approx. 15 minutes) with position paper (approx. 1 page) and written elaboration (approx. 10 pages), the 2 components being weighted 3:7

Language of assessment: German and/or English

Allocation of places

Additional information

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

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**Contents**

German contents available but not translated yet.

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

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

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

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

Ü (4) + V (2) + S (2)

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

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

**Allocation of places**

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**Additional information**

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

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**Contents**

German contents available but not translated yet.

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

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

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

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

Ü (6) + V (2) + S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every seme-
ter, 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)

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**Contents**

German contents available but not translated yet.

Ensemblearbeit und Aufführungspraxis

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

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

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

Ü (2) + Ü (2)

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

practical examination (approx. 45 minutes)

**Allocation of places**

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**Additional information**

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

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**Contents**

German contents available but not translated yet.

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

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

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

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

S (2) + S (2)

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

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

**Allocation of places**

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**Additional information**

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**Contents**

German contents available but not translated yet.

Aspekte Angewandter und Kulturerschließender Musikpädagogik

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

Der/Die Studierende erkundet exemplarisch Bereiche Angewandter und Kulturerschließender Musikpädagogik

**Courses**

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

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**Method of assessment**

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

presentation (approx. 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)

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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)

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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)

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)

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### Module Catalogue for the Subject
#### Teaching at the German Mittelschule
#### LA Sonderpädagogik

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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

<table>
<thead>
<tr>
<th>(type, number of weekly contact hours, language — if other than German)</th>
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<tbody>
<tr>
<td>V (2) + Ü (2)</td>
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#### Method of assessment

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

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title | Abbreviation
---|---
Basic Principles of Theology | 01-LA-DidMs-ThG-152-m01

Module coordinator | Module offered by
Dean of Studies Faculty of Catholic Theology | Faculty of Catholic Theology

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

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

Contents
Using the example of a topic in theology, this module provides an insight into the hermeneutic fundamentals of, and essential methods in, the discipline.

Intended learning outcomes
At the end of the course, students will have become familiar with key problems in theology and will have developed an understanding of different forms of theological thinking and discourse.

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
--

Additional information
--

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 38 I Nr. 1
### Module title
Protestant religious education

### Abbreviation
06-Th-EvRP-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

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

## 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
--

### 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
<table>
<thead>
<tr>
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<tr>
<td>Theory of Protestant religious teaching and their concretization</td>
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<tr>
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<th>Module level</th>
<th>Other prerequisites</th>
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tr>
</tbody>
</table>

## 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

credible for bonus

### Allocation of places

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### Additional information

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

§ 54 I Nr. 5
§ 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>Introduction to the New Testament</td>
<td>06-Th-Did-NT-152-m01</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**

- --

**Additional information**

- --

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

- § 36 I Nr. 7
- § 38 I Nr. 1
### Module Catalogue for the Subject Teaching at the German Mittelschule

#### LA Sonderpädagogik

<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
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<td>Introduction to the Old Testament</td>
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<table>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tr>
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</table>

### 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

- --

### Additional information

- --

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

- § 36 I Nr. 7
- § 38 I Nr. 1
<table>
<thead>
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<tr>
<td>Introduction to Systematic Theology and Theology for pupil</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

**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**

--

**Additional information**

--

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

§ 36 I Nr. 7
§ 38 I Nr. 1
**Module title** | **Abbreviation**
--- | ---
Methods and media in religious education | 06-TH-RD-DIDMe-152-m01

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

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

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

**Contents**
The 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 | Abbreviation
--- | ---
Teaching Chemical Practice for Elementary and Secondary School | 08-FD2-LAGM-152-m01

**Module coordinator**
holder of the Professorship of Didactics of Chemistry

**Module offered by**
Institute of Inorganic Chemistry

<table>
<thead>
<tr>
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**Duration**
2 semester

**Module level**
unknown

**Contents**
No information on contents available.

**Intended learning outcomes**
No information on intended learning outcomes available.

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

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) presentation with practical examination (approx. 30 minutes) and b) presentation (approx. 20 minutes)
Language of assessment: German and/or English

**Allocation of places**
--

**Additional information**
--

**Referred to in LPO I** (examination regulations for teaching-degree programmes)
§ 42 I Nr. 4 and § 36 I Nr. 7
§ 38 I Nr. 1
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<td>Introduction into Teaching Chemistry for Elementary, Secondary and Middle</td>
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<td>Institute of Inorganic Chemistry</td>
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<td>Designing Chemistry Classes for Elementary and Secondary School</td>
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<tr>
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**Contents**

No information on contents available.

**Intended learning outcomes**

No information on intended learning outcomes available.

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

- S (2) + S (2)

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

- a) written examination (approx. 45 minutes) and b) presentation (approx. 20 minutes)

Language of assessment: German and/or English

**Allocation of places**

--

**Additional information**

--

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

- § 36 I Nr. 7
- § 38 I Nr. 1
<table>
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<td>Social Aspects of Chemistry Teaching in Secondary School</td>
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**Contents**

No information on contents available.

**Intended learning outcomes**

No information on intended learning outcomes available.

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

S (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 of a project (approx. 30 minutes)

Language of assessment: German and/or English

**Allocation of places**

--

**Additional information**

--

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

§ 38 I Nr. 1
Module title | Abbreviation
---|---
Grammar | 04-En-SP1-152-m01

Module coordinator | Module offered by
Managing Director of the Institute of Modern Philologies | Institute of Modern Philologies

<table>
<thead>
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<td>5</td>
<td>numerical grade</td>
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</tr>
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</table>

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

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

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

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

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
written examination (maximum 75 minutes)
Language of assessment: English

Allocation of places
max. 30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

Additional information
Regular attendance and active participation highly recommended.

