
Module Catalogue

Austauschstudium Phil-Soz

Faculty of Philosophy and Social Sciences

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Version 5 (since WS25/26)

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* = At least one course for this module is offered in the current semester

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* = At least one course for this module is offered in the current semester

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Version 4 (since WS25/26)

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* = At least one course for this module is offered in the current semester

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* = At least one course for this module is offered in the current semester

Module GPD-0006: Advanced module primary school didactics 2: problem areas from theory and practice <i>Aufbaumodul Grundschulpädagogik 2: Problemkreise aus Theorie und Praxis</i>		4 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Dr. Agnes Jiresch-Stechele		
Contents: Planning, design and reflection of primary school lessons		
Learning Outcomes / Competences: Ability to plan, design and reflect on primary school lessons in the context of selected topics and content		
Remarks: It is recommended to complete the module "Planning, Design and Reflection on Primary School Lessons" in connection with the additional course-related internship in the sense of LPO §36 (1)1.		
Workload: Total: 120 h 97 h studying of course content through exercises / case studies (self-study) 23 h (attendance)		
Conditions: Module Basic module 1: primary school didactics (GPD-0001) - required		Credit Requirements: 4 ECTS/LP
Frequency: each semester	Recommended Semester: 3. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Part of the modules: Events for the advanced module in primary school education and Problem areas from theory and practice. Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 4.0		
Assigned Courses: (Wiederholung) Fachdidaktisches Praktikum DaZ Lehramt (PO 2012) (seminar) SP Lehr:werkstatt Begleitseminar Gruppe 1 (HI) (seminar) <i>*(in attendance) *</i> SP Lehr:werkstatt Begleitseminar Gruppe 1 (JI) (seminar) <i>*(in attendance) *</i> SP Lehr:werkstatt Begleitseminar Gruppe 2 (HI) (seminar) <i>*(in attendance) *</i> SP Lehr:werkstatt Begleitseminar Gruppe 2 (JI) (seminar) <i>*(in attendance) *</i> SP Praktikumsbegleitseminar (HI) (seminar) <i>*(in attendance) *</i> SP Praktikumsbegleitseminar (JI) (seminar) <i>*(in attendance) *</i>		

SP Praktikumsbegleitseminar (ME) (seminar)

**(in attendance) **

SP Praktikumsbegleitseminar (SE) (seminar)

**(in attendance) **

Examination

Exam for module GPD-0006

term paper, term paper, not graded / work period for assignment: 12 weeks, not graded

Test Frequency:

each semester

Description:

A written elaboration of the lesson must be submitted. This teaching is also expected to be carried out and tested in practice.

Module GPD-0007: Profiling primary school didactics 1 <i>Profilierung Grundschulpädagogik 1</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Forms of dealing with heterogeneity in primary school		
Learning Outcomes / Competences: Profiling of the ability to assess the consequences of different forms of dealing with heterogeneity in primary school with regard to basic and connectable education		
Workload: Total: 90 h		
Conditions: Module Basic module 1: primary school didactics (GPD-0001) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 1 Mode of Instruction: seminar Language: German Contact Hours: 2,00 ECTS Credits: 3.0
Assigned Courses: FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken (seminar) <i>*(in attendance) *</i> GSP/WP Alle Kinder im Anfangsunterricht konstruktiv unterstützen (SE) (seminar) <i>*(in attendance) *</i> GSP/WP Beratungskompetenz (Blockseminar) (HI/GI) (seminar) <i>*(in attendance) *</i> GSP/WP Beratungskompetenz (LI) (seminar) <i>*(in attendance) *</i> GSP/WP KI in der Grundschule (ME/JI) (seminar) <i>*(online/digital) *</i> GSP/WP Klischees, Karriere & Klassenzimmer - wie Gender den Lehrberuf beeinflusst (Blockseminar) (lecture) <i>*(in attendance) *</i> GSP/WP Kollegiales Unterrichtscoaching an der GS Affing (Blockseminar) (JI) (seminar) <i>*(in attendance) *</i> GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz (Blockseminar) (seminar) <i>*(online/digital) *</i> GSP/WP Präsentationskompetenz (Blockseminar) (HI) (seminar) <i>*(in attendance) *</i>

GSP/WP Schule anders denken: Alternative Schulkonzepte (Begleitseminar zu den Augsburger

Grundschulgesprächen) (seminar)

**(in attendance) **

GSP/WP Verschiedene Wege - das gleiche Ziel (Blockseminar) (lecture)

**(in attendance) **

GSP/WP Was macht eine gute Lehrkraft aus? (ZA) (seminar)

**(in attendance) **

Kurs "Deutsche Gebärdensprache (Basis)" am Montag (course)

**(online/digital) **

Examination

Exam for module GPD-0007

module exam, not graded

Test Frequency:

each semester

Module GPD-0008: Profiling primary school didactics 2 <i>Profilierung Grundschulpädagogik 2</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Forms of dealing with heterogeneity in primary school		
Learning Outcomes / Competences: Profiling of the ability to assess the consequences of different forms of dealing with heterogeneity in primary school with regard to basic and connectable education		
Workload: Total: 90 h		
Conditions: Module Basic module 1: primary school didactics (GPD-0001) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
<p>Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 2</p> <p>Mode of Instruction: seminar Language: German Contact Hours: 2,00 ECTS Credits: 3.0</p>
<p>Assigned Courses:</p> <p>FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken (seminar) <i>*(in attendance) *</i></p> <p>GSP/WP Alle Kinder im Anfangsunterricht konstruktiv unterstützen (SE) (seminar) <i>*(in attendance) *</i></p> <p>GSP/WP Beratungskompetenz (Blockseminar) (HI/GI) (seminar) <i>*(in attendance) *</i></p> <p>GSP/WP Beratungskompetenz (LI) (seminar) <i>*(in attendance) *</i></p> <p>GSP/WP KI in der Grundschule (ME/JI) (seminar) <i>*(online/digital) *</i></p> <p>GSP/WP Klischees, Karriere & Klassenzimmer - wie Gender den Lehrberuf beeinflusst (Blockseminar) (lecture) <i>*(in attendance) *</i></p> <p>GSP/WP Kollegiales Unterrichtscoaching an der GS Affing (Blockseminar) (JI) (seminar) <i>*(in attendance) *</i></p> <p>GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz (Blockseminar) (seminar) <i>*(online/digital) *</i></p> <p>GSP/WP Präsentationskompetenz (Blockseminar) (HI) (seminar) <i>*(in attendance) *</i></p>

GSP/WP Schule anders denken: Alternative Schulkonzepte (Begleitseminar zu den Augsburger Grundschulgesprächen) (seminar)
**(in attendance) **

GSP/WP Verschiedene Wege - das gleiche Ziel (Blockseminar) (lecture)
**(in attendance) **

GSP/WP Was macht eine gute Lehrkraft aus? (ZA) (seminar)
**(in attendance) **

Examination

Exam for module GPD-0008
module exam, not graded

Test Frequency:
each semester

Module GPD-0009: Profiling primary school didactics 3 <i>Profilierung Grundschulpädagogik 3</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Forms of dealing with heterogeneity in primary school		
Learning Outcomes / Competences: Profiling of the ability to assess the consequences of different forms of dealing with heterogeneity in primary school with regard to basic and connectable education		
Workload: Total: 90 h		
Conditions: Module Basic module 1: primary school didactics (GPD-0001) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester: 3. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 3
Mode of Instruction: seminar
Language: German
Contact Hours: 2,00
ECTS Credits: 3.0
Assigned Courses:
FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken (seminar) <i>*(in attendance) *</i>
GSP/WP Alle Kinder im Anfangsunterricht konstruktiv unterstützen (SE) (seminar) <i>*(in attendance) *</i>
GSP/WP Beratungskompetenz (Blockseminar) (HI/GI) (seminar) <i>*(in attendance) *</i>
GSP/WP Beratungskompetenz (LI) (seminar) <i>*(in attendance) *</i>
GSP/WP KI in der Grundschule (ME/JI) (seminar) <i>*(online/digital) *</i>
GSP/WP Klischees, Karriere & Klassenzimmer - wie Gender den Lehrberuf beeinflusst (Blockseminar) (lecture) <i>*(in attendance) *</i>
GSP/WP Kollegiales Unterrichtacoaching an der GS Affing (Blockseminar) (JI) (seminar) <i>*(in attendance) *</i>
GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz (Blockseminar) (seminar) <i>*(online/digital) *</i>
GSP/WP Präsentationskompetenz (Blockseminar) (HI) (seminar) <i>*(in attendance) *</i>

GSP/WP Schule anders denken: Alternative Schulkonzepte (Begleitseminar zu den Augsburger Grundschulgesprächen) (seminar)
**(in attendance) **

GSP/WP Verschiedene Wege - das gleiche Ziel (Blockseminar) (lecture)
**(in attendance) **

GSP/WP Was macht eine gute Lehrkraft aus? (ZA) (seminar)
**(in attendance) **

Examination

Exam for module GPD-0009
module exam, not graded

Test Frequency:
each semester

Module GPD-0010: Profiling primary school didactics 4 <i>Profilierung Grundschulpädagogik 4</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Forms of dealing with heterogeneity in primary school		
Learning Outcomes / Competences: Profiling of the ability to assess the consequences of different forms of dealing with heterogeneity in primary school with regard to basic and connectable education		
Workload: Total: 90 h		
Conditions: Module Basic module 1: primary school didactics (GPD-0001) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester: 3. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 4****Mode of Instruction:** seminar**Language:** German**Contact Hours:** 2,00**ECTS Credits:** 3.0**Assigned Courses:****FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken** (seminar)**(in attendance) ****GSP/WP Alle Kinder im Anfangsunterricht konstruktiv unterstützen (SE)** (seminar)**(in attendance) ****GSP/WP Beratungskompetenz (Blockseminar) (HI/GI)** (seminar)**(in attendance) ****GSP/WP Beratungskompetenz (LI)** (seminar)**(in attendance) ****GSP/WP KI in der Grundschule (ME/JI)** (seminar)**(online/digital) ****GSP/WP Klischees, Karriere & Klassenzimmer - wie Gender den Lehrberuf beeinflusst (Blockseminar)** (lecture)**(in attendance) ****GSP/WP Kollegiales Unterrichtacoaching an der GS Affing (Blockseminar) (JI)** (seminar)**(in attendance) ****GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz (Blockseminar)** (seminar)**(online/digital) ****GSP/WP Präsentationskompetenz (Blockseminar) (HI)** (seminar)**(in attendance) **

GSP/WP Schule anders denken: Alternative Schulkonzepte (Begleitseminar zu den Augsburger Grundschulgesprächen) (seminar)
**(in attendance) **

GSP/WP Verschiedene Wege - das gleiche Ziel (Blockseminar) (lecture)
**(in attendance) **

GSP/WP Was macht eine gute Lehrkraft aus? (ZA) (seminar)
**(in attendance) **

Examination

Exam for module GPD-0010
module exam, not graded

Test Frequency:
each semester

Module GPD-0011: Profiling science education 1 <i>Profilierung Sachunterricht 1</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Content and methodological planning of general education		
Learning Outcomes / Competences: Ability to plan and assess subject-related lessons for different students in science education in a factually and methodologically justified manner		
Workload: Total: 90 h		
Conditions: Module Basic module 2: primary school didactics (GPD-0002) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Veranstaltungen zu Modul Profilierung Sachunterricht 1****Mode of Instruction:** seminar**Language:** German**Contact Hours:** 2,00**ECTS Credits:** 3.0**Assigned Courses:****SU/WP : Praxisnaher Heimat- und Sachunterricht in der GS - Artenkenntnis einheimischer Baumarten und Wildtiere (Blockseminar)** (seminar)**(in attendance) ****SU/WP Bildung für nachhaltige Entwicklung im SU** (seminar)**(in attendance) ****SU/WP Experimentieren im Sachunterricht (ZA)** (seminar)**(in attendance) ****SU/WP Kognitive Aktivierung in der geografischen Perspektive des SU** (lecture)**(in attendance) ****SU/WP Kognitive Aktivierung in der historischen Perspektive des Sachunterrichts** (seminar)**(in attendance) ****SU/WP Konzeptionen des Sachunterrichts, VHB** (seminar)**(online/digital) ****SU/WP Sachunterricht digital unterstützen mit Actionbound** (seminar)**(in attendance) ****SU/WP Sexualunterricht im Sachunterricht (Blockseminar) (WI)** (seminar)**(in attendance) ****SU/WP Vielperspektivischer Sachunterricht im Schullandheim (Blockseminar)** (seminar)**(in attendance) **

Examination

Exam for module GPD-0011

module exam, not graded

Test Frequency:

each semester

Module GPD-0012: Profiling science education 2 <i>Profilierung Sachunterricht 2</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Content and methodological planning of science education		
Learning Outcomes / Competences: Ability to plan and assess subject-related lessons for different students in science education objectively and methodically justified.		
Workload: Total: 90 h		
Conditions: Module Basic module 2: primary school didactics (GPD-0002) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester: 3. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Part of the modules: Events for module profiling science education 2****Mode of Instruction:** seminar**Language:** German**Contact Hours:** 2,00**ECTS Credits:** 3.0**Assigned Courses:****SU/WP : Praxisnaher Heimat- und Sachunterricht in der GS - Artenkenntnis einheimischer Baumarten und Wildtiere (Blockseminar)** (seminar)**(in attendance) ****SU/WP Bildung für nachhaltige Entwicklung im SU** (seminar)**(in attendance) ****SU/WP Experimentieren im Sachunterricht (ZA)** (seminar)**(in attendance) ****SU/WP Kognitive Aktivierung in der geografischen Perspektive des SU** (lecture)**(in attendance) ****SU/WP Kognitive Aktivierung in der historischen Perspektive des Sachunterrichts** (seminar)**(in attendance) ****SU/WP Konzeptionen des Sachunterrichts, VHB** (seminar)**(online/digital) ****SU/WP Sachunterricht digital unterstützen mit Actionbound** (seminar)**(in attendance) ****SU/WP Sexualunterricht im Sachunterricht (Blockseminar) (WI)** (seminar)**(in attendance) ****SU/WP Vielperspektivischer Sachunterricht im Schullandheim (Blockseminar)** (seminar)**(in attendance) **

Examination

Exam for module GPD-0012

module exam, not graded

Test Frequency:

each semester

Module GPD-0013: Profiling written language acquisition 1 <i>Profilierung Schriftspracherwerb 1</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Content and methodical planning of written language acquisition		
Learning Outcomes / Competences: The ability to plan and evaluate lessons for different students for the acquisition of written language objectively and methodically justified.		
Workload: Total: 90 h		
Conditions: Module Basic module 2: primary school didactics (GPD-0002) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Part of the modules: events for module profiling written language acquisition 1****Mode of Instruction:** seminar**Language:** German**Contact Hours:** 2,00**ECTS Credits:** 3.0**Assigned Courses:****SSE/WP Der Einsatz von Bilderbüchern beim Lesen- und Schreiben lernen (Blockseminar)** (seminar)**(in attendance) ****SSE/WP Konzeptionen des Schriftspracherwerb, VHB** (seminar)**(online/digital) ****SSE/WP Leseförderung im Anfangsunterricht (SE)** (seminar)**(in attendance) ****SSE/WP Lesen in Klasse 1 & 2 (ME)** (seminar)**(in attendance) ****SSE/WP Orthografie im Fokus** (seminar)**(in attendance) ****SSE/WP diagnostische Verfahren und Fördermöglichkeiten in der Praxis (HU)** (seminar)**(in attendance) ****SSE/WP freies Schreiben lernbereichsübergreifend unterrichten** (seminar)**(in attendance) ****Examination****Exam for module GPD-0013**

module exam, not graded

Test Frequency:

each semester

Module GPD-0014: Profiling written language acquisition 2 <i>Profilierung Schriftspracherwerb 2</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
Contents: Content and methodical planning of written language acquisition		
Learning Outcomes / Competences: Ability to plan and assess lessons on written language acquisition for different students, objectively and methodically justified.		
Workload: Total: 90 h		
Conditions: Module Basic module 2: primary school didactics (GPD-0002) - required		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester: 3. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Part of the modules: events for module profiling written language acquisition 2****Mode of Instruction:** seminar**Language:** German**Contact Hours:** 2,00**ECTS Credits:** 3.0**Assigned Courses:****SSE/WP Der Einsatz von Bilderbüchern beim Lesen- und Schreiben lernen (Blockseminar)** (seminar)**(in attendance) ****SSE/WP Konzeptionen des Schriftspracherwerb, VHB** (seminar)**(online/digital) ****SSE/WP Leseförderung im Anfangsunterricht (SE)** (seminar)**(in attendance) ****SSE/WP Lesen in Klasse 1 & 2 (ME)** (seminar)**(in attendance) ****SSE/WP Orthografie im Fokus** (seminar)**(in attendance) ****SSE/WP diagnostische Verfahren und Fördermöglichkeiten in der Praxis (HU)** (seminar)**(in attendance) ****SSE/WP freies Schreiben lernbereichsübergreifend unterrichten** (seminar)**(in attendance) ****Examination****Exam for module GPD-0014**

module exam, not graded

Test Frequency:

each semester

Module KUN-0070: Elective Module in Art Education I a <i>Kunstpädagogik - Freier Bereich/ Wahlbereich I a</i>		2 ECTS/LP
Version 2.0.0 (since SoSe25) Person responsible for module: N.N. Helm, Philine		
Contents: The free area/elective area gives students the opportunity to deepen their artistic/art-scientific/art-didactic knowledge.		
Learning Outcomes / Competences: Deepening of artistic/art-scientific/art-didactic contents		
Remarks: The seminars can be freely selected from the areas of basic skills (Basiskompetenzen), intermediate and advanced skills (Aufbau und Vertiefung) (see Digicampus). Exceptions are the blocked seminars "Grundlagen der Kunstpädagogik", "Grundlagen der Werkanalyse" and the M1 seminars.		
Workload: Total: 60 h 39 h studying of course content (self-study) 21 h (attendance)		
Conditions: No conditions		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1-2 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Freier Bereich/Wahlbereich Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 2.0
Assigned Courses: Bildnerische Mittel in der Werkanalyse M1 (seminar) <i>*(in attendance) *</i> Geschichte der Kunst, der angewandten Kunst und der visuellen Alltagskultur, Teil I (nur SoSe) (lecture) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i>

- Gestalten im Raum | Umwelt- und Produktgestaltung: Keramische Installation, Plastik, Parkettierung und ihre Vermittlung** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Kunststoff** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Papier konstruktiv** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau und Puppenspiel - Theorie + Praxis Raum/ Spielformen** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Textiles Design und Textilkunst** (seminar)
**(in attendance) **
- Gestalten im Raum: Entwicklung eigener plastischer Konzepte mit diversen Materialien (Holz, Beton, Gips, Wachs, etc.)** (seminar)
**(in attendance) **
- Gestalten im Raum: Figürliche Holzskulptur** (seminar)
**(in attendance) **
- Gestalten im Raum: Gips** (seminar)
**(in attendance) **
- Gestalten im Raum: Gips** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzarbeiten im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzbildhauerei** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzskulptur** (seminar)
**(in attendance) **
- Gestalten im Raum: Installation und Großplastik** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik Plattentechnik** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Metall** (seminar)
**(in attendance) **

Gestalten im Raum: Metall (seminar)

**(in attendance) **

Gestalten im Raum: Papier (seminar)

**(in attendance) **

Gestalten im Raum: Steinbildhauerei (seminar)

**(in attendance) **

Gestalten im Raum: Textile Objekte (seminar)

**(in attendance) **

Gestalten im Raum: Transmediale Prozesse - verschiedene Materialien (seminar)

**(in attendance) **

Gestalten in der Fläche: Aktzeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (Theorie + Praxis Fläche) (seminar)

**(in attendance) **

Gestalten in der Fläche: Erklärendes Zeichnen, Freie Zeichnung und Illustration (seminar)

**(in attendance) **

Gestalten in der Fläche: Hochdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen für Fortgeschrittene (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen großformatig (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Siebdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Tiefdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten mit Medien: Analoge Fotografie SW A+V (seminar)

**(in attendance) **

Gestalten mit Medien: Digitale Fotografie oder Gestalten mit dem Ipad (seminar)

**(in attendance) **

Gestalten mit Medien: Einführung in die analoge Fotografie FARBE BI+II (seminar)

**(in attendance) **

Gestalten mit Medien: Einführung in die analoge Fotografie SW BI+II (seminar)

**(in attendance) **

Gestalten mit Medien: Experimentelle fotografische Verfahren (Cyanotypie) | Termin siehe Digicampus
(seminar)

**(in attendance) **

Gestalten mit Medien: Film "Videoschnitt und Animation" arbeiten mit Found Footage (seminar)

