

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
Responsible: Chair of School Education

Abbreviations used

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

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

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

LASPO2015

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

o8-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

Abbreviation	Module title	ECTS credits	Method of grading	page
Compulsory Courses (10 ECTS credits)				
o6-MSPäd-1-152-m01	Education at Secondary School	5	NUM	6
o6-MSPäd-2-152-m01	Additional one term study-accompanying practical training with accompanying tutorial	3	B/NB	7
o6-Psy-MMmS-152-m01	Psychological methods in secondary modern schools	2	B/NB	8
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)				
o6-SP-BQ-152-m01	Basic Instructions in Physical Education	3	B/NB	9
o6-MS-BO-152-m01	Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria	3	B/NB	4

Module title			Abbreviation
Fundamental principles of educational Careers Advice for teaching and learning at secondary schools in Bavaria			o6-MS-BO-152-mo1
Module coordinator		Module offered by	
Subject Representative (Fachvertreter) Arbeitslehre Didactics			
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	May not be combined with o6-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 <i>Arbeitslehre</i> teachers provide career orientation for their pupils; the development of an occupational classification system to help pupils explore career options; selected methods for use in the <i>Arbeitslehre</i> classroom to help pupils develop the ability to choose a suitable career and prepare them for the job search; job-oriented courses and options for school leavers; training contracts: contents, formal and legal aspects.			
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 (o)			
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 <i>Arbeitslehre</i> as Didaktikfach (with a focus on teaching methodology) in their selected combination of subjects.			
Workload			
90 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 22 II Nr. 1 h) § 38 I Nr. 1 e)			

Module appears in

First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2015)
First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2015)
First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))
First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))

Module title		Abbreviation
Education at Secondary School		o6-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) and written elaboration (approx. 7 pages) or d) portfolio (approx. 20 pages) or e) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 38 I Nr. 1 d)		
Module appears in		
First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015)) exchange program Pedagogy (2023)		
LA Sonderpädagogik Teaching at the German Mittelschule (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Lehramt Sonderpädagogik Mittelschuldidaktik - 2015	page 6 / 10

Module title		Abbreviation
Additional one term study-accompanying practical training with accompanying tutorial		o6-MSPäd-2-152-m01
Module coordinator		Module offered by
responsibility technical methodologies		Chair of School Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
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.		
Workload		
90 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 38 I Nr. 1 d), § 38 I Nr. 3		
Module appears in		
First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))		

Module title		Abbreviation
Psychological methods in secondary modern schools		o6-Psy-MMmS-152-mo1
Module coordinator		Module offered by
holder of the Chair of Developmental Psychology		Institute of Psychology
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
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) and written elaboration (approx. 3 pages) or d) portfolio (approx. 10 pages) or e) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
60 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 38 I Nr. 2		
Module appears in		
First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2015) First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015)) First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))		

Module title		Abbreviation
Basic Instructions in Physical Education		o6-SP-BQ-152-m01
Module coordinator		Module offered by
head of Centre for Sports and Physical Education		Centre for Sports and Physical Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	Regular attendance of seminar is mandatory (minimum 80 % of seminar sessions).
Contents		
<p>In this course we study basic contents, questions and issues of the didactic fields "creating movement", "playing with and against each other" and "promoting health" by evaluating our own practical experiences. We specify these fields by studying central aspects of the integration of movement-oriented topics into school life. 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".</p>		
Intended learning outcomes		
<p>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.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
report (approx. 15 pages)		
Allocation of places		
<p>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.</p>		
Additional information		
<p>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).</p>		
Workload		
90 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 1 h)		
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Module appears in

First state examination for the teaching degree Grundschule Pedagogy of Primary Education (2015)
 First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2015)
 First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2015)
 First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2015)
 First state examination for the teaching degree Mittelschule Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))
 First state examination for the teaching degree Sonderpädagogik Teaching at the German Mittelschule (2020 (Prüfungsordnungsversion 2015))
 First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2020 (Prüfungsordnungsversion 2015))
 First state examination for the teaching degree Grundschule Pedagogy of Primary Education (2021)
 First state examination for the teaching degree Sonderpädagogik Pedagogy of Primary Education (2021)