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
§38 I Nr. 1
§44 (1) Satz 2 c)
§64 (1) Satz 2 c)
Module title | Abbreviation
---|---
Level One Module Didactics | 04-DtFäGr-BM-Did-152-m01

Module coordinator | Module offered by
holder of the Chair of the Didactics of the German Language and Literature | Institute of German Studies

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

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

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
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Level Two Module Didactics</td>
<td>04-DtFäGr-AM-Did-152-m01</td>
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<th>holder of the Chair of the Didactics of the German Language and Literature</th>
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<td>Duration</td>
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<td>1 semester</td>
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**Contents**

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

**Intended learning outcomes**

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

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

S (2)

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

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

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
§ 38 I Nr. 1
## Module Catalogue for the Subject Teaching at the German Mittelschule

### LA Sonderpädagogik

<table>
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<th>Module title</th>
<th>Abbreviation</th>
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<td>Level Four Module Didactics</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

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

### Intended learning outcomes

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

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

S (2)

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

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

### Allocation of places

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### Additional information

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

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title | Abbreviation
--- | ---
Level Three Module Didactics | 04-DtRGM-SM-Did-152-m01

Holder of the Chair of the Didactics of the German Language and Literature | Module offered by
Institute of German Studies

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

Contents

Consolidation and application of ideas, approaches and methods of the sub-discipline didactics (linguistic or literature/media teaching incl. children and youth literature, which has not been chosen in the advanced module) including technical contents for the scholastic practice; Preparation of theoretical principles and empirical findings for the linguistic and literary socialisation including the media change as well as the condition of target-oriented teaching-learning processes and the reference to reality of educational contents; Ideas and practice-oriented contexts of oral or written communication in a cultural context as well as the acquisition processes literary or linguistic knowledge including the historical change of text production, text reception and language; Skills about modelling of learning environments and learning scenarios with particular regard to appropriate teaching subjects and the skill acquisition or development processes during German classes; Development of a differentiated methodical repertoire of action; Independent interpretation processing of a research publication including the presentation (e.g. PPP, homepage, poster,...).

Intended learning outcomes

Students consolidate their knowledge and qualifications concerning the sub-discipline didactics, which has not been chosen in the advanced module, in order to extend their subject-didactic competency and contemplation skills for an integrative German class. Next to theory and practice references, students will acquire current empirical findings of the teaching and learning research in particular and apply these findings to contents of a German class in a subject-didactic contouring. For this, they acquire on the basis of current research literature the required knowledge, which they will present during the course in an appropriately way and dialogically interview about possibilities to affiliate the subject teaching. This acquisition, mediation, presentation and evaluation of contents have to be seen as extension of the self-competence considering the technical contents. Moreover, students acquire fundamental knowledge of a course associated empirical established perception and control of specific teaching and learning processes in pedagogical contexts. Students are able to deal with reading matter that associates the course as well as with educational material, textbook or competent sources, which are relevant for German class. Furthermore, students independently work out a current publication from the specialised teaching and learning research in linkage to the course object and introduce this to the seminar context in an appropriate and self chosen presentation form. In this way, they extend, next to their methodological competence, the dealing with academic texts and current research literature.

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)

§ 43 I Nr. 2 c)
§ 38 I Nr. 1
<table>
<thead>
<tr>
<th>Module title</th>
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<tr>
<td>The structures involved in Arbeitslehre Didactics</td>
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</table>

**Contents**

a) Familiarity with structures, objectives, and characteristics of methods in Arbeitslehre and interrelating these with specific classroom situations. Structure of lecture on methodology (might be replaced by course offered by Virtuelle Hochschule Bayern (vhb) as of the winter semester 2010/11): general theoretical fundamentals of methods for use in the Arbeitslehre classroom; fundamental principles of traditional methods; simulative methods.

b) Overview of curriculum designs for the subject of Arbeitslehre; arguments from the area of education policy as well as anthropological, social, and economic arguments to justify contents and objectives of the subject of Arbeitslehre.

**Intended learning outcomes**

After successful completion of the module, students will have become familiar with essential methods in the Arbeitslehre classroom, will have developed the ability to adequately evaluate them with respect to their use in the classroom, and will have become self-reflexive in their actions. They will be able to interrelate what is required of teachers and what is required of pupils when using the respective methods as well as to identify interrelations between a teacher’s personality and suitable teaching methods. Students will have developed competencies in the area of media didactics and will be able to evaluate possible ways to use essential media in the Arbeitslehre classroom. In addition, they will be able to produce arguments to justify the educational objectives of the subject of Arbeitslehre and will be able to see the contents and design of curricula in the context of the historical development of the subject as well as to present and implement these in manner that is tailored to the needs of their target group.

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

V (2) + S (2)

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

a) written examination (approx. 90 minutes) and designing a seminar unit (introduction, moderating and preparing seminar materials) (approx. 60 minutes) including documentation of seminar unit (approx. 8 pages) or b) written examination (approx. 90 minutes) and term paper (approx. 10 pages) creditable for bonus

**Allocation of places**

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**Additional information**

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

§ 38 I Nr. 1
## Module title
Fundamental principles of Arbeitswissenschaft and Careers Advice Didactics.

## Abbreviation
06-AL-Beruf-152-m01

<table>
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<td>1 semester</td>
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<td>May not be combined with 06-MS-BO.</td>
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</table>

## Contents
a) Fundamental principles of Arbeitswissenschaft and its sub-disciplines: history, types of evaluation, and forms of work;  
b) Careers advice didactics: development and aspects of as well as changes in the concept of occupation; development of an occupational classification system; theories of vocational choice with regard to contents and objectives of job-oriented teaching.

## Intended learning outcomes
After successful completion of the module, students will:  
- have gained an overview of the sub-disciplines of Arbeitswissenschaft and the contributions of related disciplines to the formation of a comprehensive concept of work;  
- be able to reflect upon the fundamental principles of job-oriented teaching;  
- be able to interrelate vocational choice, the vocation, and the labour market;  
- have gained an insight into the systems of enabling pupils to make a good choice of career and preparing them for the world of work as well as vocational training and advanced vocational training systems;  
- have gained an overview of the support that is available from the German Federal Employment Agency, in the form of media or personal assistance, for pupils in the process of exploring career options and choosing a suitable career.