**(in attendance) **

Gestalten mit Medien: Stop Motion und Intermedia (seminar)

**(in attendance) **

Gestalten mit Medien: Szenisches Spiel in Verbindung mit digitaler Fotografie/ Videografie (seminar)

**(in attendance) **

Gestalten mit Medien: Transmediale Malerei (Theorie + Praxis Fläche) (seminar)

**(in attendance) **

Kunstdidaktik | Kunstwissenschaft: Kunst auf dem Campus (mit Exkursion) (seminar)

**(in attendance) **

Kunstdidaktik: Ausstellungskonzeptionen und Präsentationsmethoden (seminar)

**(in attendance) **

Kunstdidaktik: Vermittlungsangebote entwickeln. Kooperation mit Helen-Keller-Förderzentrum (seminar)

**(in attendance) **

Kunstdidaktik: Vermittlungsfragen in Theorie und Praxis - Perspektivwechsel und transkulturelle Kompetenz
(seminar)

**(in attendance) **

Kunstwissenschaft: Aktuelle Kunst - 20. Jh. bis heute (seminar)

**(in attendance) **

Seminar für Examenskandidat:innen (Klausurvorbereitung)

**(in attendance) **

Technisches Zeichnen mit CAD und 3D-Druck (seminar)

**(in attendance) **

Examination

Kunstpädagogik - Freier Bereich/Wahlbereich I a

artistic study work, classroom presentation or written exam or homework or practical exam, not graded

Module KUN-0071: Elective Module in Art Education I b <i>Kunstpädagogik - Freier Bereich/ Wahlbereich I b</i>		2 ECTS/LP
Version 2.0.0 (since SoSe25) Person responsible for module: N.N. Helm, Philine		
Contents: The free area/elective area gives students the opportunity to deepen their artistic/art-scientific/art-didactic knowledge.		
Learning Outcomes / Competences: Deepening of artistic/art-scientific/art-didactic contents		
Remarks: The seminars can be freely selected from the areas of basic skills (Basiskompetenzen), intermediate and advanced skills (Aufbau und Vertiefung) (see Digicampus). Exceptions are the blocked seminars "Grundlagen der Kunstpädagogik", "Grundlagen der Werkanalyse" and the M1 seminars.		
Workload: Total: 60 h 21 h (attendance) 39 h studying of course content (self-study)		
Conditions: No conditions		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1-2 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Freier Bereich/Wahlbereich Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 2.0
Assigned Courses: Bildnerische Mittel in der Werkanalyse M1 (seminar) <i>*(in attendance) *</i> Geschichte der Kunst, der angewandten Kunst und der visuellen Alltagskultur, Teil I (nur SoSe) (lecture) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i>

- Gestalten im Raum | Umwelt- und Produktgestaltung: Keramische Installation, Plastik, Parkettierung und ihre Vermittlung** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Kunststoff** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Papier konstruktiv** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau und Puppenspiel - Theorie + Praxis Raum/ Spielformen** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Textiles Design und Textilkunst** (seminar)
**(in attendance) **
- Gestalten im Raum: Entwicklung eigener plastischer Konzepte mit diversen Materialien (Holz, Beton, Gips, Wachs, etc.)** (seminar)
**(in attendance) **
- Gestalten im Raum: Figürliche Holzskulptur** (seminar)
**(in attendance) **
- Gestalten im Raum: Gips** (seminar)
**(in attendance) **
- Gestalten im Raum: Gips** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzarbeiten im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzbildhauerei** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzskulptur** (seminar)
**(in attendance) **
- Gestalten im Raum: Installation und Großplastik** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik Plattentechnik** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Metall** (seminar)
**(in attendance) **

Gestalten im Raum: Metall (seminar)

**(in attendance) **

Gestalten im Raum: Papier (seminar)

**(in attendance) **

Gestalten im Raum: Steinbildhauerei (seminar)

**(in attendance) **

Gestalten im Raum: Textile Objekte (seminar)

**(in attendance) **

Gestalten im Raum: Transmediale Prozesse - verschiedene Materialien (seminar)

**(in attendance) **

Gestalten in der Fläche: Aktzeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (Theorie + Praxis Fläche) (seminar)

**(in attendance) **

Gestalten in der Fläche: Erklärendes Zeichnen, Freie Zeichnung und Illustration (seminar)

**(in attendance) **

Gestalten in der Fläche: Hochdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen für Fortgeschrittene (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen großformatig (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Siebdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Tiefdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten mit Medien: Analoge Fotografie SW A+V (seminar)

**(in attendance) **

Gestalten mit Medien: Digitale Fotografie oder Gestalten mit dem Ipad (seminar)

**(in attendance) **

Gestalten mit Medien: Einführung in die analoge Fotografie FARBE BI+II (seminar)

**(in attendance) **

Gestalten mit Medien: Einführung in die analoge Fotografie SW BI+II (seminar)

**(in attendance) **

Gestalten mit Medien: Experimentelle fotografische Verfahren (Cyanotypie) | Termin siehe Digicampus
(seminar)

**(in attendance) **

Gestalten mit Medien: Film "Videoschnitt und Animation" arbeiten mit Found Footage (seminar)

**(in attendance) **

Gestalten mit Medien: Stop Motion und Intermedia (seminar)

**(in attendance) **

Gestalten mit Medien: Szenisches Spiel in Verbindung mit digitaler Fotografie/ Videografie (seminar)

**(in attendance) **

Gestalten mit Medien: Transmediale Malerei (Theorie + Praxis Fläche) (seminar)

**(in attendance) **

Kunstdidaktik | Kunstwissenschaft: Kunst auf dem Campus (mit Exkursion) (seminar)

**(in attendance) **

Kunstdidaktik: Ausstellungskonzeptionen und Präsentationsmethoden (seminar)

**(in attendance) **

Kunstdidaktik: Vermittlungsangebote entwickeln. Kooperation mit Helen-Keller-Förderzentrum (seminar)

**(in attendance) **

Kunstdidaktik: Vermittlungsfragen in Theorie und Praxis - Perspektivwechsel und transkulturelle Kompetenz
(seminar)

**(in attendance) **

Kunstwissenschaft: Aktuelle Kunst - 20. Jh. bis heute (seminar)

**(in attendance) **

Seminar für Examenskandidat:innen (Klausurvorbereitung)

**(in attendance) **

Technisches Zeichnen mit CAD und 3D-Druck (seminar)

**(in attendance) **

Examination

Kunstpädagogik - Freier Bereich/Wahlbereich I b

artistic study work, classroom presentation or written exam or homework or practical exam, not graded

Module KUN-0072: Elective Module in Art Education I c <i>Kunstpädagogik - Freier Bereich/ Wahlbereich I c</i>		2 ECTS/LP
Version 2.0.0 (since SoSe25) Person responsible for module: N.N. Helm, Philine		
Contents: The free area/elective area gives students the opportunity to deepen their artistic/art-scientific/art-didactic knowledge.		
Learning Outcomes / Competences: Deepening of artistic/art-scientific/art-didactic contents		
Remarks: The seminars can be freely selected from the areas of basic skills (Basiskompetenzen), intermediate and advanced skills (Aufbau und Vertiefung) (see Digicampus). Exceptions are the blocked seminars "Grundlagen der Kunstpädagogik", "Grundlagen der Werkanalyse" and the M1 seminars.		
Workload: Total: 60 h 21 h (attendance) 39 h studying of course content (self-study)		
Conditions: No Condition		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1-2 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Freier Bereich/Wahlbereich Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 2.0
Assigned Courses: Bildnerische Mittel in der Werkanalyse M1 (seminar) <i>*(in attendance) *</i> Geschichte der Kunst, der angewandten Kunst und der visuellen Alltagskultur, Teil I (nur SoSe) (lecture) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i> Gestalten im Raum Umwelt- und Produktgestaltung: Holz konstruktiv (seminar) <i>*(in attendance) *</i>

- Gestalten im Raum | Umwelt- und Produktgestaltung: Keramische Installation, Plastik, Parkettierung und ihre Vermittlung** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Kunststoff** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Papier konstruktiv** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau und Puppenspiel - Theorie + Praxis Raum/ Spielformen** (seminar)
**(in attendance) **
- Gestalten im Raum | Umwelt- und Produktgestaltung: Textiles Design und Textilkunst** (seminar)
**(in attendance) **
- Gestalten im Raum: Entwicklung eigener plastischer Konzepte mit diversen Materialien (Holz, Beton, Gips, Wachs, etc.)** (seminar)
**(in attendance) **
- Gestalten im Raum: Figürliche Holzskulptur** (seminar)
**(in attendance) **
- Gestalten im Raum: Gips** (seminar)
**(in attendance) **
- Gestalten im Raum: Gips** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzarbeiten im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzbildhauerei** (seminar)
**(in attendance) **
- Gestalten im Raum: Holzskulptur** (seminar)
**(in attendance) **
- Gestalten im Raum: Installation und Großplastik** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik Plattentechnik** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Keramik im Unterricht** (seminar)
**(in attendance) **
- Gestalten im Raum: Metall** (seminar)
**(in attendance) **

Gestalten im Raum: Metall (seminar)

**(in attendance) **

Gestalten im Raum: Papier (seminar)

**(in attendance) **

Gestalten im Raum: Steinbildhauerei (seminar)

**(in attendance) **

Gestalten im Raum: Textile Objekte (seminar)

**(in attendance) **

Gestalten im Raum: Transmediale Prozesse - verschiedene Materialien (seminar)

**(in attendance) **

Gestalten in der Fläche: Aktzeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Drucken im Unterricht (Theorie + Praxis Fläche) (seminar)

**(in attendance) **

Gestalten in der Fläche: Erklärendes Zeichnen, Freie Zeichnung und Illustration (seminar)

**(in attendance) **

Gestalten in der Fläche: Hochdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen für Fortgeschrittene (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen großformatig (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Malen im Unterricht (seminar)

**(in attendance) **

Gestalten in der Fläche: Siebdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Tiefdruck (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten in der Fläche: Zeichnen (seminar)

**(in attendance) **

Gestalten mit Medien: Analoge Fotografie SW A+V (seminar)

**(in attendance) **

Gestalten mit Medien: Digitale Fotografie oder Gestalten mit dem Ipad (seminar)

**(in attendance) **

Gestalten mit Medien: Einführung in die analoge Fotografie FARBE BI+II (seminar)

**(in attendance) **

Gestalten mit Medien: Einführung in die analoge Fotografie SW BI+II (seminar)

**(in attendance) **

Gestalten mit Medien: Experimentelle fotografische Verfahren (Cyanotypie) | Termin siehe Digicampus
(seminar)

**(in attendance) **

Gestalten mit Medien: Film "Videoschnitt und Animation" arbeiten mit Found Footage (seminar)

**(in attendance) **

Gestalten mit Medien: Stop Motion und Intermedia (seminar)

**(in attendance) **

Gestalten mit Medien: Szenisches Spiel in Verbindung mit digitaler Fotografie/ Videografie (seminar)

**(in attendance) **

Gestalten mit Medien: Transmediale Malerei (Theorie + Praxis Fläche) (seminar)

**(in attendance) **

Kunstdidaktik | Kunstwissenschaft: Kunst auf dem Campus (mit Exkursion) (seminar)

**(in attendance) **

Kunstdidaktik: Ausstellungskonzeptionen und Präsentationsmethoden (seminar)

**(in attendance) **

Kunstdidaktik: Vermittlungsangebote entwickeln. Kooperation mit Helen-Keller-Förderzentrum (seminar)

**(in attendance) **

Kunstdidaktik: Vermittlungsfragen in Theorie und Praxis - Perspektivwechsel und transkulturelle Kompetenz
(seminar)

**(in attendance) **

Kunstwissenschaft: Aktuelle Kunst - 20. Jh. bis heute (seminar)

**(in attendance) **

Seminar für Examenskandidat:innen (Klausurvorbereitung)

**(in attendance) **

Technisches Zeichnen mit CAD und 3D-Druck (seminar)

**(in attendance) **

Examination

Kunstpädagogik - Freier Bereich/Wahlbereich I c

artistic study work, classroom presentation or written exam or homework or practical exam, not graded

Module MUK-2122: Basic Module 4: Basics of Communication Studies 3 <i>Grundlagenmodul 4: Grundlagen der Kommunikationswissenschaft 3</i>		6 ECTS/LP
Version 1.0.0 Person responsible for module: Prof. Dr. Sebastian Scherr		
Contents: The module Fundamentals of Communication Science 3 introduces students to a specific field of communication science. The focus here is on 'Fundamentals of health, environmental and science communication'. The most important theories, models and evidence from the various subject areas are covered, and the most important international (English-language) studies of recent decades are presented and discussed. Current theories and models will be examined for their usefulness in times of social media, algorithms and artificial intelligence. How can health-related behaviour be explained? What should a successful health campaign look like? How do you communicate scientific findings to the public? What are the pitfalls when it comes to environmental issues such as climate change? These questions will be answered step by step in this module.		
Learning Outcomes / Competences: In this third foundation module, students are given an initial, broad overview of the most important theoretical models and their significance for the fields of science, health, risk and environmental communication (ComSHER). The fundamental and pioneering texts of recent decades for the selected, specific sub-disciplines of the subject are discussed and their significance for new media environments is abstracted. Students learn to read English-language scientific studies, develop an understanding of English-language empirical concepts, learn to interpret empirical findings and to categorise them comparatively in terms of their significance for communication phenomena.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each summer semester each summer semester	Recommended Semester: 2. - 4.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Basics of health, environmental and science communication Language: English Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 6.0
Assigned Courses: BA - Basics of Health, Environment and Science Communication (Lecture) (lecture) <i>*(in attendance) *</i>

Examination Basics of health, environmental and science communication written exam, written exam, the repeat examination in the same semester can also take place orally, graded Test Frequency: when a course is offered
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Module MUK-2505: Strategic Communication <i>Strategische Kommunikation</i>		6 ECTS/LP
Version 1.1.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilandzic		
Contents: The practical seminar provides insight into the professional field of strategic communication, especially the possibilities, requirements and management of internal and external communication. Within this framework, the most important instruments and methods for communicating without contradictions to various stakeholders are presented, especially in the face of restructuring and change processes or crises.		
Learning Outcomes / Competences: Students will gain insights into strategic communication work, design communication strategies and concrete applications and implement them on a small scale.		
Remarks: Online registration for the course via Digicampus, for the examination in STUDIS.		
Workload: Total: 180 h		
Conditions: no prerequisites		Credit Requirements: Passing the overall module examination with at least sufficient (4.0).
Frequency: each semester	Recommended Semester: 1. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Strategische Kommunikation Language: German Frequency: jährlich nach Bedarf WS und SoSe Contact Hours: 2,00		
Examination Modul examination: Strategic Communication module exam, Presentation with written elaboration, written conception and implementation of a media project, case work, graded		

Module MUK-2506: Journalism <i>Journalismus</i>		6 ECTS/LP
Version 1.1.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilandzic		
Contents: The professional field of journalism is wide-ranging and complex. The practical seminar provides an overview of the various professional fields of journalism and highlights the tasks and challenges of journalistic practice in various media genres from classic print to electronic broadcast media to online media. Within this framework, the most important techniques and rules of the trade are presented and discussed, from research, copywriting and visualisation to source protection.		
Learning Outcomes / Competences: Students should gain insights into journalistic work and implement concrete journalistic tasks in practical exercises.		
Remarks: Online registration for the course via Digicampus, for the examination in STUDIS		
Workload: Total: 180 h		
Conditions: none		Credit Requirements: Passing the overall module examination with at least sufficient (4.0).
Frequency: each semester	Recommended Semester: 1. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Journalismus****Language:** German**Frequency:** jährlich nach Bedarf WS und SoSe**Contact Hours:** 2,00**Assigned Courses:****BA/MA MuK Praxis: Podcast Produktion und Storytelling (Rainer Jilg)** (seminar)**(in attendance) ****BA/MA MuK-Praxis Journalismus Politischer Journalismus unter wirtschaftlichem Druck** (seminar)**(in attendance) ****Fernsehen 2.0** (seminar)**(hybrid/mixed) ****Examination****Modul examination: Journalism**

module exam, Presentation with written elaboration, written conception and implementation of a media project, case work, graded

Module MUK-2508: Media Management <i>Medienmanagement und Medienwirtschaft</i>		6 ECTS/LP
Version 1.2.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilanzic		
Contents: Using practical examples, students gain insight into communication structures and organization practices within (media-related) institutions. The content includes, among other things, the organisation of media production, strategic media management or communication and organizational communication.		
Learning Outcomes / Competences: Students examine the implementation of planning and organisational measures in (media) companies from a communication science perspective. They learn how organisational and communication processes in companies function and can be designed.		
Remarks: Online registration for the course via Digicampus, for the examination in STUDIS		
Workload: Total: 180 h		
Conditions: None		Credit Requirements: Bestehen der Modulgesamtprüfung mit mindestens ausreichend (4,0)
Frequency: each semester	Recommended Semester: 1. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Media Management****Language:** German**Frequency:** jährlich nach Bedarf WS und SoSe**Contact Hours:** 2,00**Assigned Courses:****BA/MA Medienökonomie Projektmanagement: Agiles Projektmanagement mit Scrum (Linus Kuska)** (lecture)**(in attendance) ****BA/MA Medienökonomie: Populärkulturelles Wissen in der Werbung (Moritz Schweiger)** (lecture)**(in attendance) ****Examination****Module examination: Media Management**

module exam, Presentation with written paper OR written concept and implementation of a media project OR term paper, graded

Module MUK-4001: Specialisation in Communication Science Research <i>Vertiefung kommunikationswissenschaftliches Forschen</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic Prof. Dr. Sebastian Scherr		
Contents: As part of the module, students plan and carry out their own empirical research projects on current issues in communication science under supervision. In the course of this, they examine the theoretical foundations of their research interests, the development of research questions and study designs, relevant methods of data collection and analysis, and the critical evaluation of research results. Thematic focus areas include public communication, communication and media change, gender and diversity, media use and impact, and health, environmental, and science communication.		
Learning Outcomes / Competences: Students acquire practical research skills for independently planning and conducting empirical studies. They learn to apply theoretical knowledge and methodological skills to specific research questions and to systematically classify empirical results. The module prepares students for empirical work and promotes the ability to critically design research processes.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Specialisation in Communication Science Research Language: German Frequency: each semester		
Assigned Courses: BA - Vertiefung Forschungsfelder: Psychologische Marktforschung in Theorie und Praxis: Von klassischen Studien zur eigenen Forschung (seminar) <i>*(in attendance) *</i>		
Examination Specialisation in Communication Science Research homework, Term paper OR portfolio OR research report, graded		

Module MUK-4002: Specialisation in Communication Science Theories <i>Vertiefung kommunikationswissenschaftliche Theorien</i>		0 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: In this module, students focus on theoretical perspectives and approaches in communication science. Among other things, theories of public communication, media and communication change, and media use and impact are explored. More specific approaches to health, environmental and science communication or gender media studies are also classified in communication science contexts in greater depth. The approaches covered are discussed in particular with regard to their theoretical foundations, empirical relevance and applicability to current media and social developments.		
Learning Outcomes / Competences: Students gain insights into different theoretical perspectives on complex communicative phenomena and learn to analyse them systematically, theoretically and comparatively. In this way, they acquire the ability to apply theoretical concepts to current issues, reflect critically and substantiate empirically. In addition, they strengthen their competence in analytically classifying specific communication processes against the backdrop of complex dynamics.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: 6 times	
Parts of the Module		
Part of the Module: Specialisation in Communication Science Theories Language: German Frequency: each semester		
Assigned Courses: BA - Vertiefung Theorien: Journalismus und koloniale Gewalt (Christina Haritos) (seminar) <i>*(in attendance) *</i>		
Examination Modul examination: Specialisation in Communication Science Theories homework, Term paper OR portfolio OR presentation with written report, graded Test Frequency: when a course is offered		

Module MUK-4003: Research Fields within Health, Environmental, and Science Communication <i>Research fields within Health, Environmental, and Science Communication</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Sebastian Scherr Prof. Dr. Helena Bilandzic		
Contents: This module addresses contemporary questions in health, environmental, and science communication research. Drawing on foundational theories and models (e.g., health decision models, technology acceptance models, normative models) and current challenges, students develop and test empirical research questions—particularly regarding their applicability in digital media environments and under varying contextual conditions (e.g., climate change exposure, science literacy, health conditions). Participants 1) intensely discuss current studies and 2) either conduct original empirical studies or fully design them up to the data#collection stage.		
Learning Outcomes / Competences: Students acquire basic knowledge of selected foundational theories and models in health, environmental, and science communication. They critically evaluate current empirical studies and formulate research questions that can be tested against real-world phenomena like climate change exposure, science literacy, or health status. They develop practical skills in designing and fully planning small-scale empirical investigations—selecting methods, crafting instruments, and adhering to ethical and quality standards—up to the data-collection stage. Finally, they build the competence to transfer theoretical and methodological insights to novel research challenges and to prepare for independent scientific work.		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each summer semester each summer semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Science, Health, Environmental, and Risk Communication Language: English Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 6.0		
Contents: The seminar focuses on topics, theories and findings in science, health, environment, and risk communication (COM SHER). It introduces students to the depictions and media effects in the field of COM SHER and focuses on audience effects of different portrayals in legacy mass and social media. The seminar is a theory-driven and reading-intensive course, in which basic texts are studied and discussed using real-world examples. As a second learning goal, students will conceptualize a small empirical study based on one of the discussed topics.		
Assigned Courses: BA - Vertiefung Forschungsfelder: Science, Health, Environment, and Risk Communication (COM SHER) (seminar) <i>*(in attendance) *</i>		

Examination

Science, Health, Environmental, and Risk Communication

portfolio exam, Research report OR Project work in written form OR Portfolio, graded

Test Frequency:

when a course is offered

Module MUK-4004: Applied Communication Practice <i>Applied Communication Practice</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: This module bridges theoretical and empirical foundations of communication science with real#world practice by evaluating existing public and strategic communication initiatives or communication practices as a springboard for developing new strategies, campaigns, or exhibition plans. Students evaluate authentic cases—such as changing communicator roles in digital media, corporate communication strategies, PR or public information campaigns, exhibition designs, or science#communication efforts—to assess objectives and audience strategies. Through structured case evaluations and guided discussions, students identify strengths and weaknesses of current practices and then design evidence#based recommendations and communication materials. These may include an exhibition concepts, a health or environmental awareness campaign, a corporate social responsibility strategy, or other tailored communication materials. By translating critical insights into actionable plans, students gain skills needed to craft theoretically grounded, ethical, and accountable communication solutions across diverse professional contexts.		
Learning Outcomes / Competences: In this module, students gain hands-on competencies by applying theoretical and empirical foundations to real-world communication cases, independently planning, evaluating, and optimizing initiatives—ranging from public campaigns and counter-disinformation strategies to the design of interactive exhibitions. They develop evidence-based recommendations, craft audience-specific communication materials, and learn to apply theoretical and empirical knowledge to applied communication problems in a professional and ethically grounded manner, thereby enhancing their readiness for professional practice.		
Conditions: none		Credit Requirements: Bestehen der Modulprüfung
Frequency: each winter semester each winter semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Applied Public and Strategic Communication - Evaluation, Planning, and Design****Language:** English**Frequency:** each winter semester**Contents:**

In this seminar, students evaluate existing public or strategic communication initiatives — such as PR, propaganda, election or activist campaigns, public information material, social#media strategies, or science communication efforts. Using these insights, evidence#based communication concepts or materials (e.g., an exhibition concept, awareness campaign, or CSR strategy) are developed translating critical analysis into actionable, theory#driven solutions.

Examination**Applied Public and Strategic Communication - Evaluation, Planning, and Design**

portfolio exam, Portfolio OR written concept and realisation of a media project OR written concept and creation of a media product and creation of a media product, graded

Module MUK-4005: Digital Media and Society <i>Digital Media and Society</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: This module focuses on core communication science theories that explain contemporary societal changes driven by and occurring within digital media environments. It centers on how digital platforms reconfigure social structures, the interplay of individual and collective perceptions (e.g., values, norms, identities), behaviors, and public spheres. A concrete, current phenomenon from digital media contexts is examined through theoretical lenses. The seminar aims to enable students to systematically apply communication theories to contemporary digital phenomena, critically reflect on them, and engage in comparative discussion.		
Learning Outcomes / Competences: Students will deepen their understanding of key theoretical concepts and empirical findings related to communication and media change within digital environments, learning to situate and critically reflect upon their relevance for contemporary issues. They will grasp how digital platforms reshape social structures and the interplay between individual and collective perceptions—such as values, norms, and identities—within the public sphere. Through systematic application of communication theories to a selected current phenomenon in digital media, they will develop the ability to analyze and compare digital phenomena in a theory-driven and empirically informed manner, fostering informed, comparative discussions.		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester each winter semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Digital Media and Society Language: English Frequency: each winter semester each winter semester Contact Hours: 2,00 ECTS Credits: 6.0
Contents: This theory seminar examines how digital media reshape social relationships, communicator roles, values, identities, social behavior and public discourse. Through a focused case — such as political influencers, online misinformation, cybermobbing, political populism in social media, or telemedicine — students engage with key communication theories, compare and critically reflect explanatory frameworks. By semester's end, participants will be able to systematically analyze complex digital phenomena based on a solid knowledge of current theoretical approaches.

Examination Digital Media and Society term paper, Term paper OR presentation with written elaboration OR oral examination, graded Test Frequency: when a course is offered

Module MUK-4006: Qualitative Methods in Communication Science <i>Qualitative Methoden in der Kommunikationswissenschaft</i>		12 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: In this module, students acquire in-depth knowledge of data collection and analysis techniques used in qualitative research methods in communication studies. Based on a specific research project, they apply a selected qualitative method from the spectrum of communication research (e.g. interviews, focus groups, participant observation, qualitative content analysis, grounded theory). The entire research process — from identifying a topic and research question, to selecting and designing the survey instrument, conducting fieldwork, and evaluating and interpreting the data obtained — is carried out in its entirety. This includes the conception and operationalisation of qualitative studies, the development of suitable survey instruments (guidelines for interviews or observations), the planning and implementation of sampling strategies (theoretical sampling, purposive sampling), the application of coding-based analysis techniques, and the reflection on ethical and methodological challenges of qualitative research.		
Learning Outcomes / Competences: Students deepen their methodological knowledge in a selected qualitative research method and apply it in an independent empirical project. They transfer theoretical principles of qualitative research to all phases of their investigation – from the formulation of research questions to the selection of the sample to the development and application of suitable survey instruments such as interview guides or observation protocols. In doing so, they learn systematic coding and analysis techniques (e.g. open, axial and selective coding or qualitative content analysis) and reflect on their results in terms of quality criteria and ethical issues. At the end of the course, they will be able to independently plan, conduct, evaluate and critically reflect on qualitative research projects at a basic level.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Qualitative Methods in Communication Science****Language:** German**Assigned Courses:****BA - Lehrforschungsprojekt Qualitative Methoden: Mehr als ein Spiel: Das politische Potential von Games**
(seminar)**(in attendance) ****Examination****Modul examination: Qualitative Methods in Communication Science**

portfolio exam, Research report OR Portfolio OR Case Study, graded

Module MUK-4007: Quantitative Methods in Communication Research <i>Quantitative Methods in Communication Research</i>		12 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic Prof. Dr. Sebastian Scherr		
Contents: This module provides knowledge of data collection and analysis techniques for quantitative research methods. In this module, a specific method from the portfolio of quantitative research methods is applied within the framework of a research project, with the entire research process, from planning and data collection to analysis and interpretation, being fully carried out. This includes the design, implementation, and analysis of quantitative studies, including the development of research questions and hypotheses, operationalization processes, the selection and design of data collection instruments (e.g., questionnaires, experimental setups, content analysis coding systems), measurement and scaling methods, sampling, and the choice of appropriate analysis methods.		
Learning Outcomes / Competences: Students will deepen their expertise in one selected quantitative research method and apply this method within a concrete empirical research project. They will transfer their knowledge of empirical methods to every stage of inquiry, from formulating research questions and hypotheses through operationalizing variables, designing instruments (e.g. questionnaires, coding schemes, experimental protocols), and selecting appropriate sampling and measurement techniques, to executing data collection. They develop empirical competencies that enable them to independently implement empirical research questions in full research projects. As a result, they also acquire problem-solving competencies that equip them to tackle methodological and analytical challenges independently.		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester each winter semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Research Practice in Quantitative Methods Language: English Frequency: each winter semester each winter semester Contact Hours: 4,00 ECTS Credits: 12.0		
Contents: In this seminar, students will gain hands-on experience with designing, conducting, and analyzing a quantitative study. It focuses on developing research questions and hypotheses, operationalization, and the creation of appropriate data collection instruments. Throughout the seminar, one method (survey, experiment, or content analysis) will be selected for practical implementation. Students will explore measurement techniques, sampling strategies, and data analysis methods, gaining a deep understanding of quantitative research practice.		
Examination Research Practice in Quantitative Methods portfolio exam, Research report OR Case study OR Portfolio, graded		

Module MUK-4008: Empirical Methods in Communication Science 1 <i>Empirical Methods in Communication Science 1</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic Prof. Dr. Sebastian Scherr		
Contents: The module introduces students to the empirical methodology in communication science. Starting from the empirical research process, the module covers method selection, design, implementation, sampling, source criticism, operationalization, and data analysis principles. The emphasis is placed on specific data collection and analysis techniques, especially quantitative surveys, qualitative interviews and qualitative content analysis.		
Learning Outcomes / Competences: Students acquire comprehensive knowledge of empirical methodology in communication science, with particular emphasis on quantitative surveys, qualitative interviews, and qualitative content analysis, as well as the core principles of method selection, design, sampling, operationalization, and data analysis. They develop the skills to solve individual research problems—such as choosing and tailoring data-collection techniques, designing instruments, and applying appropriate analysis procedures—while adhering to quality and ethical standards. Moreover, they strengthen their transfer competencies by applying theoretical and methodological insights, along with Open Science practices, to novel empirical questions and contexts.		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each summer semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Surveys, qualitative interviews and qualitative content analysis Language: English Frequency: each summer semester		
Contents: This class provides a problem-based introduction to the application of scientific research methods in the context of communication science. Working in small groups and addressing current research problems, the course introduces the basics of quantitative and qualitative surveys as well as qualitative content analysis. Students also learn about applying data collection methods in different contexts and how to implement them. General methodological knowledge is deepened with regard to its application to specific research problems.		
Assigned Courses: BA - Grundlagen der empirischen Kommunikationsforschung (Gruppe A)/Basics of empirical research I (Group A) (seminar) <i>*(in attendance) *</i>		
Examination Surveys, qualitative interviews and qualitative content analysis written exam, written exam OR oral exam (alternative in repeated exam), graded		

Module MUK-4009: Empirical Methods in Communication Science 2 <i>Empirical Methods in Communication Science 2</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic		
Contents: This module deepens students' understanding of empirical research by exploring quantitative content analysis and experimental methodology within communication science. Emphasizing problem-based learning, it presents a series of contemporary research challenges through which students learn to select appropriate methods, critically review relevant literature, and apply core components of the empirical research process.		
Learning Outcomes / Competences: Students acquire comprehensive knowledge of empirical methodology in communication science, with particular emphasis on experimental designs and quantitative content analysis, as well as the core principles of method selection, design, sampling, operationalization, and data analysis. They develop the skills to solve individual research problems—such as choosing and tailoring data-collection techniques, designing instruments, and applying appropriate analysis procedures—while adhering to quality and ethical standards. Moreover, they strengthen their transfer competencies by applying theoretical and methodological insights, along with Open Science practices, to novel empirical questions and contexts.		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each summer semester each summer semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Quantitative content analysis and experimental designs Language: English Frequency: each summer semester each summer semester Contact Hours: 2,00 ECTS Credits: 6.0		
Contents: This class introduces quantitative content analysis and experimental designs in qualitative and quantitative research. It focuses on problem-based learning. Students familiarize themselves with the application contexts, understand the research process, and deal with specific requirements and quality criteria. Practical problems are used to acquire the basics, e.g. for the development of categories and codebooks and their application to selected media materials as well as for the design and implementation of experimental studies.		
Assigned Courses: BA - Spezifische kommunikationswissenschaftliche Methoden (Gruppe A) / Basics in Empirical Research II (Group A) (seminar) <i>*(in attendance) *</i>		
Examination Quantitative content analysis and experimental designs written exam, Written exam OR Oral exam (in repeated examination), graded Test Frequency: when a course is offered		

Module MUK-4012: Specialisation in Fields of Application of Strategic and Public Communication <i>Vertiefung Anwendungsfelder strategischer und öffentlicher Kommunikation</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: Dieses Modul verbindet theoretische und empirische Grundlagen der Kommunikationswissenschaft mit der Praxis, indem es bestehende öffentliche und strategische Kommunikationsinitiativen oder Kommunikationspraktiken als Ausgangspunkt für die Entwicklung neuer Strategien, Kampagnen oder Ausstellungspläne bewertet. Die Studierenden evaluieren authentische Fälle - wie z.B. die sich verändernde Rolle des Kommunikators in den digitalen Medien, Kommunikationsstrategien von Unternehmen, PR- oder öffentliche Informationskampagnen, Ausstellungsdesigns oder wissenschaftliche Kommunikationsbemühungen - um Ziele und Publikumsstrategien zu bewerten. Durch strukturierte Fallbewertungen und angeleitete Diskussionen identifizieren die Studierenden Stärken und Schwächen aktueller Praktiken und entwerfen dann evidenzbasierte Empfehlungen und Kommunikationsmaterialien. Diese können ein Ausstellungskonzept, eine Gesundheits- oder Umweltbewusstseinskampagne, eine Strategie zur sozialen Verantwortung von Unternehmen oder andere maßgeschneiderte Kommunikationsmaterialien umfassen. Durch die Auseinandersetzung mit einem konkreten Anwendungsfall erwerben die Studierenden die Fähigkeiten, die sie benötigen, um theoretisch fundierte, ethische und verantwortliche Kommunikationslösungen in unterschiedlichen beruflichen Kontexten zu entwickeln.		
Learning Outcomes / Competences: In diesem Modul erwerben die Studierenden praktische Kompetenzen, indem sie theoretische und empirische Grundlagen auf reale Kommunikationsfälle anwenden und selbstständig Initiativen planen, evaluieren und optimieren - von öffentlichen Kampagnen über Desinformationsstrategien bis hin zur Gestaltung von interaktiven Ausstellungen. Sie entwickeln evidenzbasierte Empfehlungen, erstellen zielgruppenspezifische Kommunikationsmaterialien und lernen, theoretisches und empirisches Wissen professionell und ethisch fundiert auf angewandte Kommunikationsprobleme anzuwenden.		
Conditions: none		Credit Requirements: Bestehen der Modulprüfung
Frequency: each summer semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Specialisation in Fields of Application of Strategic and Public Communication Language: German		
Assigned Courses: BA - Vertiefung Anwendungsfelder: Social Media Verbote für Kinder und Jugendliche? (seminar) <i>*(in attendance) *</i>		
Examination Modul examination: Specialisation in Fields of Application of Strategic and Public Communication portfolio exam, Portfolio OR Written concept and implementation of a media project OR Written concept and creation of a media product, graded Test Frequency: when a course is offered		

Module MUK-4013: Quantitative Methods in Communication Science <i>Quantitative Methoden in der Kommunikationswissenschaft</i>		12 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic Prof. Dr. Sebastian Scherr		
Contents: This module provides knowledge of data collection and analysis techniques for quantitative research methods. In this module, a specific method from the portfolio of quantitative research methods is applied within the framework of a research project, whereby the entire research process is carried out in its entirety, from planning and data collection to analysis and interpretation. This includes the design, implementation and evaluation of quantitative studies, including the development of research questions and hypotheses, operationalisation processes, the selection and design of data collection instruments (e.g. questionnaires, experimental designs, content analysis coding systems), measurement and scaling procedures, sampling and the selection of appropriate analysis methods.		
Learning Outcomes / Competences: Students deepen their knowledge of a selected quantitative research method and apply it in a specific empirical research project. They transfer their knowledge of empirical methods to all phases of the investigation, from the formulation of research questions and hypotheses to the operationalisation of variables, the design of instruments (e.g. questionnaires, coding schemes, experimental protocols) and the selection of suitable samples and measurement procedures, right through to the implementation of data collection. They develop empirical skills that enable them to independently implement empirical research questions in complete research projects. In doing so, they also acquire problem-solving skills that enable them to independently master methodological and analytical challenges at a fundamental level.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester: 2. - 6.	Minimal Duration of the Module: semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Quantitative Methods in Communication Science Language: German Frequency: each semester		
Assigned Courses: BA - Lehrforschungsprojekt Quantitative Methoden: Wirkungen gendersensibler Sprache in medialen Kontexten (seminar) <i>*(in attendance) *</i>		
Examination Modul examination: Quantitative Methods in Communication Science portfolio exam, Research report OR Portfolio OR Case study, graded Test Frequency: when a course is offered		

Module PSY-1004: Psychology: Basic Module <i>Psychologie Basismodul</i>		5 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Markus Dresel Prof. Dr. Ingo Kollar		
Contents: Einführung in die Gegenstände, Begriffe, Theorien, Denkweisen und Methoden der Psychologie im Hinblick auf die drei Curricular-bereiche im Lehramtsstudium: (1) Psychologie des Lernens und Lehrens und Grundprozesse des Lernens (2) Entwicklungspsychologie des Kindes- und Jugendalters (3) Pädagogisch-psychologische Diagnostik.		
Learning Outcomes / Competences: The students acquire knowledge about and understanding of basic phenomena, terms, theories and methods of Psychology. Also, they acquire skills to apply these terms, theories and methods to teaching problems.		
Remarks:		
Workload: Total: 150 h 105 h (self-study) 45 h (attendance)		
Conditions: none		Credit Requirements: Passing the modul examination
Frequency: each semester each semester	Recommended Semester: until 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module		
Part of the Module: Einführung in die Psychologie Language: German Frequency: each semester Contact Hours: 2,00		
Assigned Courses: Einführung in die Psychologie (lecture) <i>*(in attendance) *</i>		
Part of the Module: Begleitkurs zur Vorlesung "Einführung in die Psychologie" Language: German Frequency: each semester Contact Hours: 2,00		
Assigned Courses: Begleitkurs zur "Einführung in die Psychologie" (course) <i>*(in attendance) *</i>		
Examination PSY-1004 Psychologie Basismodul module exam, Portfolioprüfung / work period for assignment: 12 weeks, graded Test Frequency: each semester		

Module PSY-1005: Psychology: Intermediate Module <i>Psychologie Aufbauomodul</i>		6 ECTS/LP
Version 1.0.1 (since WS15/16) Person responsible for module: Prof. Dr. Markus Dresel Prof. Dr. Ingo Kollar		
Contents: Weiterführung der Curricularbereiche der Psychologie: (1) Psychologie des Lernens und Lehrens und Grundprozesse des Lernens (2) Entwicklungspsychologie des Kindes- und Jugendalters (3) Pädagogisch-psychologische Diagnostik.		
Learning Outcomes / Competences: The students extend, advance and apply their knowledge on phenomena, theoretical models and methods of Psychology that are relevant for the teaching profession.		
Remarks: Für weitere Informationen siehe https://www.uni-augsburg.de/de/fakultaet/philsoz/fakultat/fach_psychologie/studium/		
Workload: Total: 180 h 45 h (attendance) 135 h (self-study)		
Conditions: Basic knowledge in Psychology		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester: from 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module		
Part of the Module: Aufbauende Vorlesung zu Bedingungen von Lehr-Lernprozessen		
Language: German		
Frequency: each semester		
Contact Hours: 2,00		
Assigned Courses:		
Psychologie II für Lehramtsstudierende - Bedingungen von Lehr-Lernprozessen (lecture) <i>*(in attendance) *</i>		
Part of the Module: Lehr-Lernprozesse und ihre Erfassung: Vertiefung ausgewählter Bereiche		
Language: German / English		
Frequency: each semester		
Contact Hours: 2,00		
Assigned Courses:		
Der Unterricht von morgen: Wie KI den Schulalltag verändert (seminar) <i>*(in attendance) *</i>		
Förderung der Selbstregulation von Kindern im schulischen Kontext (seminar) <i>*(in attendance) *</i>		
Gesundheit im Lehrberuf: Konzepte, Befunde und Förderung (seminar) <i>*(in attendance) *</i>		
Heterogenität im Unterricht – Erkennen und Fördern (seminar)		

**(in attendance) **

KI in der Bildung (seminar)

**(in attendance) **

KI in der Schule - Fluch oder Segen? (seminar)

**(in attendance) **

KI macht Schule: Künstliche Intelligenz im Unterricht erkunden und gestalten (seminar)

**(in attendance) **

Mental Health im Klassenzimmer (Gruppe 1) (seminar)

**(in attendance) **

Mental Health im Klassenzimmer (Gruppe 2) (seminar)

**(in attendance) **

Motivation und Motivationsförderung in der Schule (seminar)

**(in attendance) **

Psychische Störungsbilder unter besonderer Berücksichtigung des Kindes- und Jugendalters (seminar)