## 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) designing a seminar unit (approx. 60 minutes, introduction, moderating and preparing seminar materials) including documentation of seminar unit (approx. 8 pages) or b) term paper (approx. 10 pages) creditable for bonus

## Allocation of places
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## Additional information
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## Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 38 I Nr. 1
<table>
<thead>
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<th>Module title</th>
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<td>The Didactics of Business Studies education in the subject of Arbeitslehre</td>
<td>06-AL-Wirtschaft-152-m01</td>
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<td>1 semester</td>
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</table>

**Contents**

a) Fundamentals of economics for the purpose of teaching Arbeitslehre: essential concepts for business studies education; relevant fundamental principles of economics; relevant fundamental principles of business management.  
b) Block-taught seminar: creating products for a particular market using different production methods; practical application of knowledge in the area of the core functions of business; project as an opportunity to deploy and test the students’ knowledge of the foundations of economics.

**Intended learning outcomes**

After successful completion of the module, students will have gained an overview of the fundamental concepts and principles of business management and economics that qualifies them for teaching Arbeitslehre; students will be able to apply fundamental elements of this knowledge in the context of a project; students will have developed a sound knowledge of the employment of methods for teaching economics; students will have acquired basic experience with practical assignments related to the core functions of business and will thus be prepared to deliver classes with a focus on pupils setting their own learning objectives, methods, and outcomes in accordance with the respective curriculum.

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

| S (2) |

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<th>Method of assessment</th>
<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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<td>a) designing a seminar unit (approx. 60 minutes, introduction, moderating and preparing seminar materials) including documentation of seminar unit (approx. 8 pages) or b) term paper (approx. 10 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)

§ 38 I Nr. 1
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<td>The fundamental principles of technical education in the subject Arbeit-Wirtschaft Technik</td>
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<td>Regular attendance of seminar is mandatory (minimum 70% of seminar sessions).</td>
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</tbody>
</table>

**Contents**

a) Fundamental principles of technology: relevance and history of technology; natural-scientific foundations of technology; structures involved in technology (basic categories material, energy, and information); aspects of energy and manufacturing engineering; aspects of communication and information technology.

b) Evaluation of technology: technology assessment; methods for the evaluation of technology (value engineering, life cycle); introduction to methods for technical education.

**Intended learning outcomes**

After successful completion of the module, students will:

- have developed an essential knowledge of the relevance, development, and natural-scientific foundations of technology;
- have gained an overview of the structures involved in technology and of the basic categories of technology;
- have developed knowledge and skills in the area of technology assessment (examples);
- have developed knowledge of methods for the evaluation of technology;
- be able to describe the structures of selected technological systems;
- have gained an insight into aspects of manufacturing and energy engineering as well as communication and information technology;
- have become familiar with fundamental methods for technical education in the classroom;
- be able to apply selected methods for fundamental technical education in practice.

**Courses**

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

S (2) + Ü (2)

Course type: Ü eLearning, mostly Virtuelle Hochschule Bayern (vhb)

**Method of assessment**

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

Designing a seminar unit (introduction, moderating and preparing seminar materials) (approx. 60 minutes) including documentation of seminar unit (approx. 8 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)

§ 38 I Nr. 1
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<td>Practice of two-dimensional works of art</td>
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### Contents

German contents available but not translated yet.

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

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

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

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

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

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### Additional information

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

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

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title | Abbreviation
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Practice of three-dimensional works of art | 06-Ku-Basis2-152-m01

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<thead>
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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.

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

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Additional information

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

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

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title: 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: 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.

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

Intended learning outcomes

German intended learning outcomes available but not translated yet.

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

Courses

S (2) + S (2)

Method of assessment

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)

credited for bonus

Allocation of places

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Additional information

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

§ 36 I Nr. 7 (2 ECTS credits)
§ 36 I Nr. 8
§ 38 I Nr. 1 (2 ECTS credits)
§ 38 I Nr. 6
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).</td>
</tr>
</tbody>
</table>

### Contents

German contents available but not translated yet.

Kenntnisse in der Kunstgeschichte; epochale Zuordnung schulrelevanter Künstlerinnen und Künstler; Wissen um inhaltliche Abhängigkeiten und Verknüpfungen der Kunstgeschichte mit Elementen des Alltages, 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: 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); Produktionskompetenz (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 Jugendarbeit erkennen, die Quellen der Kinderzeichnung (Wissen, Ausdruck und Mitteilung) in einem Bild ansatzweise zuordnen können; das explizite Thema einer Kinderzeichnung, die narrative Ausformulierung, die Veranschaulichung der Kinderzeichnung mit Spiel und Nachahmung, Unterteilung von sprachlicher und bildlicher Mitteilung, die Kinderzeichnung als Diagnoseinstrument (kognitive und psychische Entwicklung), die Frage der Begabung.

Intended learning outcomes:

German intended learning outcomes available but not translated yet.

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: Three-dimensional works of art - Intensification

Abbreviation: 06-Ku-WPF1-152-m01

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

Module offered by: Professorship of Art Education

ECTS: 5

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

Duration: undergraduate

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

Other prerequisites:

German contents available but not translated yet.

Technisch korrektes bildnerisches Arbeiten mit Material im Raum; 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; Entwicklung konzeptionellen Arbeitens unter der Berücksichtigung der genannten Elemente, individuelle Auseinandersetzung konzeptioneller wie bildnerischer Natur; Kennen von und in Bezug setzen zu einschlägigen Künstlern und ihren Werken; Verbalisierung eigener kreativer und gestalterischer Prozesse; Besonderheiten der Begegnung mit dem Original kennen; um die Besonderheiten in der Vermittlung wissen; spezifische soziale Kompetenzen entwickeln

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; Originalen begegnen.