**(hybrid/mixed) **

Selbstreguliertes Lernen (seminar)

**(in attendance) **

Stress und Stressmanagement (seminar)

**(hybrid/mixed) **

Unterrichten mit Motivation: Alltagspraktische Anleitung zur Förderung einer Lernzielstruktur im Unterricht (1) (seminar)

**(in attendance) **

Unterrichten mit Motivation: Alltagspraktische Anleitung zur Förderung einer Lernzielstruktur im Unterricht (2) (seminar)

**(in attendance) **

Vielfalt gestalten – Stereotype und Einstellungen reflektieren und Diskriminierung vorbeugen (seminar)

**(in attendance) **

Virtuelles Seminar Differentielle und Persönlichkeitspsychologie im Kontext der Schule (seminar)

**(online/digital) **

Virtuelles Seminar pädagogisch-psychologische Diagnostik und Evaluation (seminar)

**(online/digital) **

Examination

PSY-1005 Psychologie Aufbaumodul

module exam, Portfolioprüfung / work period for assignment: 12 weeks, graded

Test Frequency:

each semester

Module PSY-1006: Psychology: Advanced Module <i>Psychologie Vertiefungsmodul</i>		5 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Markus Dresel Prof. Dr. Ingo Kollar		
Contents: Vertiefung von psychologischen Wissen in den Curricularbereichen „Psychologie des Lehrens und Lernens“, „Entwicklungspsychologie“ und „Pädagogisch-psychologischer Diagnostik“ und weiteren ausgewählten Bereichen.		
Learning Outcomes / Competences: The students deepen their knowledge on phenomena, theoretical models and methods of Psychology and learn to apply this knowledge.		
Remarks: Für weitere Informationen siehe https://www.uni-augsburg.de/de/fakultaet/philsoz/fakultat/fach_psychologie/studium/		
Workload: Total: 150 h		
Conditions: Basic knowledge in Psychology		Credit Requirements: Passing the module examination
Frequency: each semester	Recommended Semester: from 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Ausgewählte Themen der Psychologie im Kontext der Schule und des Unterrichts		
Language: German		
Frequency: each semester		
Contact Hours: 2,00		
Assigned Courses:		
Entwicklungspsychologie für die Schule (lecture) <i>*(in attendance) *</i>		
Pädagogisch-Psychologische Diagnostik (lecture) <i>*(in attendance) *</i>		
Part of the Module: Lern- und Instruktionspsychologie, Entwicklungspsychologie, Psychologische Diagnostik		
Language: German		
Frequency: each semester		
Contact Hours: 2,00		
Lehr-/Lernmethoden: Es werden Fallsituationen sowohl individuell, als auch kooperativ bearbeitet und abschließend gemeinsam aufgelöst und diskutiert.		
Assigned Courses:		
Psychologie des Lehrens und Lernens mit digitalen Medien (inkl. KI) (lecture) <i>*(in attendance) *</i>		
Vertiefungsübung Lern- und Instruktionspsychologie, Entwicklungspsychologie und Psychologische Diagnostik (1) (exercise course)		

**(in attendance) **

Vertiefungsübung Lern- und Instruktionspsychologie, Entwicklungspsychologie und Psychologische Diagnostik (2) (exercise course)

**(in attendance) **

Examination

PSY-1006 Psychologie Vertiefungsmodul

portfolio exam, Klausur, mündliche Prüfung, Bericht, Hausaufgaben (Festlegung für aktuelles Semester siehe Digicampus), graded

Test Frequency:

each semester

Module PÄD-0018: Foundations and Fundamental Concepts of Educational Science <i>Grundlagen und Grundbegriffe der Erziehungswissenschaft (2013)</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Elisabeth Meilhammer Matthes, Eva, Prof. Dr.		
Contents: - Basics of scientific work - Basic concepts of educational science: education, socialization, learning, teaching, counseling - Basic questions of pedagogical thinking and acting		
Learning Outcomes / Competences: The students know the central concepts of educational science and have dealt with fundamental problems. They are familiar with the basics of scientific work.		
Workload: Total: 300 h 210 h (self-study) 90 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 6,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module		
Part of the Module: Basic concepts of educational science Mode of Instruction: lecture Language: German Frequency: each winter semester Contact Hours: 2,00		
Part of the Module: Basic questions of pedagogical thinking and acting Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Part of the Module: Basics of scientific work Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Examination Written exam or oral exam or term paper term paper, graded		

Module PÄD-0021: Theory of Socialization <i>Sozialisationstheorie</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Georg Cleppien		
Contents: Main concepts of pedagogically relevant socialization theories and research, - places of socialization (family, day-care facilities, school, peer group, media, etc.) -Socialization conditions for children, adolescents, and adults taking into account gender and ethnic perspectives as well as identity formation.		
Learning Outcomes / Competences: The students know the central socialization theories relevant to educational science and are able to reflect on their importance for pedagogical action, taking current research results into account.		
Workload: Total: 240 h 180 h (self-study) 60 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Socialization Theory Mode of Instruction: lecture Language: German Frequency: each winter semester Contact Hours: 2,00
Part of the Module: Socialization Theory - Specialization Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00
Examination Written exam or oral exam or term paper written exam, graded

Module PÄD-0023: The Development of Educational Science <i>Die Entwicklung der Pädagogik als Wissenschaft</i>		6 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
Contents: <ul style="list-style-type: none"> • Lines of development in pedagogy as a science from the 18th century to the present • Relationship between discipline and profession 		
Learning Outcomes / Competences: The students understand the history and current situation of their field of study. Against this background, they reflect their professional ethos.		
Workload: Total: 180 h 30 h (attendance) 150 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester: from 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: The development of pedagogy as a science Mode of Instruction: seminar Language: German		
Examination Presentation module exam, graded		

Module PÄD-0027: Education in Childhood and Adolescence <i>Pädagogik der Kindheit und Jugend</i>		6 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Georg Cleppien		
Contents: - Basics and theories of education and socialization in childhood and adolescence. - Historical and social aspects of growing up - Fundamentals and theories of the heterogeneity of socialization processes - Educational fields of action and institutions of childhood and adolescence - Current research focus		
Learning Outcomes / Competences: The students are familiar with the fundamentals and problem areas of the specialization pedagogy of childhood and adolescence and are familiar with the specifics of education in childhood and adolescence.		
Workload: Total: 180 h 60 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester: from 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module		
Part of the Module: Pedagogy of Childhood and Adolescence Language: German Contact Hours: 2,00		
Part of the Module: Pedagogy of Childhood and Adolescence - In-depth Study Language: German Frequency: each summer semester Contact Hours: 2,00		
Contents: Diese Veranstaltung müssen Studierende nach der PO 2013 besuchen, d.h. Studierende, die vor 2022 das Studium im Hauptfach Erziehungswissenschaft aufgenommen haben.		
Examination Written or oral exam or term paper written exam, graded		
Parts of the Module		
Part of the Module: Kommune als bildungs- und sozialpolitischer Akteur: Historisch-systematische Zugänge Language: German Contact Hours: 2,00		

Contents:

Diese Veranstaltung müssen Studierende nach der PO 2022 besuchen, d.h. Studierende, die zum Wintersemester 2022/2023 das Studium im Hauptfach Erziehungswissenschaft aufgenommen haben.

Assigned Courses:

B.A. Orientierungsmodul 1 - Kommune als bildungs- und sozialpolitischer Akteur: Historisch-systematische Zugänge (lecture)

**(hybrid/mixed) **

Module PÄD-0028: Adult and Continuing Education <i>Erwachsenen- und Weiterbildung</i>		6 ECTS/LP
Version 2.0.0 (since SoSe18) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
Contents: - Theoretical foundations of education in adulthood - Historical and social aspects of education in adulthood - Pedagogical fields of action and institutions of adult and continuing education - Current research topics		
Learning Outcomes / Competences: The students are familiar with the basics and problem areas of the specialization in adult and continuing education and know the specifics of education in adulthood.		
Workload: Total: 180 h 60 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each summer semester only in the summer term	Recommended Semester: 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Einführung in die Erwachsenen- und Weiterbildung Language: German
Assigned Courses: (B.A.) Orientierungsmodul 2 (lecture) <i>*(in attendance) *</i>
Part of the Module: Einführung in die Erwachsenen- und Weiterbildung - Vertiefung Language: German Frequency: each summer semester Contact Hours: 0,00
Assigned Courses: (B.A.) Orientierungsmodul 2 (1) (seminar) <i>*(in attendance) *</i> (B.A.) Orientierungsmodul 2 (2) (seminar) <i>*(in attendance) *</i> (B.A.) Orientierungsmodul 2 - Vertiefung (seminar) <i>*(in attendance) *</i> (B.A.) Orientierungsmodul 2 Vertiefung (seminar) <i>*(in attendance) *</i>

Examination

Written or oral exam or term paper

written exam, graded

Module PÄD-0039: Introduction to Intercultural Education <i>Grundlagen der Interkulturellen Pädagogik</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
Contents: Basics (history of Migration, history and approaches of intercultural education), basic concepts (culture, language/ multilingualism, communication, competence) and fields of action of intercultural pedagogy (educational system, adult and continuing education, social work).		
Learning Outcomes / Competences: The students have knowledge about the history and (life) situation of migrants as well as basic approaches and concepts of intercultural pedagogy.		
Workload: 210 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester: from 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Fundamentals of Intercultural Pedagogy		
Language: German		
Examination Written or oral exam or term paper. oral exam oral exam, graded		

Module PÄD-0040: Advanced knowledge in Intercultural Education <i>Vertiefung</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
Contents: - Theoretical approaches and empirical studies - Current challenges of intercultural pedagogy (e.g., gender relations in an intercultural perspective, dealing with cultural heterogeneity in educational processes and institutions)		
Learning Outcomes / Competences: Students will know about the development of theories of intercultural pedagogy and intercultural comparative research. They will be able to recognise current challenges in intercultural pedagogy and to deal with them.		
Workload: 60 h (attendance) 240 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester: from 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Theoretical approaches and empirical studies Language: German
Assigned Courses: B.A. Zusatzmodul 6: Interkulturelle Pädagogik (Vertiefung 1) (seminar) <i>*(in attendance) *</i>
Part of the Module: Current challenges Language: German
Assigned Courses: Migration erzählen und sichtbar machen: Graphic Novel und biographisches Lernen (B.A.) //Zusatzmodul Interkulturelle Pädagogik (Vertiefung 2) (seminar) <i>*(in attendance) *</i>
Examination Written or oral exam or term paper module exam module exam, graded

Module SOW-0042: Political Theory <i>Politische Theorie</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Marcus Llanque		
Contents: <ul style="list-style-type: none"> • History of political ideas • Political Ethics • Political Education • Modern theories of the state/theories of political integration • Statehood in Transition 		
Learning Outcomes / Competences: The goal of SOW 0042 is to provide students with an in-depth knowledge of political theory. Special attention is paid to the connection of theoretical approaches with social realities in order to provide an education that is application-oriented for modern professions, even in a strongly scholarly sub-discipline. The TM aims at the practice of advanced forms of topic development, argumentation and discussion of controversial issues, as well as the introduction and testing of comprehensive independent work.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been evaluated as at least "sufficient" (4.0).
Frequency: each semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Political Theory Language: German Frequency: each semester ECTS Credits: 9.0		
Assigned Courses: Lektüreseminar: Hannah Arendt - Über die Revolution (intermediate seminar) <i>*(in attendance) *</i> Pol. Theorie: Kritische Theorie und Politik - Eine Einführung (intermediate seminar) <i>*(in attendance) *</i>		
Examination oral examination, term paper, or portfolio module exam, graded Test Frequency: when a course is offered		

Module SOW-0043: General Sociology and Sociological Theory <i>Allgemeine Soziologie und Soziologische Theorie</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Reiner Keller		
Contents: <ul style="list-style-type: none"> • Theories and concepts of sociology • History of sociology and sociological perspectives • Theories of the sociology of knowledge 		
Learning Outcomes / Competences: The module deals with classical and current theories of sociology. In this context it aims at practicing advanced forms of sociological topic processing, argumentation, and the discussion of controversial issues. Closely connected to ongoing sociological research, it furthermore encourages students' comprehensive independent work.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0)
Frequency: each semester	Recommended Semester: 3. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	

Parts of the Module
Part of the Module: General Sociology and Sociological Theory Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0
Contents: <ul style="list-style-type: none"> • Theories and concepts of sociology • History of sociology and sociological perspectives • Theories of the sociology of knowledge
Assigned Courses: Allgemeine Soziologie und Soziologische Theorie: "Geld bewegt die Welt. Grundfragen unserer Arbeits- und Wirtschaftsweise (seminar) <i>*(in attendance) *</i> Einführung in das Denken Michel Foucaults (seminar) <i>*(in attendance) *</i> Soziologie und Soziologische Theorie: Kritische Theorie der Gesellschaft (seminar) <i>*(in attendance) *</i> Wissenschafts- und Technikforschung: Eine soziologische Einführung (seminar) <i>*(in attendance) *</i>

Examination

Oral examination, term paper or portfolio (module exam)

module exam, graded

Test Frequency:

when a course is offered

Module SOW-0044: Comparative Politics <i>Vergleichende Politikwissenschaft</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Peter A. Kraus		
<p>Contents:</p> <ul style="list-style-type: none"> - Democratic theory and democracy research - Political sociology and political culture research - Political actors, processes and institutions from an intercultural comparative perspective - Politics and society in Europe and North America - European integration and transnational politics - Policy analysis <p>The questions around the form, quality and change of democratic power structures are a central theme of modern social sciences. In this context, democracy proves to be both a political principle with which different normative ideas are associated and a conceptual framework for empirically manifold and evolving institutional orders. This thematic module deals with central concepts and issues from the fields of comparative politics and political sociology in the context of Western democracies. Its focus is on how these democracies developed in connection with specific socio-political and socio-cultural cleavages on the one hand, and on the transformation of conflict structures and political institutions on the other. The impact of the dynamics of European integration and transnationalization on the framework of democratic politics is given special consideration.</p>		
<p>Learning Outcomes / Competences:</p> <p>The courses in the SOW-0044 module are designed to convey the central importance of both synchronic and diachronic comparison in the social sciences. A comparative perspective is indispensable for a meaningful elaboration and application of political typologies. In conceptual and methodological terms, intercultural comparison forms a focus of the module. It will show the possibilities and limits of comparative political semantics. Accordingly, the module aims at familiarizing students with a meaningful contextual use of political and social science categories and at sharpening their sense for the historicity and changeability of institutional contexts. In view of the shifting boundaries of politics and the political, this goal gains additional significance. The courses in this module encourage students' successive immersion in social science English and enable them to practise advanced forms of scientific topic elaboration, argumentation and discussion.</p>		
<p>Workload: Total: 270 h</p>		
<p>Conditions: none</p>		<p>Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).</p>
<p>Frequency: each semester</p>	<p>Recommended Semester:</p>	<p>Minimal Duration of the Module: 1 semester[s]</p>
<p>Contact Hours: 2,00</p>	<p>Repeat Exams Permitted: any</p>	
<p>Parts of the Module</p>		
<p>Part of the Module: Themenschwerpunkt aus Demokratie, gesellschaftlicher Wandel und politische Kultur Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0</p>		

Assigned Courses:

Faschismus: Phänomen und Konzept in Geschichte und Gegenwart (seminar)
**(in attendance) **

Examination

Oral exam, term paper, or portfolio examination
module exam, graded

Test Frequency:
when a course is offered

Module SOW-0045: Sociology of Lifestyles and Stages of Life / Social Inequality <i>Soziologie der Lebensformen und Lebensphasen / Soziale Ungleichheit</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Werner Schneider		
Contents: <ul style="list-style-type: none"> • characteristics and developmental tendencies of modern lifeworlds - especially in relation to time/space (e.g. continuity and change of private forms of living) • (popular) culture and (new) media, leisure, consumption (e.g. media communication, sociological film and television analysis) • age, life course and biography • socialisation and intergenerational relations (especially childhood, youth) • politics and the shaping of life-world contexts • questions and problems of social inequality • social structure analysis 		
Learning Outcomes / Competences: The aim of the thematic module is to provide empirically based and 'practice-oriented' knowledge -- i.e. oriented towards the concrete patterns of action and problems of action that can be found in modern societies - about institutional-cultural change, its political shaping and the associated changes in people's lives and everyday relationships. Central aspects are here, among others, questions about the respective socialisation processes, according to social differentiation / de-differentiation as well as integration / disintegration. To this end, an overview will be given of the relationship between lifeworlds, life forms and phases of life in modern societies - also regarding their socio-political frameworks and consequences. Along the exemplary topic areas mentioned, the TM aims at practicing advanced forms of scientific topic processing, argumentation and the discussion of controversial questions as well as the introduction and testing of comprehensive independent empirical work.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4,0).
Frequency: each semester	Recommended Semester: 3. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Sociology of Lifestyles and Stages of Life / Social Inequality Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0		
Assigned Courses: TM: (Jugend)Kriminalität in der Gesellschaft (SOW-0045, SOW-5307, SOW-5308) (seminar)		

**(in attendance) **

TM: Jugendkulturen und soziale Ungleichheit (SOW-0045/5307/5308) (seminar)

**(in attendance) **

Examination

Oral examination, term paper or portfolio (module exam)

module exam, graded

Test Frequency:

when a course is offered

Module SOW-0046: International Relations / World Politics <i>Internationale Beziehungen / Politik in der Weltgesellschaft</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Christoph Weller		
Contents: <ul style="list-style-type: none"> Actors and structures of international relations Social and political aspects of globalisation/world society Issues of peace and conflict studies Approaches to foreign policy analysis Transnational relations, actors and conflicts <p>As a sub-discipline of Political Science, International Relations examines more than merely inter-state interactions, international conflicts and the pursuit of national interests in global politics. At the same time, Sociology is increasingly emancipating itself from a "methodological nationalism" and consequently contributes to the social science analysis of political events, actors and structures in world society. The module follows these recent disciplinary developments and deals with questions and problems of a "sociology of international relations", which is interested in the social and transnational foundations of cross-border political interactions of state and non-state actors. Thereby often informed by a constructivist or post-positivist and interdisciplinary perspective. Usually, theory-oriented approaches based on methodologically reflected analyses are dealt with, thereby laying ground for future research conducted by the participants.</p>		
Learning Outcomes / Competences: The module aims at a deeper understanding of the challenges and possibilities of social science analyses of cross-border political interactions. It is also about practising advanced forms of scientific topic processing, argumentation and the discussion of contentious issues, as well as the introduction to and testing of comprehensive independent work.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded, if the corresponding exam has been evaluated with at least "sufficient" (4,0.
Frequency: each semester	Recommended Semester: 3. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: International Relations / World Politics Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0		
Assigned Courses: Politik in der Weltgesellschaft / Friedens- und Konfliktforschung: The Politics of Artificial Intelligence (seminar) <i>*(in attendance) *</i> Weltklimaspiel© : 5tägiges Rollenspiel mit politikwissenschaftlicher Reflektion (seminar)		

**(in attendance) **

Wohnungsnot als gesellschaftlicher Konflikt (seminar)

**(in attendance) **

Examination

oral exam, term paper or Portfolio

module exam, graded

Test Frequency:

when a course is offered

Module SOW-0047: Sociology of Health <i>Gesundheitssoziologie</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Alexandra Manzei-Gorsky		
Contents: <ul style="list-style-type: none"> • Theories and Methods of Sociological Health Research • Sociological Health Services/Health Policy Research • Science and Technology Research in Medicine and Health Care • Sociology of the Body and Sex/Gender, Disability Studies, End of Live Care • Sociological Perspectives on Bioethics and Medical Ethics 		
Learning Outcomes / Competences: The students know the structures, institutions and actors of the health care system as well as the theoretical foundations and methodological procedures of socio-scientific health and disease research. They are able to recognise problems in the health system and to reflect and work on them from a social science perspective.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).
Frequency: each semester	Recommended Semester: 3. - 5.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Sociology of Health Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0		
Assigned Courses: Gesellschaft und Gesundheit II (seminar) <i>*(in attendance) *</i>		
Examination Oral exam, term paper or portfolio module exam, graded Test Frequency: when a course is offered		

Module SPK-0111: Heterogeneity and Inclusion 1 <i>Heterogenität und Inklusion 1</i>		3 ECTS/LP
Version 1.0.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Sabine is too stupid, Ahmed too clever, Lisa too tall, Celine too short, Marwin is too open, Peter too closed. Everyone is somehow too much. Everyone is somehow too little. Everyone is not normal, or are they? In the classroom, you will encounter students with various norms. It is the teacher's task to embrace these challenges. In this module, different "normalities," particularly special educational needs and support requirements, will be discussed based on practical case examples, focusing on everyday school life and the planning and implementation of teaching.		
Learning Outcomes / Competences: The students will: <ul style="list-style-type: none"> • evaluate different special educational and pedagogical measures regarding their effectiveness and feasibility (approaches to bullying intervention, prevention of anxiety disorders, etc.). • describe different special educational needs. • identify classification criteria, causes, comorbidities, prevention, and intervention measures for selected special educational needs. • adopt the perspective of children with special educational needs through specific methods and develop a positive attitude towards inclusion. • actively search for information and materials on inclusion (sections in BayScho, articles in ICD-10, etc.). 		
Workload: Total: 90 h		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Heterogeneity and inclusion 1 Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 3.0		
Literature: will be announced in the seminar		
Assigned Courses: Vorsicht: Vielfalt der Schülerschaft – „Was tue ich, wenn...“ Umgang mit Herausforderungen. (seminar) <i>*(in attendance) *</i>		

Examination

Heterogenität und Inklusion 1

portfolio exam, graded

Test Frequency:

each semester

Module SPK-0112: Heterogeneity and Inclusion 2 <i>Heterogenität und Inklusion 2</i>		3 ECTS/LP
Version 1.0.0 (since SoSe16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: For schools and teachers, inclusion will be the challenge of the coming years. In this module, you will explore the opportunities, problems, possibilities, and limitations of inclusion in the educational field. This will be done within the scenario of a fictional school where you, as a teacher, contribute to creating an inclusive school life. You will engage with various areas of school action, including school life with its values and projects, teaching, and necessary collaborations within and outside the school. The main objective is to gain insight into the pedagogical everyday life and develop problem-solving strategies through multimedia-presented concrete cases and their comparison with literature.		
Learning Outcomes / Competences: The students will: <ul style="list-style-type: none"> • be familiar with and understand the concepts of exclusion, separation, integration, and inclusion, and be able to differentiate between them. • be aware of the historical development of inclusion. • have knowledge of different special educational needs. • be able to explain various approaches to implementing inclusion in regular schools. • reflect on the consequences of inclusion for regular schools. 		
Workload: Total: 90 h		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Heterogeneity and inclusion 2 Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 3.0		
Literature: will be announced in the seminar		
Assigned Courses: Inklusion – Zukunftsaufgabe für Schule und Schulsystem - Onlineseminar (seminar) <i>*(online/digital) *</i>		

Examination

Modulprüfung SPK-0112

portfolio exam, graded

Test Frequency:

each semester

Module SPK-0113: Counselling and Communication 1 <i>Beratung und Kommunikation 1</i>		3 ECTS/LP
Version 1.0.0 (since SoSe16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Based on various causes and possibilities of support for students in school, this module focuses on different institutional opportunities for supporting students within the school context. Whenever possible, practical examples and cases will be examined. With the changing society, student body, and demands on teachers also change. This requires a willingness to adapt to conditions and embrace new approaches, but it also provides an opportunity for interdisciplinary collaboration. Through concrete examples and expert input from various professional groups, these challenges will be highlighted and discussed.		
Learning Outcomes / Competences: The students will: <ul style="list-style-type: none"> • learn and understand the theoretical foundations of cooperation. • become acquainted with concrete cooperation through "collegial case discussions". • initiate and practice "collegial case discussions". • become familiar with various intra- and extra-school cooperation partners through video recordings/interviews and guest speaker presentations. • understand the importance of networking in relation to inclusion. • gain awareness of the possibilities and limitations of cooperation within and outside the classroom. • reflect on the role of the teacher in relation to cooperation with other professional groups. 		
Workload: Total: 90 h		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Consulting and communication 1 Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 3.0		
Literature: will be announced in the seminar		
Examination Beratung und Kommunikation 1 portfolio exam, graded Test Frequency: each semester		

Module SPK-0114: Counselling and Communication 2 <i>Beratung und Kommunikation 2</i>		3 ECTS/LP
Version 1.1.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: This module aims to provide both theoretical foundations of pedagogical communication and practical exercises and tips for successful communication. Striking a balance between theory overload and purely theoretical remarks is a challenging task. Ultimately, the goal is to find a middle ground while focusing on practical relevance. After all, it is the attitudes of individuals that play a crucial role in ensuring smooth communication. Each individual remains responsible for their own actions. There is no one-size-fits-all instruction manual that guarantees success. However, there are important foundations that can significantly increase the likelihood of successful conversations. These include different questioning techniques, the attitudes based on Carl Rogers' principles, and approaches such as Nonviolent Communication by Marshall Rosenberg.		
Learning Outcomes / Competences: The students: <ul style="list-style-type: none"> • know and understand various theoretical foundations on the subject of communication, conversation management, and counselling. • learn about different school conversation situations through guest lectures. • discuss various objectives and approaches to different conversations. • practice and reflect on conversation situations independently using examples, and subsequently reflect on them. • reflect on their own conversation management. • are familiar with different questioning techniques and can apply them purposefully in practice. • are familiar with different disruptors and blockers of communication and can identify them. • know and understand the principles of nonviolent communication according to Rosenberg. 		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Consulting and communication 2 Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 3.0
Literature: will be announced in the seminar
Assigned Courses: Kooperation statt Konfrontation: mit Eltern im Gespräch (seminar) <i>*(in attendance) *</i> Krisen in der Schule (seminar)

**(in attendance) **

Examination

Modulprüfung SPK-0114

portfolio exam, graded

Test Frequency:

each semester

Module SPK-0115: Teacher Professionalism 1 <i>Lehrerprofessionalität 1</i>		3 ECTS/LP
Version 1.0.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
<p>Contents:</p> <p>Many educational institutions regularly include excursions in their programs. In this module, the topic of "student trips/ excursions" is covered in cooperation with the Bavarian State Association of the German Youth Hostel Association. The goal is to enable future teachers to responsibly organize, accompany, and eventually lead multi-day trips.</p> <ul style="list-style-type: none"> • Traveling with the school class: Student expectations • Implementation and content development of student trips • Topics, methodology, and ideas for games and leisure activities • Organization and financing • Legal and insurance issues • Behaviour in case of illness and emergency situations <p>At the end of the course, all participants will receive a certificate. Students who have completed the module can also apply as chaperones for a class trip.</p>		
<p>Learning Outcomes / Competences:</p> <p>The students:</p> <ul style="list-style-type: none"> • are familiar with the legal requirements for planning and conducting hiking trips, excursions, and multi-day class trips. • formulate appropriate educational objectives for different forms of class trips. • plan a multi-day class trip to a youth hostel or school camp. • can prepare, conduct, and follow up on both hiking trips and excursions, as well as multi-day class trips. 		
<p>Workload: Total: 90 h</p>		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
<p>Part of the Module: Teacher professionalism 1</p> <p>Language: German</p> <p>Frequency: usu. at least once per acad. year</p> <p>Contact Hours: 2,00</p> <p>ECTS Credits: 3.0</p>		
Literature: will be announced in the seminar		
<p>Assigned Courses:</p> <p>Fit für die Klassenfahrt? Fahrten und Exkursionen: Wie macht man das? Worauf muss ich achten? (seminar) *(in attendance) *</p>		

Examination

Lehrerprofessionalität 1

portfolio exam, graded

Test Frequency:

each semester

Module SPK-0116: Teacher professionalism 2 <i>Lehrerprofessionalität 2</i>		3 ECTS/LP
Version 1.0.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: In recent years, topics such as "Education for Sustainable Development" and "Environmental Education" have gained increasing importance. This is evident, for example, through movements like "Fridays for Future!". The term sustainability is already embedded in the Lehrplan Plus, which highlights its significance for us as educators. In this practical module, we aim to focus on aspects of sustainability and environmental education, addressing them in the context of the 17 Sustainable Development Goals. Alongside exploring theoretical concepts, the main emphasis of this module lies in fostering sustainability awareness among students. Together, we will assess students' preconceptions on selected sustainability topics and use them as a basis to develop a motivating and context-based learning cycle. Subsequently, we will reflect on this process together and provide feedback to one another.		
Learning Outcomes / Competences: The students: <ul style="list-style-type: none"> • Define key terms in environmental education (sustainability, environment, nature, environmental awareness). • Learn about the various Sustainable Development Goals (SDGs) of the Agenda 2030. • Develop preconception assessments tailored to specific focal points for students, conduct these assessments, and subsequently analyze the results. • Collaboratively plan a hands-on, action-oriented learning activity based on the assessment findings, and design appropriate learning tasks. • Implement the developed theoretical framework in real school classrooms, and reflect on the experience afterwards. • Contribute to sustainability efforts on campus by taking individual action. 		
Workload: Total: 90 h		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Teacher professionalism 2 Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 3.0		
Literature: will be announced in the seminar		
Assigned Courses: Schul- und Unterrichtsforschung: Blockseminar auf Spiekeroog (excursion) <i>*(in attendance) *</i>		

Examination

Lehrerprofessionalität 2

portfolio exam, graded

Test Frequency:

each semester

Module SPK-0117: Problem-, person- and institutional-history 1 <i>Problem-, Personen- und Institutionengeschichte 1</i>		3 ECTS/LP
Version 1.1.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: This module focuses on learning to learn (LL). It is inherently connected to teaching learning and promoting methodological competence and corresponding learning attitudes. LL should take place not only in schools but in all educational institutions. Especially in our time, where educational content quickly becomes outdated, it is important to be able to efficiently acquire new knowledge. Learning how to acquire knowledge effectively is crucial because while humans are always learning, it is often done in an ineffective and unsustainable manner. The content of the module encompasses three parts: justification, scientific foundations, and practical implementation of LL concepts. Therefore, this course is beneficial for both those interested in the scientific aspects and practitioners in teaching.		
Learning Outcomes / Competences: The students: <ul style="list-style-type: none"> • know and understand different teaching and learning strategies. • reflect on the relevance of learning strategies. • know and understand the theoretical foundations of learning. • familiarize themselves with concepts for the practical implementation of "learning to learn" and can apply them in practice. • explain the structure and elements, principles, and organization of the Bavarian school system. • introduce various types of schools and present specific aspects and challenges. • apply methods to lead informed discussions on current issues in the education system. • critically position themselves in relation to the education system, considering their own educational biography. 		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Problem-, person- and institutional-history 1 Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 3.0		
Literature: will be announced in the seminar		
Examination Problem-, Personen-, Institutionengeschichte 1 portfolio exam, graded Test Frequency: each semester		

Module SPK-0118: Problem-, person- and institutional-history 2 <i>Problem-, Personen- und Institutionengeschichte 2</i>		3 ECTS/LP
Version 1.0.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
<p>Contents:</p> <p>As future teachers, you will be teaching in all types of schools according to the LehrplanPLUS, which has been in effect since 2014. It is a significant advantage for internships and teacher training to be familiar with the pedagogical foundations, key concepts, structure, and principles of this curriculum model. Above all, the concrete implementation in classroom practice is of importance.</p> <p>Initially, information will be provided on the structure and elements, principles, and structures of this competence-based curriculum model. The focus will then shift to specific practical applications for your own school type and subject, which will be developed, presented, and discussed in the seminar. Due to the condensed format over three full days, the seminar objectives can be achieved effectively and efficiently.</p> <p>In addition to the state examination-relevant topic of "Educating and Teaching in School and Classroom" (cf. § 32 para. 2 No. 2c LPO I), the seminar provides an opportunity to plan a competency-based lesson and design corresponding learning and assessment tasks based on the LehrplanPLUS for your own type of school and subject. This allows for familiarity with the LehrplanPLUS and the competence to implement it accurately in lesson planning.</p>		
<p>Learning Outcomes / Competences:</p> <p>The students:</p> <ul style="list-style-type: none"> • explain the structure and elements, principles, and structures of the competency based LehrplanPLUS (Curriculum Plus.) • apply these concepts to their own type of school and subject. • plan a lesson based on this framework and design corresponding learning and assessment tasks, as well as excursions or field trips. • discuss the opportunities and limitations of competency-based teaching within the context of their own educational concept. 		
<p>Workload: Total: 90 h</p>		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
<p>Part of the Module: Problem-, person- and institutional-history 2</p> <p>Language: German</p> <p>Frequency: usu. at least once per acad. year</p> <p>Contact Hours: 2,00</p> <p>ECTS Credits: 3.0</p>		
<p>Literature: will be announced in the seminar</p>		

Examination

Problem-, Personen- und Institutionengeschichte 2

portfolio exam, graded

Test Frequency:

each semester

Module SPK-0119: Current questions and problems in school pedagogy 1 <i>Aktuelle Fragen und Probleme der Schulpädagogik 1</i>		3 ECTS/LP
Version 1.1.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: In recent years, the dynamics of societal challenges have significantly increased; societal, ecological, political, and social changes present major educational tasks that schools must address. Contemporary values education based on the constitutional mandate for education and upbringing is therefore a cross-disciplinary responsibility for all teachers. The basis of this module is the Socratic Oath, which integrates the current state of theoretical and empirical knowledge on teacher professionalization and places the responsibility of each individual teacher at the centre. In all areas of values education, the aim is to develop a well-founded position of humanity and to incorporate it into interdisciplinary educational tasks such as "environmental education and sustainability," "media education and digitalization," and "democracy education and social learning."		
Learning Outcomes / Competences: The students will: <ul style="list-style-type: none"> • Define key terms related to values education in schools (value, norm, virtue, sustainability, social learning, digitalization). • Gain insights into the focus topics of environmental education and sustainability, social learning and democracy education, and digitalization and media education through guest lectures and guest speakers. • Engage in discussions on various topics during lectures and present their individual standpoint. • Reflect on their own values and actions through exchange with others. 		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Current questions and problems in school pedagogy 1 Language: German Frequency: as needed Contact Hours: 2,00 ECTS Credits: 3.0		
Literature: will be announced in the seminar		
Assigned Courses: Sozialpädagogik im schulischen und außerschulischen Bereich (seminar) <i>*(in attendance) *</i>		
Examination Current questions and problems in school pedagogy 1 portfolio exam, graded Test Frequency: each semester		

Module SPK-0120: Current questions and problems in school pedagogy 2 <i>Aktuelle Fragen und Probleme der Schulpädagogik 2</i>		3 ECTS/LP
Version 1.1.0 (since WS16/17) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
<p>Contents:</p> <p>"Be the change you wish to see in the world." (Gandhi) This quote from Gandhi is timeless and perhaps more relevant than ever. Our society is more divided than ever before, and social norms have changed significantly due to digitalization. As a result, the way we communicate with each other may be harsher than ever. But why is that? One possible explanation is that our social learning has been neglected. Forms of respectful, polite, and democratic interaction seem to have been abandoned. But what exactly is social learning, and why is it important? What relevance does it have for our schools? This module aims to delve into these questions and explore potential courses of action. One central aspect will be to gain a deeper understanding of experiential pedagogy, as it holds particular potential for fostering social learning. Therefore, the module begins with a full practical day where initial experiences in this regard will be gained. In the second part, further content will be explored and reflected upon in weekly sessions (approximately seven). Depending on the number of participants and possibilities, the final part of the seminar will involve planning and implementing instructional units to promote social learning in a school classroom.</p>		
<p>Learning Outcomes / Competences:</p> <p>The students will:</p> <ul style="list-style-type: none"> • familiarize themselves with the universal declaration of human rights, our basic law, and the bavarian constitution, and reflect on current developments in schools and society in this regard. • become familiar with the educational and pedagogical mission and reflect on the associated demands placed on teachers and participants in the education system. • understand the various aspects and goals of social learning in schools. • reflect on the relevance of social learning in schools and society. • enhance their communication and cooperation skills. • acquire and reflect on pedagogical strategies for promoting social learning in schools. • participate in various experiential pedagogical and other educational exercises related to social learning and reflect on them collectively. • reflect on current issues related to schools and teaching and explain the challenges that teachers and educational institutions face as institutions in today's society. • collaboratively plan at least one school day focused on social learning and, if possible, implement it in practice. 		
<p>Workload:</p> <p>Total: 90 h</p>		
Conditions: none		Credit Requirements: Seminar attendance
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 7.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Current questions and problems in school pedagogy 2 Language: German Frequency: as needed Contact Hours: 2,00 ECTS Credits: 3.0
Literature: will be announced in the seminar
Assigned Courses: Anlegen eines Insekten-Biotops (seminar) <i>*(in attendance) *</i> Realschulpädagogik und Realschuldidaktik mit dem Schwerpunkt Medienbildung (seminar) <i>*(in attendance) *</i> Soziales Lernen in der Schule (seminar) <i>*(in attendance) *</i>
Examination Aktuelle Fragen und Probleme der Schulpädagogik 2 portfolio exam, graded Test Frequency: each semester

Module SPK-1030: Preparation for didactic action in school <i>Vorbereitung auf didaktisches Handeln in der Schule</i>		5 ECTS/LP
Version 2.0.0 (since WS19/20) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Learning theories, Changing childhood and adolescence, Teacher professionalism, Didactic models, Goals and content, Methods and media, The Hattie study.		
Learning Outcomes / Competences: The students - become familiar with the educational mandate, reflect on the associated demands on teachers and persons from non-school but similar professional groups and acquire these for their future actions as teachers. - characterize the Bavarian school system and its special features in an international comparison. They relate it to the systems of other countries and identify the strengths and weaknesses of the Bavarian school system... - trace different theories of school and justify their usefulness in understanding the functions and tasks of school and its extracurricular partner organizations. An understanding of theories of school is initiated, on the basis of which students derive the value of theoretical foundations for the understanding and functioning of complex systems. - question the concept of "school quality" and critically examine the results and usefulness of large-scale school performance tests in relation to school quality and the quality of non-school educational institutions. - reflect on current issues related to school and teaching and explain the challenges facing teachers and the school and educational institutions in general today.		
Workload: Total: 150 h 30 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the exam
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Preparation for didactic action in school Mode of Instruction: lecture Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0
Literature: Zierer, K. (2017). Portfolio Schulpädagogik. (2.Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH

Examination

Vorbereitung auf didaktisches Handeln in der Schule

written exam, For the scope of the examination, see the event description in Digicampus. / length of examination:
45 minutes, graded

Test Frequency:

each semester

Module SPK-1031: Basic skills for teaching <i>Basiskompetenzen für den Lehrerberuf</i>		5 ECTS/LP
Version 2.0.0 (since WS19/20) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Based on different causes and possibilities of support for students in school, the module focuses on different institutional possibilities for supporting students in the school context. Whenever possible, the focus will also be on concrete practical examples and cases. As society changes, so do the student body and the demands placed on a teacher. This requires a willingness to adapt to conditions and open up to new ways of doing things, but it also offers the opportunity for interdisciplinary collaboration. Using concrete examples and with experts from different professional groups, these challenges will be highlighted and discussed.		
Learning Outcomes / Competences: The students - get to know and understand the theoretical basics of cooperation. - experience concrete cooperation in the form of "collegial case discussion" and apply techniques from this area independently. - practice "collegial case discussions". - get to know internal and external cooperation partners in the form of video recordings/interviews and lectures and thus learn about their activities. - understand the importance of networking in relation to inclusion and can describe it. - become aware of the possibilities and limits of cooperation inside and outside the classroom and reflect on them. - reflect on the role of the teacher in relation to cooperation with other professional groups.		
Workload: Total: 150 h 30 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 4. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Basic skills for teaching Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0		
Assigned Courses: Fit für die Klassenfahrt? Fahrten und Exkursionen: Wie macht man das? Worauf muss ich achten? (seminar) <i>*(in attendance) *</i>		

Examination

Basiskompetenzen

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1032: Theory of teaching <i>Theorie des Unterrichts</i>		5 ECTS/LP
Version 2.0.0 (since WS19/20) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: The educational-theoretical didactics, the critical-constructive didactics, the Berlin didactics, the Hamburg model, the information-theoretical-cybernetic didactics, the constructivist didactics, the eclectic didactics.		
Learning Outcomes / Competences: The students - become familiar with common didactic models, the people who designed them, and underlying teaching and learning theories. - recognize the importance of didactic models for the planning and implementation of lessons. - reflect on the contents and the development of didactic models and understand their value for everyday teaching. - know the structure of central didactical models and are able to describe them scientifically. - exchange ideas about lecture content in the context of social interaction and in this way question the knowledge imparted. - understand teaching as a multi-layered social interaction process, which can and should be planned to a certain extent. - are able to create their own teaching concepts on the basis of didactic models.		
Workload: Total: 150 h 30 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the exam
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Theory of teaching Mode of Instruction: lecture Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0		
Literature: Zierer, K. & Frank, N. (2018). Unterrichtstheorie mal praktisch gesehen. Baltmannsweiler: Schneider Verlag Hohengehren GmbH		
Assigned Courses: Aufbaumodul - Theorie und Empirie der Unterrichtsplanung (Theorie des Unterrichts) (lecture) <i>*(in attendance) *</i>		