Courses:

S (2) + E (3)

Method of assessment:

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. A prep session prior to the field trip will equip students with the necessary theoretical background.

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

§ 38 I Nr. 1
### Module title
Two-dimensional works of art - Intensification

| Abbreviation | 06-Ku-WPF2-152-m01 |

### Module coordinator

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>holder of the Professorship of Art Education at the Institute of Pedagogy</td>
</tr>
<tr>
<td>Professorship of Art Education</td>
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### ECTS
5

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

### Duration
- 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; 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; Entwicklung 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; Verbalisierung eigener kreativer und gestalterischer Prozesse; Besonderheiten der Begegnung mit dem Original kennen; um die Besonderheiten in der Vermittlung wissen, spezifische soziale Kompetenzen entwickeln. Im Falle der filmischen Arbeit darüber hinaus: Grundlegende Fähigkeiten in der Produktion und Rezeption von Filmen; eigentständige Produktion eines Films mit sämtlichen notwendigen Komponenten.

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

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

### Courses

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</tr>
</thead>
<tbody>
<tr>
<td>S (2) + E (3)</td>
<td></td>
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### Method of assessment

- 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. A prep session prior to the field trip will equip students with the necessary theoretical background.

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

§ 38 I Nr. 1
### Project Art Education

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

### Contents

German contents available but not translated yet.

Besonderheiten der Begegnung mit dem Original kennen; um die Besonderheiten in der Vermittlung wissen; spezifische soziale Kompetenzen entwickeln; projektartiges Arbeiten im kunstpädagogischen Kontext lernen; spezifische Aspekte kunstpädagogischer Arbeit im pädagogischen Kontext erarbeiten und in Ausschnitten mit den notwendigen Teilbereichen umsetzen können.

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

Originalen begegnen; Spezifika der originalen Begegnung herausarbeiten; Ausschnitte der Kunstgeschichte besprechen; Möglichkeiten der kunstpädagogischen Praxis kennenlernen und im Ausschnitt mit den entsprechenden Teilaspekten erproben.

### Courses

<table>
<thead>
<tr>
<th>type, number of weekly contact hours, language — if other than German</th>
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<td>S (2) + E (3)</td>
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### Method of assessment

<table>
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### Allocation of places

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### Additional information

The pieces of artwork students prepare during seminar sessions will be assessed as part of the practical examination. A prep session prior to the field trip will equip students with the necessary theoretical background.

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

§ 38 I Nr. 1
### Module title
Intensifying module Linguistics

### Abbreviation
04-En-ÜM-SW1-152-m01

### Module coordinator
holder of the Chair of English Linguistics

### Module offered by
Institute of Modern Philologies

### ECTS
5

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

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

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

### Courses (type, number of weekly contact hours, language — if other than German)
- Ü (2)
  Module taught in: English

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

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

### Allocation of places
max. 30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

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

- § 36 I Nr. 7
- §64 (1) Satz 2 b
- §38 I Nr. 1
## Module Catalogue for the Subject
### Teaching at the German Mittelschule
#### LA Sonderpädagogik

<table>
<thead>
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<th>Module title</th>
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<td>Intensifying module English Literary Studies</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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### Contents
In order to expand the analysis skills of students and to prepare them for the state examination, the module consolidates the most important epochs and genres of the English literature as well as basic theories, terminologies and methods of the English literary studies on the basis of selected examples.

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

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

<table>
<thead>
<tr>
<th>Ü (2)</th>
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### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

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

Language of assessment: English

### Allocation of places
max. 30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

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

§ 36 I Nr. 7
§64 (1) Satz 2 a)
§38 I Nr. 1
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<td>Institute of Modern Philologies</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

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

**Intended learning outcomes**

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

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

<table>
<thead>
<tr>
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<tbody>
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<td>Module taught in: English</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)

<table>
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<tr>
<td>Language of assessment: English</td>
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</table>

**Allocation of places**

max. 30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

<table>
<thead>
<tr>
<th>§ 36 I Nr. 7</th>
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<tbody>
<tr>
<td>§64 (1) Satz 2 a</td>
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<tr>
<td>§38 I Nr. 1</td>
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<tr>
<td>Module title</td>
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<tr>
<td>Intensifying module Language Practice</td>
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<thead>
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<th>Module coordinator</th>
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<tbody>
<tr>
<td>Managing Director of the Institute of Modern Philologies</td>
<td>Institute of Modern Philologies</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Regular attendance, active participation.</td>
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</table>

**Contents**

German contents available but not translated yet.

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

**Intended learning outcomes**

German intended learning outcomes available but not translated yet.

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

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

Ü (2)
Module taught in: English

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

a) written examination (approx. 50 minutes) or b) portfolio (exercises, between 600 and no more than 800 words total)
Language of assessment: English

**Allocation of places**

max. 30 places. Should the number of applications exceed the number of available places, places will be allocated according to the number of subject semesters. Among applicants with the same number of subject semesters, places will be allocated by lot. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

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

§ 36 I Nr. 7
§44 (I) Satz 2 c
§64 (I) Satz 2 c
§38 I Nr. 1
Module title: Introduction to the Didactics of the English Language

Abbreviation: 04-En-BM-FD2-152-m01

Module coordinator: holder of the Chair of Foreign Language Teaching

Module offered by: Institute of Modern Philologies

ECTS: 5

Method of grading: numerical grade

Only after succ. compl. of module(s): 04-En-SP1

Duration: 1 semester

Module level: undergraduate

Other prerequisites: Oral presentation with informative position paper.

Contents:

Students get a basic overview of theoretical and educational as well as practical and methodological basics of Foreign Language Learning. Thus, models, methods and issues of English didactics will be covered. Moreover, students will be provided with basic knowledge on the basis of selected examples; they will get an overview of the most important thematic areas concerning the core curriculum of the LPO I (theory of learning languages, didactics and methodology of the communicative English lessons, performance measurement, intercultural learning, literary and reading didactics, media competence). Based on this, principles of precise educational action as well as quality criteria of adequate teaching and learning materials will be reflected.