Examination

Theorie des Unterrichts

written exam, For the scope of the examination, see the event description in Digicampus. / length of examination:
90 minutes, graded

Test Frequency:

each semester

Module SPK-1033: Cross-curricular education tasks <i>Fächerübergreifende Bildungs- und Erziehungsaufgaben</i>		5 ECTS/LP
Version 2.0.1 (since SoSe16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: In recent years, the dynamics of challenges facing society as a whole have increased massively; societal, ecological, political and social changes represent major educational tasks that schools must take up. Contemporary value education on the basis of the constitutional educational mandate is therefore a task for all teachers across all subjects and types of school. The basis of this certificate lecture is the Socratic Oath, which unites the current state of theoretical and empirical knowledge on teacher professionalization and focuses on the responsibility of each individual teacher. In all areas of value education, the aim is to develop a well-founded position of humanity and to allow this to shine through in the interdisciplinary educational tasks of "environmental education and sustainability", "media education and digitalization" and "democracy education and social learning".		
Learning Outcomes / Competences: The students - define central concepts of value education in schools (value, norm, virtue, sustainability, social learning, digitalization). - gain insights into the main topics of environmental education and sustainability, social learning and democracy education and digitalization and media education in the form of guest lectures and guest lecturers. - discuss various topics in the lecture and give their individual point of view. - reflect on their own values and actions in exchange with others.		
Workload: Total: 150 h 120 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 4. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Cross-curricular education tasks Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0		
Assigned Courses: Soziales Lernen in der Schule (seminar) <i>*(in attendance) *</i>		

Examination

Fächerübergreifende Bildungs- und Erziehungsaufgaben

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1034: Advice, support, upbringing, education <i>Beratung, Förderung, Erziehung, Bildung</i>		5 ECTS/LP
Version 1.0.1 (since WS15/16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Who is the human being?, education, teaching, counseling, socialization, inclusion		
Learning Outcomes / Competences: Students will... - define central terms from school pedagogy, such as education, upbringing, teaching, counseling, socialization and inclusion. - reflect on the content of terms and, on this basis, apply the meaning of the aspects discussed in the lecture to the work of a teacher. - The students explain and justify the tasks and demands that arise from the educational mandate for teachers and discuss them with their fellow students. - describe inclusion as a current challenge in school and teaching and characterize strategies for dealing with a heterogeneous student body in a goal-oriented manner. - describe their personal image of man and question it critically in exchange with others. - understand and justify socialization as a central task of school and deal with their role in fulfilling this task.		
Workload: Total: 150 h 120 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the exam
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Advice, support, upbringing, education Mode of Instruction: lecture Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0
Literature: Zierer, K. (2017). Portfolio Schulpädagogik. (2.Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH
Assigned Courses: Basismodul - Bildung, Erziehung, Unterricht (lecture) <i>*(in attendance) *</i>

Examination

Beratung, Förderung, Erziehung, Bildung

written exam, For the scope of the examination, see the event description in Digicampus. / length of examination:
45 minutes, graded

Test Frequency:

each semester

Module SPK-1035: Behavioral problems <i>Verhaltensauffälligkeiten</i>		5 ECTS/LP
Version 1.0.1 (since WS15/16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Sabine is too stupid, Ahmed too clever, Lisa too tall, Celine too short, Marwin is too open, Peter too closed. Everyone is somehow too much. Everyone is somehow too little. Everyone is not normal, or is they? In the classroom, you will encounter a wide variety of students. As a teacher, you have to accept these challenges. In this module, various "normalities", in particular special educational needs as well as support needs, will be discussed with a focus on everyday teaching and in the planning and implementation of lessons.		
Learning Outcomes / Competences: The students - evaluate different special educational and pedagogical measures in terms of their effectiveness and feasibility (approaches to bullying intervention, prevention of anxiety disorder, etc.) - describe different special educational needs - name classification characteristics, causes, comorbidities, prevention and intervention measures for selected special educational needs. - adopt the perspective of children with special educational needs through specific methods and develop a positive attitude towards inclusion. - search specifically for information and material on inclusion (paragraphs in BayScho, articles in ICD-10, etc.).		
Workload: Total: 150 h 120 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 4. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Behavioral problems Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0
Assigned Courses: Vorsicht: Vielfalt der Schülerschaft – „Was tue ich, wenn...“ Umgang mit Herausforderungen. (seminar) <i>*(in attendance) *</i>

Examination

Verhaltensauffälligkeiten

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1036: Planning and analysis of teaching and learning processes <i>Planung und Analyse von Lehr- Lernprozessen</i>		5 ECTS/LP
Version 1.0.1 (since WS15/16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: In the module, basic knowledge on lesson planning is acquired and, on this basis, several lessons are planned together in detail. At the end of the semester, these lessons will be implemented in real classes at one of the cooperation schools of the department (project "Uni trifft Schule"). Afterwards, the lessons will be analyzed together and the planning and preparation will be reflected upon.		
Learning Outcomes / Competences: The students - learn the elements of lesson planning and can describe them. - plan their own lessons based on the elements of lesson planning. - reflect on the basis of the seminar content the quality and success of instructional measures and design elements. - design lessons in the context of social interaction in groups and/or partner work. The students present their lesson plans to their fellow students. - question the meaning and purpose of scientifically based lesson planning and the evaluation of teaching and learning situations and recognize the value of these procedures. - understand the necessity of planning and structuring teaching and learning situations and know what is important when designing inclusive and multimedia learning environments. - apply acquired knowledge within the framework of creative conceptual work and evaluate the quality of their own work results and those of fellow students.		
Workload: Total: 150 h 30 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each semester	Recommended Semester: 2. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Planning and analysis of teaching and learning processes Mode of Instruction: seminar Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 5.0		
Literature: Zierer, K. (Hrsg.). (2017). Leitfaden Schulpraktikum. (5. Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH		
Assigned Courses: Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)		

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht - Blockseminar (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht - Nur für Mittelschullehramt (und Grundschullehramt) (seminar)

**(in attendance) **

Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht - nur für Gymnasial- und Realschullehramt! (seminar)

**(in attendance) **

Examination

Planung und Analyse

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1037: Teacher behavior in conflict situations in school <i>Lehrerverhalten bei Konfliktsituationen in der Schule</i>		5 ECTS/LP
Version 2.0.0 (since WS19/20) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: On the one hand, this module is intended to offer theoretical basics of pedagogical conversation management, but on the other hand, above all, to provide practice-oriented exercises and tips for successful communication. This is a difficult undertaking, the line between theory overload and pure theory-free notes very narrow. Ultimately, an attempt is made to find the golden mean while still focusing on practical relevance. After all, it is the attitudes of each individual that are decisive in ensuring that communication can function as smoothly as possible. Nevertheless, everyone remains individually responsible for his or her actions. There are no 1:1 instructions in the sense of "This is how it's done and then it works!" But there are important basics that can make conversations much more likely to succeed. These include various questioning techniques, the basic attitudes according to Rogers and approaches such as non-violent communication according to Rosenberg.		
Learning Outcomes / Competences: The students - understand various theoretical principles on the subject of communication, interviewing and counseling. - become acquainted with different situations in school conversations by means of lectures. - discuss various objectives and solutions for different conversations. - test and reflect on conversation situations on their own using examples and then reflect on them.		
Workload: Total: 150 h 30 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 4. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Teacher behavior in conflict situations in school Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0
Assigned Courses: Kooperation statt Konfrontation: mit Eltern im Gespräch (seminar) <i>*(in attendance) *</i> Krisen in der Schule (seminar) <i>*(in attendance) *</i>

Examination

Lehrerverhalten bei Konfliktsituationen in der Schule

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1038: School theory <i>Theorie der Schule</i>		5 ECTS/LP
Version 1.0.1 (since WS15/16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Basics, The educational mission, The Bavarian school system in (international) comparison, Theories of school, School development, School quality: PISA & Co., Current issues		
Learning Outcomes / Competences: The students - describe characteristics of changing childhood and adolescence, learning theories, aspects of teacher professionalism, didactic models, the role of goals, content, methods and media in teaching and the Hattie study. - explain the contents of different learning theories, their origin and founders. - critically reflect on different learning theories and didactical models and develop their value in relation to the planning, implementation and reflection of lessons. - understand and demonstrate that childhood and adolescence have changed over time and derive from this fact the demands made on teachers. - explain goals, contents, methods and media as central aspects of instructional design and justify that these elements of instruction are to be analyzed on the basis of pedagogical-didactical considerations. - know and explain the Hattie study as a large-scale meta-analysis in the field of education and realistically assess the value of the study's statements in relation to school and education. - grasp and justify that empirical educational research represents one possible viewpoint among others on educational and learning processes, and interpret the results of studies from this field of research in a descriptive and well-founded manner. - justify teacher professionalism as an essential basis for successful teaching and the design of effective teaching and learning processes, and explain which requirements have to be met by teachers.		
Workload: 120 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the exam
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: School theory Mode of Instruction: lecture Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0
Literature: Zierer, K. (2017). Portfolio Schulpädagogik. (2.Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH

Examination

Theorie der Schule Theorie der Schule

written exam, For the scope of the examination, see the event description in Digicampus. / length of examination:
45 minutes, graded

Test Frequency:

each semester

Module SPK-1039: School and Teaching Research <i>Schul- und Unterrichtsforschung</i>		5 ECTS/LP
Version 2.0.0 (since WS19/20) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: Students learn about different methods of school and classroom research. This is done, among other things, by viewing and discussing selected studies from the field of school and classroom research. Topics such as the empirical turn are discussed and basic concepts of empirical educational research are clarified. Students will learn about quantitative and qualitative research methods that represent ways of measuring the quality of schools and instruction. They are also taught that these approaches are only one way of recording and evaluating educational processes. In the course of this, strengths and weaknesses of the respective approaches are discussed and reflected upon.		
Learning Outcomes / Competences: The students <ul style="list-style-type: none"> • become familiar with quantitative and qualitative empirical research methods and are able to describe them in a professional manner. • become aware of the importance of empirical educational research and are able to name advantages and disadvantages of this research paradigm. • plan their own research projects in groups on the basis of the knowledge imparted. • realize their own research projects on the basis of the course contents and are able to plan and carry out research projects independently, for example in the context of final theses. • reflect on the potential of empirical educational research. • are able to use appropriate software and hardware in the planning and implementation of research projects in an appropriate manner. 		
Workload: Total: 150 h 120 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 4. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: School and classroom research Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0		
Assigned Courses: Schul- und Unterrichtsforschung: Blockseminar auf Spiekeroog (excursion) <i>*(in attendance) *</i>		

Examination

Schul- und Unterrichtsforschung

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1040: Selected Fields of Pedagogical-Didactic Action <i>Ausgewählte Felder pädagogisch-didaktischen Handelns</i>		5 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: In this module, the online vhb course "The Hattie Study" enables the acquisition of a sound basic knowledge on the topic of Visible Learning and is based on the book "Visible Learning. Getting to the Point" by John Hattie and Klaus Zierer. The contents of this publication have been didactically prepared and are presented using various forms of presentation. After clarifying basic terms, knowledge of which is indispensable for understanding the contents of Visible Learning, central factors from Visible Learning are discussed in detail. To ensure good clarity, the structuring of the course content is based on the so-called "didactic triangle". The factors from Visible Learning are thus clearly assigned to the "actors" in the teaching process and their interactions. The course also addresses the mistakes that have been made and continue to be made in connection with the Hattie study. To this end, strategies will be taught to help avoid these mistakes. It is also about highlighting the core message of Visible Learning and what really matters in teaching. Successful completion of the course will provide students with the opportunity to build a foundation of knowledge that can help them design successful lessons.		
Learning Outcomes / Competences: Students will - become familiar with terms that enable them to understand the Hattie study and its results. - reflect on the results of the Hattie study, how they came about and their significance for the teaching profession. - deal with the results and statements of empirical educational research on a scientific level. - train the use of digital devices and gain experience in a digital learning environment. - acquire social skills through exchange with other students (e.g. in the forum) and critically engage with the course content.		
Workload: Total: 150 h 120 h (self-study) 30 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Selected fields of pedagogical-didactic action Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0		
Assigned Courses: Ausgewählte Felder pädagogisch-didaktischen Handelns (Bac NF) - Die Hattie Studie <i>*(online/digital) *</i>		

Examination

Ausgewählte Felder pädagogisch-didaktischen Handelns

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPK-1041: Environmental Education <i>Umwelterziehung/Umweltbildung</i>		5 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. phil. habil. Klaus Zierer Tobias Böttger		
Contents: In recent years, topics such as "education for sustainable development" and "environmental education" have become increasingly important. This is evident, for example, in movements such as "Fridays for future!" The concept of sustainability is also already anchored in the Lehrplan Plus curriculum, which highlights its importance for us as teachers. In this practice-oriented seminar, we want to address, among other things, the aspects of sustainability and environmental education and address them in the context of the 17 goals of sustainable education. In addition to the examination of theoretical concepts, the focus of this seminar is primarily on the formation of sustainability in students. Together, we will survey the individual pre-concepts of students on selected topics of sustainability and, based on this, develop a motivating and everyday learning circle. Afterwards, we will reflect on these together and give or receive feedback.		
Learning Outcomes / Competences: The students - define central terms of environmental education (sustainability, environment, nature, environmental awareness). - learn about the different sustainability goals (SDG's) of the Agenda2030. - develop focus-specific pre-concept surveys for students, collect them and evaluate them afterwards. - plan an action-oriented station work on this basis in teamwork, design corresponding learning tasks. - test the theoretical elaboration in real school classes and reflect on it afterwards. - make their own contribution to sustainability on campus.		
Workload: Total: 150 h 30 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: usu. at least once per acad. year	Recommended Semester: 4. - 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Environmental education Mode of Instruction: seminar Language: German Frequency: usu. at least once per acad. year Contact Hours: 2,00 ECTS Credits: 5.0		
Assigned Courses: Anlegen eines Insekten-Biotops (seminar) <i>*(in attendance) *</i>		

Examination

Umwelterziehung/Umweltbildung

portfolio exam, For the scope of the examination, see the event description in Digicampus., graded

Test Frequency:

each semester

Module SPO-9901: Basic Didactics of Team Sports <i>Grundlagen der Sportspiele</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with the variety of didactic and methodological possibilities within the teaching of elementary sports games in basketball, football and volleyball.		
Learning Outcomes / Competences: Students gain an insight into the elementary techniques and the corresponding didactic basis for teaching the game sports taught here.		
Workload: Total: 180 h 90 h (self-study) 90 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Basketball 1 Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0
Learning Outcome: <ul style="list-style-type: none"> a) Professional competences: Understand and apply basic techniques and basic tactical elements, know basic rules, know various basketball- like games with increasing degrees of complexity and name their specifics, apply various didactic approaches. b) Methodological competences: Implementation of a series of games and a methodical series of exercises using basketball as an example, getting to know and reflecting on different methodical approaches, recognising and correcting basic technical errors. c) Social-personal competences: Knowing basketball-specific basic training, leading a game, implementing a set of rules with/in a group, formulating targeted feedback including adequate correction options based on specific technique models.

<p>Contents:</p> <p>a) Specialised content: Create the prerequisites for being able to play basketball technically, using the rules, in a team at elementary school level. Introduction to individual and group tactical understanding. First contact with various defence and attack concepts as well as selected didactic concepts in basketball.</p> <p>b) Methodological contents: Development of the most important rules in basketball, knowledge about the teaching of basic technical and tactical elements in basketball as well as the introduction to the game of basketball through games that build on each other, application and testing of various didactic approaches in basketball.</p> <p>c) Specialised practical content: Development of elementary skills (catching - passing - dribbling - feinting - throwing, 1:1 situations, working out the basic defensive position, various outnumbering and equal number situations), demonstration and development of motor and coordinative skills in basic training.</p> <p>d) Interdisciplinary content: Correction of movement after observation (also with the aid of video recordings), familiarisation with, testing and comparison of different didactic approaches.</p>
<p>Lehr-/Lernmethoden:</p> <p>Closed, deductive teaching methods are primarily used, although the open and inductive teaching methods are also used in appropriate places. The game series is combined with methodical exercise series in order to approach a rule-based and official basketball game in a targeted manner and with an increasing degree of complexity. The aim of the course is to play 3:3 as a reduced version with mastery of the necessary rules.</p>
<p>Literature:</p> <p>Will be announced in the course.</p>
<p>Examination</p> <p>SPO-9901 FMK Basketball 1</p> <p>combines practical and written examination, parcours and ruletest / length of examination: 20 minutes, not graded</p> <p>Test Frequency:</p> <p>only in the winter semester</p>
<p>Parts of the Module</p>
<p>Part of the Module: Football 1</p> <p>Language: German</p> <p>Frequency: each winter semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <p>a) Professional competences: Understand and apply basic techniques and basic tactical elements; know the basic rules, various football-like forms of play for school. b) Methodological competences: Implementation of various didactic concepts (game concept, methodical series of exercises, incidental learning). c) Social-personal competences: Implementing a set of rules with/in a group, fairness in the game.</p>
<p>Contents:</p> <p>a) Specialised content: Creating the prerequisites for being able to play football technically in a team at elementary school level; introduction to individual and group tactical understanding; forms of play for school; football-specific rules.</p> <p>b) Methodological contents: Familiarisation with various didactic concepts (game concept, methodical series of exercises, incidental learning); understanding of the effect of provocation rules.</p> <p>c) Specialised practical content: Develop elementary technical skills (inside kick, instep kick, header, receiving and taking the ball, dribbling) and tactical skills.</p> <p>d) Interdisciplinary content: Familiarisation with didactic principles for the school.</p>
<p>Lehr-/Lernmethoden:</p> <p>Game concept, methodical series of exercises, incidental learning.</p>

Literature: Will be announced in the course.
Examination SPO-9901 FMK Football 1 combines practical and written examination, parcours and ruletest / length of examination: 20 minutes, not graded Test Frequency: only in the winter semester
Parts of the Module
Part of the Module: Volleyball 1 Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0
Learning Outcome: Students master the basic technical, motor and tactical skills required for teaching volleyball (receiving the ball, passing the ball, attacking the ball, putting the ball into play, playing 2 with 2, 3 with 3 and 4 with 4) and are familiar with the training fundamentals of volleyball.
Contents: Basic technical and tactical skills for teaching the game of volleyball.
Lehr-/Lernmethoden: Closed, deductive teaching methods are primarily used.
Literature: Will be announced in the course.
Examination SPO-9901 FMK Volleyball 1 combines practical and written examination, parcours and ruletest / length of examination: 20 minutes, not graded Test Frequency: only in the winter semester

Module SPO-9902: Basic Didactics of Practical Physical Education <i>Grundlagen des fachpraktischen Sportunterrichts</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with the variety of didactic and methodological possibilities within the teaching of Basic Sports Games (Sports Practical Basis 1), Start-up & Water Competency (water familiarisation).		
Learning Outcomes / Competences: Students gain an insight into the elementary didactics for teaching the content taught here.		
Workload: Total: 180 h 45 h preparation of written term papers (self-study) 90 h (self-study) 45 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Basic Sports Games (Sports Practical Basis 1) Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0
Learning Outcome: The students <ul style="list-style-type: none"> • explain the importance of different backstroke and duel games in physical education. • distinguish between different methods for introducing this content in PE lessons. • acquire practical sports, sports pedagogical and methodological-didactic competences in the field of backstroke and duel games. • describe the difficulties associated with the teaching of backstroke and duel games at school on an emotional, physical and social level.
Contents: In this exercise, students should become familiar with a large repertoire of school-relevant backstroke and racket games and systematise them from a didactic perspective. They should also critically assess the organisation of lessons and design the methodological approach accordingly. They should also become familiar with measuring and comparing themselves with each other and the playful approach to the movement field of "fighting, wrestling and brawling", as well as discussing their special features and categorising them from a developmental psychology perspective. The students should also go through a self-directed learning process in the area of creating their own teaching unit.

<p>Lehr-/Lernmethoden: Closed, deductive teaching methods are primarily used.</p>
<p>Literature: Will be announced in the course.</p>
<p>Examination SPO-9902 Basic Sports Games (Sports Practical Basis 1) mandatory attendance, compulsory attendance, not graded Test Frequency: only in the winter semester</p>
<p>Parts of the Module</p>
<p>Part of the Module: Start-up & Warm-up Games (Small Games) Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <ul style="list-style-type: none"> a) Professional competences: Acquire basic knowledge of the function of games as a fundamental anthropological category within human development, get to know games in different contexts and age groups with different target perspectives (warming up, familiarisation, promotion of psychosocial resources, etc.). b) Methodological competences: Gain initial teaching experience and apply their knowledge of teaching by taking over a sub-unit at an elementary level via the three didactic steps of planning - implementing - evaluating. c) Social-personal competences: Knowing game-specific basics, preparing and playing games, implementing the rules with/in a group, applying targeted feedback including appropriate correction.
<p>Contents:</p> <ul style="list-style-type: none"> a) Specialised content: Create the prerequisites for playing small games in school and leisure time in an organised manner and by applying/varying rules with and without a competitive character. b) Methodological contents: Get to know and apply the principles of lesson planning, observation and organisation. c) Specialised practical content: Exemplary development of game theory basics with references to sports didactics. Familiarisation with heterogeneous forms of play such as running, ball, strength, catching, agility and hide-and-seek games, games to exercise the senses, integration or intercultural games and games in the snow, off-road, etc. d) Interdisciplinary content: Introduction to player education to teach key (sport-immanent) skills (e.g. fairness, importance and acceptance of the rules, winning and losing), introduction to the promotion of conditioning and coordination skills.
<p>Lehr-/Lernmethoden: Closed, deductive teaching methods are primarily used.</p>
<p>Literature: Will be announced in the course.</p>
<p>Examination SPO-9902 Start-up & Warm-up Games (Small Games) combines practical and written examination, Assumption of a teaching unit and written elaboration / length of examination: 20 minutes, graded Test Frequency: only in the winter semester</p>

Parts of the Module
<p>Part of the Module: Water Competency (water familiarisation)</p> <p>Language: German</p> <p>Frequency: each winter semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <p>Learning the essential content of beginner swimming in the form of water familiarisation. Familiarisation with different approaches to the introduction of a first swimming method Knowledge of possible ways of implementing sports science methods in practice.</p>
<p>Contents:</p> <p>As an introduction to swimming training, water familiarisation deals with basic skills such as breathing in water, jumping, diving, gliding, floating, drifting and orientation under water. Elementary mediation processes are demonstrated and carried out to enable pupils to make various adaptations in the element of water.</p> <p>Dealing with children's possible fear of water is also an important topic. In addition, various propulsion concepts and coordination exercises in the water are discussed and the first type of swimming, the crawl, including the start and tilt turn, is introduced.</p>
<p>Lehr-/Lernmethoden:</p> <p>Closed, deductive teaching methods are primarily used.</p>
<p>Literature:</p> <p>Will be announced in the course.</p>
<p>Examination</p> <p>SPO-9902 Water Competency (water familiarisation)</p> <p>mandatory attendance, compulsory attendance, not graded</p> <p>Test Frequency:</p> <p>only in the winter semester</p>

Module SPO-9903: Basic Didactics of Trend Sports <i>Grundlagen des Trendsportunterrichts</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with current trends in sport.		
Learning Outcomes / Competences: Students gain an insight into the elementary didactics for teaching current trends in sport.		
Workload: Total: 180 h 45 h preparation of written term papers (self-study) 90 h (self-study) 45 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Trends in Sport Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0
Learning Outcome: <ul style="list-style-type: none"> a) Professional competences: <ul style="list-style-type: none"> • Students will be able to define the concepts of the historical and sociological view of sport and trend sport and situate them in (sport) science. • Students recognise the possible areas of application and fields of action for the school. • Students familiarise themselves with situations of trend sports activities with pupils in a school context and recognise the complexity of process design. • Students know the contents of trend sports and how to teach them. b) Methodological competences: <ul style="list-style-type: none"> • Students learn about the historical and sociological aspects of sport and trend sports. c) Social-personal competences: <ul style="list-style-type: none"> • Students are self-reflectively aware of the phenomenon of trend sports. They think about the resulting consequences in PE lessons. • Students analyse their own strengths and potential in the area of trend sports teaching. • Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of action- and process-orientated methods in trend sports.

Contents:

- a) Specialised content: The lecture imparts knowledge of the historical and sociological view of sport and the phenomenon of trend sport.
- b) Methodological contents: Historical and sociological considerations of sport are addressed and discussed.
- c) Specialised practical content: Practical sports content in the elective subjects is considered from the perspective of sociology and trend sports.
- d) Interdisciplinary content: Transfer of theories and concepts to practical sports fields of action.

Lehr-/Lernmethoden:

Mainly methods of knowledge transfer are applied. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination**SPO-9903 Trends in Sport**

portfolio exam, Portfolio about the courses of the module / length of examination: 2 weeks, graded

Test Frequency:

only in the winter semester

Parts of the Module**Part of the Module: Practical Trendsport (A/B)**

Language: German

Frequency: each winter semester

Contact Hours: 1,00

ECTS Credits: 2.0

Learning Outcome:

- a) Professional competences:
 - Students will be able to define the concepts of the historical and sociological view of sport and trend sport and situate them in (sport) science.
 - Students recognise the possible areas of application and fields of action for the school.
 - Students familiarise themselves with situations of trend sports activities with pupils in a school context and recognise the complexity of process design.
 - Students know the contents of trend sports and how to teach them.
- b) Methodological competences:
 - The students learn about trend sports teaching.
 - Students recognise trend sport teaching principles and apply them in physical education lessons.
 - Students apply methods of trend sports teaching in learning fields at school and university.
- c) Social-personal competences:
 - Students expand their knowledge and experience in modern sports.
 - They are self-reflectively aware of the phenomenon of trend sports and think about the resulting consequences in PE lessons.
 - Students analyse their own strengths and potential in the area of trend sports teaching.
 - Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of action- and process-orientated methods in trend sports.

<p>Contents:</p> <p>a) Specialised content: The event is characterised by getting to know trend sports and current exercise activities.</p> <p>b) Methodological contents: References to the phenomenon of trend sports and the possibilities of mediation are addressed.</p> <p>c) Specialised practical content: Practical sports content from various sports, also with a view to the phenomenon of trend sports.</p> <p>d) Interdisciplinary content: Transfer of theories and concepts to trend sports.</p>
<p>Lehr-/Lernmethoden:</p> <p>Mainly activity-orientated methods are used to provide an insight into trend sports and current sports trends. Movement activities applied.</p>
<p>Literature:</p> <p>Will be announced in the course.</p>
<p>Parts of the Module</p>
<p>Part of the Module: Optional Subject 1 (Wahlfach 1)</p> <p>Language: German</p> <p>Frequency: each winter semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <p>a) Professional competences:</p> <ul style="list-style-type: none"> • Students are able to define the subject-specific content of the elective subjects in theory and practice and to situate them in (sports) science and teach them at school. • Students recognise the possible areas of application of the fields of action for the school. • By actively engaging with the content of the elective subjects and fields of activity and their relationship to trend sports and other sports, students are able to take a differentiated view and categorise them. <p>b) Methodological competences:</p> <ul style="list-style-type: none"> • Students learn subject-specific methods and are able to apply those of the elective subjects in physical education. <p>c) Social-personal competences:</p> <ul style="list-style-type: none"> • Students have gained differentiated experience by actively engaging with the content of the elective subjects and fields of action. • They think about the consequences of this in sports lessons. • Students analyse their own strengths and potential in the area of the elective subject or field of activity. • Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of action- and process-orientated methods.
<p>Contents:</p> <p>a) Specialised content: The course is characterised by practical knowledge and skills in the elective subjects and by getting to know fields of action and their objectives and content as well as their transfer possibilities in the trend sports context.</p> <p>b) Methodological contents: Practical methods are applied and their use in the school is reflected upon.</p> <p>c) Specialised practical content: Practical sports content is addressed in the elective subjects for self-realisation and teaching. The fields of action are dealt with from various practical perspectives.</p> <p>d) Interdisciplinary content: Transfer of theories and concepts to elective subjects and fields of action.</p>

Lehr-/Lernmethoden:

Methods of acquiring skills are mainly used in the elective subjects and for acquiring skills in the fields of action. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9903 Optional Subject 1 (Wahlfach 1)

mandatory attendance, compulsory attendance, not graded

Test Frequency:

only in the winter semester

Module SPO-9904: Basic Didactics of Experiential Education <i>Grundlagen des erlebnispädagogischen Unterrichts</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Basic didactics in Experiential Education.		
Learning Outcomes / Competences: Students gain an insight into the elementary didactics for teaching in Experiential Education.		
Workload: Total: 180 h 45 h (attendance) 90 h (self-study) 45 h preparation of written term papers (self-study)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Experiential Education Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0
Learning Outcome: <ul style="list-style-type: none"> a) Professional competences: <ul style="list-style-type: none"> • Students will be able to define the concepts of experiential education and action- and process-orientated learning differently and place them in (sports) science terms. • Students recognise the possible areas of application and fields of action for the school. • Students familiarise themselves with situations of experiential education with pupils in a school context and recognise the complexity of process design. • Students are familiar with the content of experiential education and experiential, action- and process-orientated teaching principles. b) Methodological competences: <ul style="list-style-type: none"> • Students learn about experiential education, activity- and process-orientated teaching principles. c) Social-personal competences: <ul style="list-style-type: none"> • The students are self-reflectively aware of the dimensions of experiential education. They think about the resulting consequences in physical education lessons. • Students analyse their own strengths and potential in the field of experiential education. • Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of experiential education, action and process-orientated methods.

Contents:

- a) Specialised content: The lecture aims to impart knowledge of the aims and target groups of experiential education as well as the basic working methods of experiential education. The ability to assess and implement experiential education standards in school practice, an insight into exemplary fields of work in experiential education and the opportunities and limitations of fields of action are addressed.
- b) Methodological contents: The basics of process design in an experiential education context are addressed.
- c) Specialised practical content: Practical sports content in the elective subjects is considered from the perspective of experiential education.
- d) Interdisciplinary content: Transfer of theories and concepts to practical sports fields of action.

Lehr-/Lernmethoden:

Mainly methods of knowledge transfer are applied. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9904 Experiential Education

portfolio exam, Portfolio about the courses of the module / length of examination: 2 weeks, graded

Test Frequency:

only in the winter semester

Parts of the Module

Part of the Module: Indoor Experiential Education

Language: German

Frequency: each winter semester

Contact Hours: 1,00

ECTS Credits: 2.0

Learning Outcome:

a) Professional competences:

- Students will be able to define the concepts of experiential education and action- and process-orientated learning and place them in a (sports) science context.
- Students recognise the possible areas of application and fields of action for the school.
- Students familiarise themselves with situations of experiential education with pupils in a school context and recognise the complexity of process design.
- Students are familiar with the content of experiential gymnastics and its links to the theory of experiential education.

b) Methodological competences:

- Students learn about experiential education, activity- and process-orientated teaching principles.
- Students recognise experiential education, action and process-oriented teaching principles and apply them in physical education lessons.
- Students are familiar with experiential education, action and process-orientated methods in adventure gymnastics.
- Students apply methods from experiential education and activity-based learning in learning fields at school and university.

c) Social-personal competences:

- The students are self-reflectively aware of the dimensions of experiential education. They think about the resulting consequences in physical education lessons.
- Students analyse their own strengths and potential in the field of experiential education.
- Students recognise the importance of accompanying and shaping experiential education activities in the context of school sport.
- Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of experiential education, action and process-orientated methods in adventure gymnastics.

Contents:

a) Specialised content: The first part of this event is characterised by getting to know experiential education goals and content and their transfer possibilities from outdoor activities to the equipment arrangements of a sports hall. The implementation of thematic requirements (bridge building, climbing, driving, turning and seesawing, swinging and tunnel and cave construction as well as team and perception tasks) is carried out in group work and is embedded in a framework story. The presentation of these team results is intended to impart pedagogical and practical skills to the participants.

b) Methodological contents: The basics of process design in an experiential education context are addressed.

c) Specialised practical content: Practical sports content from various sports from the perspective of experiential education.

d) Interdisciplinary content: Transfer of theories and concepts to practical sports fields of action.

Lehr-/Lernmethoden:

Methods of competence acquisition are mainly applied. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

<p>Parts of the Module</p>
<p>Part of the Module: Optional Subject 1 (Wahlfach 1)</p> <p>Language: German</p> <p>Frequency: each winter semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <p>a) Professional competences:</p> <ul style="list-style-type: none"> • Students will be able to define the subject-specific content of the elective subjects in theory and practice and to situate them in (sports) science and teach them at school. • Students recognise the possible areas of application of the fields of action for the school. • By actively engaging with the content of the elective subjects and fields of activity and their relationship to trend sports and other sports, students are able to take a differentiated view and categorise them. <p>b) Methodological competences:</p> <ul style="list-style-type: none"> • Students learn subject-specific methods and are able to apply those of the elective subjects in physical education. <p>c) Social-personal competences:</p> <ul style="list-style-type: none"> • Students have gained differentiated experience by actively engaging with the content of the elective subjects and fields of action. • They think about the consequences of this in sports lessons. • Students analyse their own strengths and potential in the area of the elective subject or field of activity. • Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of action- and process-orientated methods.
<p>Contents:</p> <p>a) Specialised content: The course is characterised by practical knowledge and skills in the elective subjects and by getting to know fields of action and their objectives and content as well as their transfer possibilities in the trend sports context.</p> <p>b) Methodological contents: Practical methods are applied and their use in the school is reflected upon.</p> <p>c) Specialised practical content: Practical sports content is addressed in the elective subjects for self-realisation and teaching. The fields of action are dealt with from various practical perspectives.</p> <p>d) Interdisciplinary content: Transfer of theories and concepts to elective subjects and fields of action.</p>
<p>Lehr-/Lernmethoden:</p> <p>Methods of acquiring skills are mainly used in the elective subjects and for acquiring skills in the fields of action. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.</p>
<p>Literature:</p> <p>Will be announced in the course.</p>
<p>Examination</p> <p>SPO-9904 Optional Subject 1 (Wahlfach 1)</p> <p>mandatory attendance, compulsory attendance, not graded</p> <p>Test Frequency:</p> <p>only in the winter semester</p>

Module SPO-9905: Basics of Sport Didactics and Sports Pedagogy <i>Grundlagen der Sportdidaktik und der Sportpädagogik</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Basics in Sportdidactics and Sportpedagogy.		
Learning Outcomes / Competences: Students gain an insight into the Basics in Sportdidactics and Sportpedagogy.		
Workload: Total: 180 h 135 h (self-study) 45 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Sport didactics 1 (Lecture) Language: German Frequency: each winter semester Contact Hours: 1,00 ECTS Credits: 2.0
Learning Outcome: <p>a) Professional competences: Students know and understand central sport didactic concepts and are able to differentiate between these in terms of objectives, content and methods. Students will be able to categorise different sport didactic concepts and use them to design solution-oriented learning concepts. Students will be able to give differentiated reasons for the objectives of physical education and justify them with arguments. Students are able to link didactic principles and practical sports fields of action with curriculum theory principles.</p> <p>b) Methodological competences: Students can prepare and present teaching content for specific target groups. They can stimulate, guide, diagnose and assess learning processes. Students will be able to apply measures for individual support, in particular taking into account self-regulated learning strategies using the example of basketball. Students will be able to categorise both practical sports and methodological and didactic aspects in the field of basketball. Students will be able to select, apply and adapt exercises in various fields of activity in order to support learning processes appropriately.</p> <p>c) Social-personal competences: Students recognise the importance of the role model role of the teacher/trainer and critically reflect on their own behaviour in mediation situations. Students are able to give and accept critical feedback. Students recognise the importance of a positive emotional attitude and are able to critically and constructively examine their own attitudes.</p>

Contents:

- a) Specialised content: Presentation of central sport didactic concepts with regard to objectives, content and methods. Classification of target group-specific sport didactic concepts. Analysing and evaluating solution-oriented learning concepts. Differentiated justification of physical education (legitimation). Exemplary links between didactic principles and practical sports fields of action and curriculum theoretical foundations. Individualisation and differentiation measures. Discussion of the competences of the teacher, role model and feedback strategies. Examples of good physical education lessons.
- b) Methodological contents: Understand, analyse and evaluate didactic theories and concepts, empirical findings on the impact of teaching and application-oriented concepts.
- c) Specialised practical content: None.
- d) Interdisciplinary content: Transfer of sport didactic theories and concepts to practical sport fields of action (focus on basketball) using sport didactic competences.

Lehr-/Lernmethoden:

Mainly methods of knowledge transfer are used. In addition, students are given discussion and reflection tasks with the aim of contextualising the knowledge along their own biography and examining it with regard to their own experiences in and out of school in teaching situations (as teachers or learners) and future career aspirations.

Literature:

Will be announced in the course.

Parts of the Module**Part of the Module: Competence in Presenting and speech training**

Language: German

Frequency: each winter semester

Contact Hours: 1,00

ECTS Credits: 2.0

Learning Outcome:

- a) Professional competences:
- Acquisition of a confident presentation style consisting of the use of rhetorical devices such as lively gestures, posture / speech / movement in the room, adequate facial expressions, eye contact and a resilient and pleasant-sounding voice.
- b) Methodological competences:
- Exploring methodical and didactic approaches to exercises for stage fright, blackouts, nervousness, breathing/vocal difficulties, etc.
 - Creating a convincing and technically skilful presentation.
- c) Social-personal competences:
- Experience principles of self-efficacy by sensitising self-awareness in presentation situations and by developing knowledge of self-calming and self-activation in the sense of a confident presentation style in front of an audience.
 - Reflecting on and verbalising subjective impressions of fellow students' presentations through feedback.

Contents:

- a) Specialised content: Create the prerequisites for being able to carry out presentation situations effectively and in a resource-saving manner in the (sports) teaching profession.
- b) Methodological contents: Knowledge of the content and technical design of a professionally convincing and audience-effective presentation as well as instructions on exercises for stage fright, blackout, nervousness, breathing / voice difficulties, etc.
- c) Specialised practical content: Examination of techniques for a competent presentation style such as the use of rhetorical devices, including posture, body language and movement in space, as well as lively, authentic and situation-appropriate gestures, facial expressions and eye contact. Examination of melodic, temporal, dynamic and articulatory parameters of speech expression, including breath awareness and breathing training, articulation training and phonetics, modulation skills of the speaking and singing voice, specific resonance exercises for voice warm-up, protection and regeneration, work on vocal power and volume as well as voice placement and vocal control.
- d) Interdisciplinary content: Familiarisation with common voice disorders from speech therapy practice and their whole-body correlations, familiarisation with voice care tips and economical use of the voice in loud background noise in the teaching profession. Strengthening confidence and persuasiveness for all presentation situations.

Lehr-/Lernmethoden:

Both teacher-centred and learner-centred methods are used; in addition to individual work phases, work is carried out in teams of two and in small groups.

Literature:

Will be announced in the course.

Examination**SPO-9905 Competence in Presenting and speech training**

mandatory attendance, compulsory attendance, not graded

Test Frequency:

only in the winter semester

Parts of the Module**Part of the Module: Sports pedagogy (Lecture)**

Language: German

Frequency: each winter semester

Contact Hours: 1,00

ECTS Credits: 2.0

Learning Outcome:

- a) Professional competences: Students know and understand central sport pedagogical concepts and are able to differentiate between them in terms of objectives, content and methods. Students are able to categorise different sport pedagogical concepts in their systematics and use them to develop solution-oriented approaches. Students are able to link pedagogical ideas and practical sports fields of action in a goal-orientated manner.
- b) Methodological competences: Students know the basics of scientific methods (quantitative and qualitative approaches) in sports education research.
- c) Social-personal competences: Students recognise the importance of the role model role of the teacher/trainer and critically reflect on their own behaviour in mediation situations. Students are able to give and accept critical feedback. Students recognise the importance of a positive emotional attitude and are able to critically and constructively examine their own attitudes.

Contents:

- a) Specialised content: The aims, models and theoretical approaches of sports education are compared and contrasted. Historical focal points of the development of sports education are described with special consideration of the history of school sport. Manifestations of modern sport and exercise culture and the resulting challenges and tasks of sports education are critically reflected upon and evaluated. Concepts for the target group of children and young people (e.g. identity development, health education, social education) are derived and discussed.
- b) Methodological contents: Understand, analyse and evaluate scientific theories, empirical findings and application-oriented concepts.
- c) Specialised practical content: None.
- d) Interdisciplinary content: Transfer of sport pedagogical theories and concepts to practical sport fields of action (focus on football) using sport didactic competences.