Intended learning outcomes:

Students
- acquire basic knowledge of academic basics of English didactics
- acquire knowledge of the most important subject-specific terminology
- gain insight into scholarly prerequisites and basic conditions
- gain insight into the interdependencies between the English teaching methodology and their reference disciplines.

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

S (2)

Module taught in: English and/or German

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

a) written examination (approx. 75 minutes) or b) portfolio (approx. 6 pages)

Language of assessment: English and/or German

Allocation of places:

Additional information:

Regular attendance and active participation highly recommended.

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

§ 33
§ 64 (1) Satz 3 e)
§ 38 I Nr. 1
### Module title
Advanced level module English Didactics

### Abbreviation
04-En-AM-FD2-152-m01

### Module coordinator
holder of the Chair of Foreign Language Teaching

### Module offered by
Institute of Modern Philologies

### ECTS
5

### Method of grading
numerical grade

### Only after succ. compl. of module(s)
04-En-BM-FD2

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
Oral presentation with informative position paper.

### Contents
The advanced module consolidates the basics that have already been acquired in the basic module. Hence, at least one subject area has to be covered in-depth and with emphasis in the introductory course, e.g. didactics and methodology of the communicative English lessons, intercultural learning or theories of learning languages. Students will be able to design and evaluate appropriate learning environments, to critically reflect the role of the teachers and students and to combine learning materials, methods and technologies effectively. Additionally, they are able to analyse individual learning progresses and incentive measures, to evaluate foreign language educational particularities of different learning contexts and to prepare and apply literary, textual, cultural and media-educational processes. The course does not necessarily cover contents of the core curriculum, but can also include newer research results of the English teaching methodology and its reference disciplines. The course is an optimal preparation for the written exam, which is also based on the core curriculum.

### Intended learning outcomes
Students
- acquire consolidated knowledge of covered areas of the English teaching methodology
- understand and reflect respective technical literature independently
- broaden their subject-specific repertoire of concepts

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

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

### Allocation of places
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### Additional information
Regular attendance and active participation highly recommended.

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

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<thead>
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<th>Referenced Code</th>
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<td>§ 44 I Nr. 2 e)</td>
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<tr>
<td>§ 64 (1) Satz 3 e)</td>
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<td>§ 38 I Nr. 1</td>
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</tbody>
</table>
## 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

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<th>Other prerequisites</th>
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## 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 | Abbreviation
---|---
Education at Secondary School | 06-MSPäd-1-152-m01

Module coordinator | Module offered by
---|---
holder of the Chair of School Education | Chair of School Education

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

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

Contents
The history of Mittelschule as a secondary school, its position in the tiered school system, pedagogical tasks and social functions of Mittelschule, requirements on teachers, models and theories about learning and education difficulties (condition field analysis, diagnosis, possibilities and limits of intervention), learning and performance offers and extensions of other scholastic and extracurricular educational institutions (cf. LPO I § 38 Abs. 1 (1d)).

Intended learning outcomes
After successfully completing the module, the students are able to rank the history of Mittelschule and its position and functions in the tiered school system in a differentiated way. They can analyse and evaluate pedagogical tasks, social functions, requirements on teachers as well as theories and models on planning classes and handling education difficulties in Mittelschule. Furthermore, they can critically evaluate learning and performance offers and extensions of other scholastic and extracurricular educational institutions.

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

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) presentation (approx. 30 minutes) with written elaboration (approx. 7 pages) or d) portfolio (approx. 20 pages) or e) term paper (approx. 15 pages)
credible for bonus

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 38 I Nr. 1 d)
<table>
<thead>
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<td>1 semester</td>
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</table>

**Contents**

No information on contents available.

**Intended learning outcomes**

No information on intended learning outcomes available.

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

P (0) + 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 (10 to 15 minutes) with position paper (1 to 2 pages) or b) portfolio (approx. 10 hours total) or c) placement report (5 to 10 pages) or d) placement report (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**

The course accompanying the placement must be taken in the Didaktikfach (subject studied with a focus on teaching methodology) for which students were assigned their placements.

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

§ 38 I Nr. 1 d) § 38 I Nr. 3
<table>
<thead>
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<td>holder of the Chair of Developmental Psychology</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

**Contents**

Performance disorders and behavioural abnormalities in pupils of Hauptschule; measures and programmes to influence these disorders as well as their underlying psychological causes.

**Intended learning outcomes**

The students are able to identify and analyse performance disorders and behavioural abnormalities in pupils and to allocate appropriate influencing measures. They know psychologically founded programmes for the improvement of learning performance or the reduction of behavioural abnormalities.

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

Ü (2)

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

a) written examination (approx. 30 minutes) or b) oral examination of one candidate each (approx. 5 minutes) or c) presentation (approx. 10 minutes) with written elaboration (approx. 3 pages) or d) portfolio (approx. 10 pages) or e) term paper (approx. 10 pages)

creditable for bonus

**Allocation of places**

--

**Additional information**

--

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

§ 38 I Nr. 2
Module title: Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria

Abbreviation: 06-MS-BO-152-m01

Module coordinator: Subject Representative (Fachvertreter) Arbeitslehre Didactics

Module offered by: Didactics

ECTS: 3

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

Duration: 1 semester

Module level: undergraduate

Other prerequisites: May not be combined with 06-AL-Beruf.

Contents:

Theories of vocational choice with regard to contents and objectives of job-oriented teaching; the development of attitudes, knowledge, and skills necessary for the successful completion of vocational training as an intended learning outcome; the differences between an individual's suitability for a particular career and an individual's employability in that career; the ability to choose a suitable career; endogenous and exogenous factors influencing an individual's choice of career; external partners and how collaboration with them can help Arbeitslehre teachers provide career orientation for their pupils; the development of an occupational classification system to help pupils explore career options; selected methods for use in the Arbeitslehre classroom to help pupils develop the ability to choose a suitable career and prepare them for the job search; job-oriented courses and options for school leavers; training contracts: contents, formal and legal aspects.

Intended learning outcomes:

After successful completion of the module, students will have gained an overview of theories for the explanation of the process of choosing a career; they will be able to reflect upon the fundamental principles of job-oriented teaching; they will have developed the ability to interrelate vocational choice, the suitability of individuals for particular careers, and the labour market; they will have become familiar with methods for job-oriented teaching and enabling pupils to make a good choice of career and will have developed the ability to evaluate and justify those methods; they will have gained an overview of the support that is available from the German Federal Employment Agency, in the form of media or personal assistance, for pupils in the process of exploring career options and choosing a suitable career, both when about to enter the world of work and after they have started their careers.

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

V (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):

written examination (approx. 60 minutes)

Allocation of places:

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Additional information:

In accordance with the provisions of Section 38 Subsection 1 No. 1 e) LPO I (examination regulations for teaching-degree programmes), this module is designed for students of Didaktiken einer Fächergruppe der Mittelschule (Didactics of a Group of Subjects of Mittelschule) who do not study Arbeitslehre as Didaktikfach (with a focus on teaching methodology) in their selected combination of subjects.

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

§ 22 II Nr. 1 h) § 38 I Nr. 1 e)
Module title: Competence in the principles of teaching sports: foundations of sports-pedagogical and sports-didactical activities

Abbreviation: 06-SP-D-SPSD-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: Only after succ. compl. of module(s)

Numerical grade: --

Duration: 1 semester

Module level: undergraduate

Other prerequisites: 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 (motoric plays with/without a ball, handball, creating movement, exercising in water) in view of movement theories of the didactics of Mittelschule. 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 games, aesthetic physical education (gymnastics/dance) and exercising in water (swimming).

Courses:
V (1) + S (1) + S (2) + S (1)

Method of assessment:
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):
§ 38 (1) Nr. 1.c)
<table>
<thead>
<tr>
<th><strong>Module title</strong></th>
<th>Basic competence in exercise physiology and movement</th>
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<tr>
<td><strong>Abbreviation</strong></td>
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<td><strong>Module coordinator</strong></td>
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<td><strong>Duration</strong></td>
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<tr>
<td><strong>Other prerequisites</strong></td>
<td>Regular attendance of the seminars (minimum 80% of sessions offered).</td>
</tr>
</tbody>
</table>

**Contents**

In this module we discuss central principles of movement science and training science and establish connections to sports practice. In this way, the students acquire scientific knowledge about movement and sports. The seminars elaborate on the topics from the lecture and discuss consequences and implementation possibilities whilst taking into account aspects of movement science. We focus on acquiring and extending movement and perception competencies in various settings (open-air areas, gyms) and on examining basic teaching/learning conceptions for movement fields for individuals (running-jumping-throwing) and movement fields for teams (target kicking/target throwing games).

**Intended learning outcomes**

The students have essential professional skills in sports biology and training sciences and are able to establish connections to sports practice. By examining and comparing central terms, concepts and methods of different movement fields, training goals and target groups, they have acquired differentiated methodological competencies. Furthermore, the students have basic pedagogical and motor competencies in the field of running-jumping-throwing (athletics) and in big physical education games (soccer and basketball).

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

V (1) + 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)

written examination on contents of lecture (approx. 60 minutes)

**Allocation of places**

--

**Additional information**

--

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

§ 38 (1) Nr. 1.c)
## Module title

**Competence in the principles of teaching sports: advanced knowledge in sport didactics (selected topics)**

### Abbreviation

06-SP-SDV-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 S2 and S4 seminars (minimum 80% of sessions offered).

## 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 (exercising with equipment, exercising in water) to transfer this knowledge to specific exemplary classes. We focus on acquiring and extending basic movement and perception competencies in various settings (water, gyms) as well as corresponding didactic and pedagogical competencies in teaching and learning with different groups (including age, gender, individual condition, inclusion). In doing so, the students learn about exemplary connections to superordinated education goals (e.g. health and safety education). 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 and safety education).

## Courses

<table>
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<th>Type</th>
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<td>S (1) + S (2) + S (1) + S (1)</td>
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</table>

## Method of assessment

| 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 1

(examination regulations for teaching-degree programmes)

§ 38 (1) Nr. 1.c)
## Module title

**Competence in the principles of teaching sports: Human movement and sports at schools**

### Abbreviation

06-SP-DM-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 and S3 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. Furthermore, we discuss, evaluate and practise basic competencies as well as basic teaching/learning conceptions for net/wall games.

### 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. They have basic subject-didactic, pedagogical and motor competencies in the big physical education game volleyball. They also have basic competencies in the field of cooperation and interaction.

### Courses

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

<table>
<thead>
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<th>Type</th>
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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 (10 minutes) on contents of S2

### Allocation of places

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### Additional information

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

§ 38 (1) Nr. 1.c
## Module Catalogue for the Subject Teaching at the German Mittelschule

### LA Sonderpädagogik

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Level One Module Didactics of Geography (Didactics Primary and Secondary Modern School) - Physical Geography, Human Geography</td>
<td>04-Geo-BM-Did-Df-GM-152-m01</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>Subject Representative (Fachvertreter) Geography Didactics</td>
<td>Institute of Geography and Geology</td>
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<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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<tr>
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<th>Module level</th>
<th>Other prerequisites</th>
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

### Contents

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

### Intended learning outcomes

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

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

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

### Courses

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

S (2) + S (2)

Module taught in: German and/or English

### Method of assessment

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

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

Language of assessment: German and/or English

### Allocation of places

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### Additional information

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

§ 36 I Nr. 7
§ 38 I Nr. 1
## Long Excursion in Didactics of Geography

### Module title
Long Excursion in Didactics of Geography

### Abbreviation
04-Geo-Did-GrExk-152-m01

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

### Module offered by
Institute of Geography and Geology

### ECTS
5

### Method of grading
Numerical grade

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

### Duration
1 semester

### Module level
Undergraduate

### Other prerequisites
--

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

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Number of Weekly Contact Hours</th>
<th>Language</th>
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<tr>
<td>E</td>
<td>4</td>
<td>German and/or English</td>
<td>German and/or English</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)

Assessment in groups of 3 candidates: portfolio (each with subject-matter specific analysis (approx. 3 pages), log (approx. 1 page), 5 to 10 documentary photographs each with description and explanatory statement)

Assessment offered: Once a year, summer semester

Language of assessment: German and/or English

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

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

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

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

### Module offered by
Institute of Geography and Geology

### ECTS
5

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

### Duration
1 semester

### Module level
undergraduate

### Contents
Introduction to "Geography Education": theory related fundamental principles, practice-related and target-oriented preparation of geoscientific contents for the geography class. Disciplinary and educational contents and factors of the geography class. (Geography) Teaching basics of geography class in primary school, psychological and educational aspects of geography class. Geography class as target-oriented choice and structuring of geographical/geoscientific and disciplinary comprehensive contents and methods. Development and structure of geographical curricula of individual type of schools taking particularly account of the primary school. Objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives). Education for sustainable development connects the aspects of environmental assessment and socio-economic development in terms of society. During global learning, problems of the development will be thematised among physical-geographical as well as anthropogenic aspects in respect of intercultural competence. During the module component field trip education, selected territories among subject-specific ambition in reality will be ascertained, analysed and also extrapolated among teaching-relevant issues as well as edited as a construct for students.

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

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

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

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

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

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

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

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

Language of assessment: German and/or English

### Allocation of places
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Additional information

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

<p>| § 36 I Nr. 7 |
| § 38 I Nr. 1 |</p>
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Level Two Module Didactics of Geography (Didactics Secondary Modern School): Teaching Geography and museum education (Bavaria and Germany)</td>
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</table>

**Contents**

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

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

Development and contemplation of museum educational basic principles. Analysis of scholarly potential for local history and Geography under given issues, which for example will be derived from the curriculum, with the help of technical methods. Learning about a museum educational concept by an attendance as an occasional student or a project.

**Intended learning outcomes**

Students are able to plan geographical-technical learning processes according to the respective type of school. They are also able to conduct the acquisition and exploration of the spatial potential at extracurricular sites. The students are able to reflect in an educational and theory-driven way. Students have the ability to implement geographical-educational theories and geographical/geoscientific contents into specific teaching concepts. They also have the competence to use administrative guidelines (curriculum or educational plans) as a basis and to impart knowledge about spatial structures and processes. Students are able to organise a pupil and type of school-related, effective and adequate spatial competence (spatial behaviour concepts), which is oriented towards the principle of sustainability. The students are able to analyse and evaluate current technical and educational knowledge, taking into account the social and pedagogical objectives.

Museums education: They are able to develop geographical as well as interdisciplinary historical and folkloric contents for pupils. Geographical-educational methods: They are able to implement the lesson planning as target-group and target-oriented implementation of specialist contents. They are also able to make use of extracurricular sites with the help of technical working methods, under geographical-educational objectives. Media competence: Students acquire the ability to skilled, target-group and type of school-like course phased use as well as the skill of acquiring and evaluating geographical/geoscientific relevant information from media. Map competence.

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

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

No courses assigned to module

Module taught in: German and/or English

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

a) written examination (approx. 30 minutes) or b) documentation (approx. 8 pages) or c) oral presentation with slides (approx. 10 minutes) or d) presentation without slides (approx. 20 minutes) with written elaboration (approx. 8 pages)

Language of assessment: German and/or English
### Allocation of places

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### Additional information

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

§ 38 I Nr. 1
<table>
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<tr>
<td>Introduction to Didactics and Methods of Social Studies and Political Education</td>
<td>06-SK-Einf-DM-152-m01</td>
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<tr>
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</table>

### Contents

German contents available but not translated yet.

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

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

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

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

V (2) + S (2)

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

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

§ 56 I Nr. 4
§ 36 I Nr. 7
§ 81 I Nr. 4
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<td>1 semester</td>
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</table>

### Contents

German contents available but not translated yet.

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

### Intended learning outcomes

German intended learning outcomes available but not translated yet.

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

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

V (2)

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

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

### Allocation of places

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### Additional information

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

§ 56 I Nr. 4  
§ 36 I Nr. 7  
§ 81 I Nr. 4
Module title: Advanced Studies in selected contents of Social Science
Abbreviation: 06-SK-IS-152-m01

Module coordinator: Subject Representative (Fachvertreter) Social Studies Didactics
Module offered by: Social Studies Didactics

ECTS: 5
Method of grading: Only after succ. compl. of module(s)
Duration: 1 semester
Module level: undergraduate
Other prerequisites: --

Contents:
German contents available but not translated yet.
Vertiefung mit relevanten sozialkundedidaktischen Themenfeldern mit domänenspezifischen fachwissenschaftlichen Bezügen

Intended learning outcomes:
German intended learning outcomes available but not translated yet.
Anbahnung von Fachkompetenzen und methodischen, sowie prozeduralen und habituellen Kompetenzen zu domänenspezifischen fachwiss. Inhalten der SK-Didaktik

Courses:
S (2)

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

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 I Nr. 7
<table>
<thead>
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<td>Application of media in Social Science</td>
<td>06-SK-ME-152-m01</td>
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</table>

**Contents**

German contents available but not translated yet.

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

**Intended learning outcomes**

Initiation of media competence.

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

S (2)

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

a) written examination (approx. 90 minutes) or b) presentation (approx. 45 minutes) or c) term paper (approx. 10 pages) or d) portfolio (approx. 30 hours total) or e) oral examination of one candidate each (approx. 30 minutes) Assessment offered: In the semester in which the course is offered, no less than once a year

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
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<td>Managing Director of the Institute of Applied Physics</td>
<td>Faculty of Physics and Astronomy</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

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

**Intended learning outcomes**

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

**Courses**

(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 of one candidate each (approx. 10 minutes) or c) oral examination in groups (groups of 2, approx. 10 minutes per candidate)

Language of assessment: German and/or English

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

§ 53 I Nr. 2  
§ 36 I Nr. 7  
§ 77 I Nr. 2  
§ 38 I Nr. 1
Module title: Physics Teaching Concepts 2
Abbreviation: 11-L-PD2-152-m01

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

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

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

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

Courses:
V (2) + Ü (1)

Method of assessment:
a) written examination (approx. 45 minutes) or b) oral examination of one candidate each (approx. 10 minutes) or c) oral examination in groups (groups of 2, approx. 10 minutes per candidate) or d) term paper (approx. 8 pages)
Language of assessment: German and/or English

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 53 I Nr. 2
§ 36 I Nr. 7
§ 77 I Nr. 2
§ 38 I Nr. 1
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<td><strong>Physics 1 for Primary and Secondary General School</strong></td>
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<tr>
<td>holder of the Chair of Physics and its Didactics</td>
<td>Faculty of Physics and Astronomy</td>
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</table>

**Contents**

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

**Intended learning outcomes**

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

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

V (3) + Ü (1)

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

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

Language of assessment: German and/or English

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
§ 38 I Nr. 1
### Module Title

**Physics 2 for Primary and Secondary General School**

<table>
<thead>
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<th>Abbreviation</th>
<th>11-L-SP2-152-m01</th>
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### Module Coordinator

holder of the Chair of Physics and its Didactics

### Module Offered by

Faculty of Physics and Astronomy

### ECTS

5

### Duration

1 semester

### Module Level

undergraduate

### Other Prerequisites

--

### Contents

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

### Intended Learning Outcomes

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

### Courses

<table>
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<tr>
<th>Type</th>
<th>Weekly Contact Hours</th>
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### Method of Assessment

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

Language of assessment: German and/or English

### Allocation of Places

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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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<td>Faculty of Physics and Astronomy</td>
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<th>Duration</th>
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<td>1 semester</td>
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</table>

**Contents**

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

**Intended learning outcomes**

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

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

V (3) + Ü (1)

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

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

Language of assessment: German and/or English

**Allocation of places**

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**Additional information**

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

§ 36 I Nr. 7
§ 38 I Nr. 1
Module title | Abbreviation
---|---
Introduction to the Didactics of the English Language | 04-En-BM-FD2-161-m01

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

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

Duration | Module level | Other prerequisites
---|---|---
1 semester | undergraduate | Oral presentation with informative position paper.

Contents
Students get a basic overview of theoretical and educational as well as practical and methodological basics of Foreign Language Learning. Thus, models, methods and issues of the English didactics will be covered. Moreover, students will be provided with basic knowledge on the basis of selected examples; they will get an overview of the most important thematic areas concerning the core curriculum of the LPO I (theory of learning languages, didactics and methodology of the communicative English lessons, performance measurement, intercultural learning, literary and reading didactics, media competence). Based on this, principles of precise educational action as well as quality criteria of adequate teaching and learning materials will be reflected.

Intended learning outcomes
Students
- acquire basic knowledge of academic basics of English Didactics
- acquire knowledge of the most important subject-specific terminology
- gain insight into scholarly prerequisites and basic conditions
- are able to critically reflect upon traditional, innovative and alternative approaches of the foreign language teaching
- gain insight into the interdependencies between the English teaching methodology and their reference disciplines.

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

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)
a) written examination (approx. 75 minutes) or b) portfolio (approx. 6 pages)
Language of assessment: English and/or German

Allocation of places
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Additional information
Regular attendance and active participation highly recommended.

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 33
§ 64 (1) Satz 3 e)
§ 38 (1) Nr. 1
Module title | Abbreviation
---|---
Advanced level module English Didactics | 04-En-AM-FD2-161-m01

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

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

Duration | Module level | Other prerequisites
---|---|---
1 semester | undergraduate | Oral presentation with informative position paper.

Contents

The advanced module consolidates the basics that have already been acquired in the basic module. Hence, at least one subject area has to be covered in-depth and with emphasis in the introductory course, e.g. didactics and methodology of the communicative English lessons, intercultural learning or theories of learning languages. Students will be able to design and evaluate appropriate learning environments, to critically reflect the role of the teachers and students and to combine learning materials, methods and technologies effectively. Additionally, they are able to analyse individual learning progresses and incentive measures, to evaluate foreign language educational particularities of different learning contexts and to prepare and apply literary, textual, cultural and media-didactic processes. The course does not necessarily cover contents of the core curriculum, but can also include newer research results of the English teaching methodology and its reference disciplines. The course is an optimal preparation for the written exam, which is also based on the core curriculum.

Intended learning outcomes

Students
- acquire consolidated knowledge of covered areas of the English teaching methodology
- understand and reflect respective technical literature independently
- broaden their subject-specific repertoire of concepts.

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

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

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

a) written examination (maximum 75 minutes) or b) portfolio (maximum 12 pages) or c) term paper (approx. 10 pages) or d) written elaboration of practical assignment (e. g. instructional model) (approx. 10 pages)
Language of assessment: English and/or German

Allocation of places
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Additional information

Regular attendance and active participation highly recommended.

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

§ 33
§ 64 (1) Satz 3 e)
§ 38 (1) Nr. 1
<table>
<thead>
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**Contents**

No information on contents available.

**Intended learning outcomes**

No information on intended learning outcomes available.

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

V (2) + V (2) + Ü (1)

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

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

Language of assessment: German and/or English

**Allocation of places**

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**Additional information**

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

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