Lehr-/Lernmethoden:

Mainly methods of knowledge transfer are used. In addition, students are given discussion and reflection tasks with the aim of contextualising the knowledge along their own biography and examining it with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9905 Sportdidactics and Sportpedagogy

oral exam, Oral Exam / length of examination: 20 minutes, graded

Test Frequency:

only in the winter semester

Module SPO-9906: Basics of Training and Movement Science <i>Grundlagen der Trainings- und Bewegungswissenschaft</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Basics in Training and Movement Science.		
Learning Outcomes / Competences: Students gain an insight into the Basics in Training and Movement Science.		
Workload: Total: 180 h 135 h (self-study) 45 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module	
Part of the Module: Trainings Science 1 (Lecture)	
Language: German	
Frequency: each winter semester	
Contact Hours: 1,00	
ECTS Credits: 2.0	
Learning Outcome:	
<ul style="list-style-type: none"> a) Professional competences: Mastering the basic concepts of training science; understanding the models of athletic performance, understanding the basics and methods of conditioning and coordination skills, understanding the special aspects of children's training. b) Methodological competences: Training implementation using training methods. c) Social-personal competences: Understanding one's own sports biography on the basis of theoretical reappraisal; critical and reflective approach to theories. 	
Contents:	
<ul style="list-style-type: none"> a) Specialised content: Basic concepts of training science; models of athletic performance; components of athletic performance: endurance, strength, speed, agility, coordination (basics, training methods, children's training). b) Methodological contents: Training methods for conditional and coordinative skills. c) Specialised practical content: None. d) Interdisciplinary content: Link with the module sports. 	
Lehr-/Lernmethoden:	
Frontal teaching, flipped classroom, discussions.	
Literature:	
Will be announced in the course.	

Parts of the Module
<p>Part of the Module: Training Methods</p> <p>Language: German</p> <p>Frequency: each winter semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <ul style="list-style-type: none"> a) Professional competences: Independent implementation of training according to scientifically sound methods. b) Methodological competences: Instruction in fitness and coordination training. c) Social-personal competences: Reflection on the physiological effects of different training methods; fatigue resistance; willingness to perform.
<p>Contents:</p> <ul style="list-style-type: none"> a) Specialised content: Training methods for motor skills, applied in the modular sport of volleyball. b) Methodological contents: Training methods for conditional and coordinative skills. c) Specialised practical content: Technical skills, conditioning and coordination aspects of volleyball. d) Interdisciplinary content: Application of lecture content from training science; performance of exercises from the module sport volleyball.
<p>Lehr-/Lernmethoden:</p> <p>Practical exercises, discussions.</p>
<p>Literature:</p> <p>Will be announced in the course.</p>
<p>Examination</p> <p>SPO-9906 Training Methods</p> <p>mandatory attendance, compulsory attendance, not graded</p> <p>Test Frequency:</p> <p>only in the winter semester</p>
Parts of the Module
<p>Part of the Module: Movement Science 1 (Lecture)</p> <p>Language: German</p> <p>Frequency: each winter semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <ul style="list-style-type: none"> a) Professional competences: Mastering the technical terms of movement science, understanding the various theoretical approaches to solving the control problem in motor skills, understanding various theories of motor learning and understanding the differences between them. Understand the physical principles of movement. b) Methodological competences: None. c) Social-personal competences: Understanding one's own learning biography in sport, critically reflective handling of theories.

Contents:

- a) Specialised content: Technical terms of movement science, theories of motor control (GMP theory, self-organisation theory, theory of internal models), theories of motor learning, basics of biomechanics, biomechanics of skiing.
- b) Methodological contents: Methods of movement science (cinematography, dynamography, physiography).
- c) Specialised practical content: None.
- d) Interdisciplinary content: Link with the module sports.

Lehr-/Lernmethoden:

Flipped classroom, video tutorials, H5P exercises.

Literature:

Will be announced in the course.

Examination

SPO-9906 Training and Movement Science

oral exam, Oral Exam / length of examination: 20 minutes, graded

Test Frequency:

only in the winter semester

Module SPO-9907: Avanced didactics of Team Sports <i>Grundlagen der Sportspiele für Fortgeschrittene</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with the variety of didactic and methodological possibilities within the teaching of sports games in basketball, football and volleyball.		
Learning Outcomes / Competences: Students gain an insight into the advanced techniques and the corresponding didactic basis for teaching the game sports taught here.		
Workload: Total: 180 h 90 h (self-study) 90 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university! Module Basic Didactics of Team Sports (SPO-9901) - required		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Basketball 2 or Football 2 or Volleyball 2 Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 4.0
Learning Outcome: a) Professional competences: Understand and apply advanced ball sport-specific techniques and tactics; know the rules and regulations; be able to realise pedagogical goals through ball sport-specific content at school. b) Methodological competences: Implementation of various pedagogical, methodological and didactic concepts; guidance of groups. c) Social-personal competences: Implementing the ball sport-specific rules with/in a group; fairness in the game; dealing with heterogeneity.
Contents: a) Specialised content: Pedagogical aspects of the chosen ball sport at school (differentiation, co-education, integration/inclusion, fairness education, role model of professional players, grading). b) Methodological contents: Teaching pedagogical concepts; guiding groups. c) Specialised practical content: Acquisition of further technical sport-specific skills; application of individual, group and team tactical measures when playing in different team constellations in different settings. d) Interdisciplinary content: Familiarisation with sports pedagogical principles for the school.

<p>Lehr-/Lernmethoden: Methodical exercise series; game series for incidental and intentional learning.</p>
<p>Literature: Will be announced in the course.</p>
<p>Assigned Courses:</p> <p>HFSP0-02-FD-5 - Basketball 2 - Damen (kein KURS!!) <i>*(in attendance) *</i></p> <p>HFSP0-02-FD-5 - Basketball 2 - Herren (kein KURS!!) <i>*(in attendance) *</i></p> <p>HFSP0-04-TW-4, Volleyball 2 (Kein KURS!!) <i>*(in attendance) *</i></p>
<p>Examination</p> <p>SPO-9907 Basketball 2 or Football 2 or Volleyball 2 mandatory attendance, Compulsory Attendance, not graded</p> <p>Test Frequency: only in the summer semester</p>
<p>Parts of the Module</p>
<p>Part of the Module: Handball 1</p> <p>Language: German</p> <p>Frequency: each summer semester</p> <p>Contact Hours: 1,00</p> <p>ECTS Credits: 2.0</p>
<p>Learning Outcome:</p> <p>a) Professional competences: Understand and apply basic techniques and basic tactical elements, know the basic rules, know various handball-like games with increasing degrees of complexity and name their specifics, use diagnostic procedures in handball.</p> <p>b) Methodological competences: Implementation of a series of games (main line) and a methodical series of exercises (secondary line) using handball as an example, implementation of targeted and handball-specific warm-up training, recognising and correcting basic technique errors with the help of suitable diagnostic procedures.</p> <p>c) Social-personal competences: Knowing handball-specific warm-up training, also according to social objectives, leading a game, implementing a set of rules with/in a group, formulating targeted feedback based on diagnostic criteria.</p>
<p>Contents:</p> <p>a) Specialised content: Create the prerequisites for being able to play handball technically, using the rules, in a team at elementary school level. Introduction to individual and group tactical understanding. First contact with various defence and attack concepts as well as simple diagnostic procedures in handball.</p> <p>b) Methodological contents: Organisation of a handball-specific warm-up training, development of the most important rules in handball, knowledge of the teaching of basic tactical elements in handball as well as the introduction to the handball game via games with hand and ball that build on each other, application of simple diagnostic procedures in handball, integration into a subject-specific didactic concept (game-specific concept).</p> <p>c) Specialised practical content: Development of elementary skills (catching - passing - feinting - throwing, 1:1 situations, working out the basic defensive position), demonstration and development of motor and coordinative skills in basic training.</p> <p>d) Interdisciplinary content: Correction of movement based on video recordings, familiarisation with and use of diagnostic procedures (recognition of motor deficits).</p>

Lehr-/Lernmethoden:

Closed, deductive teaching methods are primarily used, although open and inductive teaching methods are also used in appropriate places. The game series is combined with methodical exercise series in order to approach a rule-based and official handball game in a targeted manner and with an increasing degree of complexity. The game 2x3:3 as a reduced variant with mastery of the necessary rules should be the goal of the course.

Literature:

Will be announced in the course.

Assigned Courses:

HFSP0-21-Dia-3, Handball 1 (kein KURS!!)

**(in attendance) **

Examination

SPO-9907 FMK Handball 1

combines practical and written examination, Parcours und Regeltest / length of examination: 20 minutes, not graded

Test Frequency:

only in the summer semester

Module SPO-9908: Advanced didactics of Practical Physical Education <i>Grundlagen des fachpraktischen Sportunterrichts für Fortgeschrittene</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with the variety of didactic and methodological possibilities within the teaching of Advanced Sports Games and Track & Field for Children and Adolescents (Children and Adolescents Athletics)		
Learning Outcomes / Competences: Students gain an insight into the advanced didactics for teaching the content taught here.		
Workload: Total: 180 h 135 h (self-study) 45 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module	
Part of the Module: Advanced Sports Games (Practical Sports Basis 2)	
Language: German	
Frequency: each summer semester	
Contact Hours: 1,00	
ECTS Credits: 2.0	
Learning Outcome: Knowledge and skills in the field of sports games, taking into account aspects of sports pedagogy and didactics. Knowledge of general teaching methods and detailed learning objectives in handball and football.	
Contents: In this exercise, students should get to know a large repertoire of school-relevant ball games and systematise them from a didactic perspective. In addition, the focus is on developing their own playing skills with cross- sport content from the Heidelberg Ball School and critically assessing the methodological approach. School-relevant outdoor games and their special features are to be discussed and their special features experienced in their implementation in the school context and also categorised from a developmental psychology perspective. The students should also go through a self-directed learning process in the area of creating their own teaching unit.	
Lehr-/Lernmethoden: Closed, deductive teaching methods are primarily used.	
Literature: Will be announced in the course.	

<p>Examination</p> <p>SPO-9908 Advanced Sports Games (Practical Sports Basis 2) mandatory attendance, compulsory attendance, not graded</p> <p>Test Frequency: only in the summer semester</p>
<p>Parts of the Module</p> <p>Part of the Module: Track & Field for Children and Adolescents (Children and Adolescents Athletics)</p> <p>Language: German</p> <p>Frequency: each summer semester</p> <p>Contact Hours: 2,00</p> <p>ECTS Credits: 4.0</p>
<p>Learning Outcome:</p> <p>a) Professional competences: Acquire basic knowledge of games and school athletics. Get to know and understand the first techniques and disciplines of athletics.</p> <p>b) Methodological competences: Implementation of the basics of games and school athletics.</p> <p>c) Social-personal competences: To get to know forms of games and exercises for measuring and comparing themselves, and to prioritise the team concept and the joyful movement together in light athletics.</p>
<p>Contents:</p> <p>a) Specialised content: In this exercise, students should familiarise themselves with the playful approach to learning athletics movements (running, jumping, throwing/shooting) and the principles of play athletics. The organisation of lessons outdoors should be critically assessed and the methodical approach reflected upon accordingly. Measuring and comparing each other and the playful approach to athletics disciplines in the areas of fast and endurance running, high and long jumping and throwing/shooting should also be categorised from a developmental psychology perspective.</p> <p>b) Methodological contents: The basics of sprinting, obstacle courses and relay races, high and long jumping as well as impact throwing, rotational throwing and jumping are taught. The teaching concepts of games and school athletics are presented and reflected on using short teaching experiments as examples. In addition, a self-directed learning process in the area of endurance running is encouraged.</p> <p>c) Specialised practical content: Developing elementary skills in sprinting, hurdling, relay races, high jump, long jump, shot put, impact throw and spin throw.</p> <p>d) Interdisciplinary content: Movement correction using feedback methods, familiarisation with and use of training procedures and methods in school athletics</p>
<p>Lehr-/Lernmethoden:</p> <p>Closed, deductive teaching methods are primarily used; open and inductive teaching methods are used for specific topics.</p>
<p>Literature:</p> <p>Will be announced in the course.</p>
<p>Examination</p> <p>SPO-9908 Track & Field for Children and Adolescents (Children and Adolescents Athletics) oral exam, oral exam / length of examination: 20 minutes, graded</p> <p>Test Frequency: only in the summer semester</p>

Module SPO-9909: Sport and Health <i>Sport und Gesundheit</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Sport and Health.		
Learning Outcomes / Competences: Students gain an insight into Sport and Health.		
Workload: Total: 180 h 60 h (attendance) 120 h (self-study)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module**Part of the Module: Sport and Health (Lecture)****Language:** German**Frequency:** each summer semester**Contact Hours:** 1,00**ECTS Credits:** 2.0**Learning Outcome:**

- a) Professional competences: Students know and understand central (sport) scientific and didactic concepts of sport and exercise-related health promotion (in the school setting) and can analyse these with regard to differentiate between objectives, content and methods. Students will be able to recognise different concepts categorise exercise-related health promotion in its systematics and use this to develop solution-oriented design procedures. The students are able to develop health-orientated sports and to combine ideas that promote physical activity and practical sports activities in the school context in a targeted manner.
- b) Methodological competences: Students are familiar with subject-specific didactic concepts and procedures for the methodical design of Physical education from a health perspective.
- c) Social-personal competences: Students recognise the importance of the teacher's role as a role model and critically reflect on their own teaching style.
Behaviour in mediation situations. Students are able to give positive and critical feedback and to assume. Students recognise the importance of a positive emotional attitude and can to take a critical and constructive look at their own attitudes.

Contents:

- a) Specialised content: The lecture "Sport and Health" includes the presentation, analysis and comparison of theories on health and illness as well as strategies and implementation models of competence-oriented sport and exercise-related health promotion, primarily in the school setting. Students are sensitised to describing the health and physical activity status of children and young people. They should also be able to justify the importance of health-orientated sport and exercise - and other health-related topics - inside and outside of school sport for the health and development of children and young people on the basis of current theoretical approaches and establish a link between theory and practical implementation in PE lessons and in the wider school context.
- b) Methodological contents: Understand, analyse and evaluate scientific theories, empirical findings and application-oriented concepts.
- c) Specialised practical content: None.
- d) Interdisciplinary content: Transfer of theories and concepts of competence-based, sport and exercise-related health promotion to the subject area of health and fitness as well as practical sport fields of action (focus on swimming) using sport didactic competences.

Lehr-/Lernmethoden:

Mainly methods of knowledge transfer are used. In addition, students are given discussion and reflection tasks with the aim of contextualising the knowledge along their own biography and examining it with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Assigned Courses:

HF-SPO-1012-1, Vorlesung Sport und Gesundheit- Mo, 11:15-12:00 Uhr (SuG), HrSa, Roeger-Offergeld (lecture)
**(in attendance) **

Examination**SPO-9909 Sport and Health**

written exam, written exam / length of examination: 90 minutes, graded

Test Frequency:

only in the summer semester

Parts of the Module**Part of the Module: Fitness for Health (health-orientated fitness)**

Language: German

Frequency: each summer semester

Contact Hours: 1,00

ECTS Credits: 2.0

Learning Outcome:

- a) Professional competences: Students know and understand central sport science and didactic concepts of sport and exercise-related health promotion (in the school setting) and their application and design options with regard to objectives, content and methods in the subject area of health and fitness.
- b) Methodological competences: Students are familiar with specialised didactic concepts and procedures and their possible applications (in the school setting).
- c) Social-personal competences: Students recognise the importance of the role model role of the teacher/trainer and critically reflect on their own behaviour in mediation situations. Students are able to give and accept critical feedback. Students recognise the importance of a positive emotional attitude and are able to critically and constructively examine their own attitudes.

Contents:

- a) Specialised content: based on and parallel to the information in the lecture, practical examples are used to illustrate the connection between sport/exercise and health and its (skills-orientated) implementation options in school sport and beyond are discussed. Topics such as "correct warm-up" and the basics of endurance, strength, flexibility and coordination training will also be used, as well as the possibilities of promoting psychosocial health resources through sport and exercise at school. In addition, teacher competences such as openness, student orientation, reflection and cognitive activation are applied in practice.
- b) Methodological contents: Understand, analyse and evaluate scientific theories, empirical findings and application-oriented concepts.
- c) Interdisciplinary content: Transfer of theories and concepts of competence-based, sport and exercise-related health promotion to the subject area of health and fitness using sport didactic competences.

Lehr-/Lernmethoden:

Mainly practical and didactic methods of knowledge transfer are used. In addition, students are given discussion and reflection tasks with the aim of contextualising the knowledge and examining it with regard to their own school and extracurricular experiences as well as future career aspirations.

Literature:

Will be announced in the course.

Parts of the Module**Part of the Module: [Swimming 1](#)**

Language: German

Frequency: each summer semester

Contact Hours: 2,00

ECTS Credits: 2.0

Learning Outcome:

- a) Professional competences: The students know and understand central sports science and didactic concepts of teaching classical swimming techniques as well as health-orientated sport and exercise in the field of action "moving in water / swimming" and their target group-orientated application and design options with regard to objectives, content and methods.
- b) Methodological competences: The students know specialised didactic concepts and procedures as well as their possible applications (in the field of action "moving in water / swimming").
- c) Social-personal competences: Students recognise the importance of the role model role of the teacher/trainer and critically reflect on their own behaviour in mediation situations. Students are able to give and accept critical feedback. Students recognise the importance of a positive emotional attitude and are able to critically and constructively examine their own attitudes.

Contents:

a) Specialised content: The focus of the course is on the didactic possibilities of teaching the classic swimming techniques of breast crawl, back crawl and breaststroke as well as starts and turns and the rough form of dolphin swimming. To this end, the students will demonstrate and compare various methodological and didactic approaches in the form of a lesson concept. In the second step, biomechanical and training science principles for sports lessons are discussed. The techniques are analysed from the perspective of functional movement analysis. Action sketches, descriptions of progressions and their functional allocation are used to train the ability to see movement. Based on and parallel to the theoretical content and concepts of the Sport and Health lecture, the connection between sport/movement and health is illustrated using practical examples of the field of action "moving in water/swimming" and its (competence-orientated) implementation possibilities in school sport are discussed.

b) Methodological contents: Understand, analyse and evaluate scientific theories, empirical findings and application-oriented concepts.

c) Interdisciplinary content: Transfer of theories and concepts of competence-based, sport and movement-related health promotion to the practical sport field of action "moving in water/swimming" using sport didactic competences.

Lehr-/Lernmethoden:

Mainly practical and didactic methods of knowledge transfer are used. In addition, students are given discussion and reflection tasks with the aim of contextualising the knowledge and examining it with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9909 Swimming 1

mandatory attendance, compulsory attendance, not graded

Test Frequency:

only in the summer semester

Module SPO-9910: Advanced Didactics in Trend Sports <i>Grundlagen des Trendsportunterrichts für Fortgeschrittene</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with current trends in sport.		
Learning Outcomes / Competences: Students gain an insight into the advanced didactics for teaching current trends in sport.		
Workload: Total: 180 h 120 h (self-study) 60 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university! Module Basic Didactics of Trend Sports (SPO-9903) - required		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Trends in Sport (seminar) Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 3.0
Learning Outcome: a) Professional competences: <ul style="list-style-type: none"> • Students will be able to place the in-depth areas of historical and sociological observation of sport and trend sport in a (sport) scientific context. • Students recognise the possible areas of application and fields of action for the school. • Students familiarise themselves with situations of trend sports activities with pupils in a school context and recognise the complexity of process design. • Students know the contents of trend sports and how to teach them. b) Methodological competences: <ul style="list-style-type: none"> • Students familiarise themselves with trend sport teaching principles and implement them in an exemplary manner. c) Social-personal competences: <ul style="list-style-type: none"> • Students are self-reflectively aware of the phenomenon of trend sports. They think about the resulting consequences in PE lessons. • Students analyse their own strengths and potential in the area of trend sports teaching. • Students can act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of action- and process-orientated methods in trend sports.

Contents:

- a) Specialised content: The seminar aims to deepen knowledge of the historical and sociological view of sport and the phenomenon of trend sport and to try out and reflect on the teaching of trend sport. The ability to make judgements and the implementation of current movement activities in school practice will be reflected upon.
- b) Methodological contents: Theoretical content is presented in an innovative way and practical content is conveyed and reflected on in a trendy, sporty way.
- c) Specialised practical content: Trend sports and current exercise activities are tried out and reflected upon. d) Interdisciplinary content: Transfer of theories and concepts to trend sports.

Lehr-/Lernmethoden:

Both methods of knowledge transfer and action-orientated methods are used to provide an insight into trend sports and current movement activities and how they are taught. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences as well as future career aspirations.

Literature:

Will be announced in the course.

Examination**SPO-9910 Advanced Trends in Sport**

oral exam, oral exam / length of examination: 20 minutes, graded

Test Frequency:

only in the summer semester

Parts of the Module**Part of the Module: Optional Subject 2 (Elective 2)**

Language: German

Frequency: each summer semester

Contact Hours: 2,00

ECTS Credits: 3.0

Learning Outcome:

- a) Professional competences:
- Students will be able to define the subject-specific content of the elective subjects in theory and practice and to situate them in (sports) science and teach them at school.
 - Students recognise the possible areas of application of the fields of action for the school.
 - By actively engaging with the content of the elective subjects and fields of activity and their relationship to trend sports and other sports, students are able to take a differentiated view and categorise them.
- b) Methodological competences:
- Students learn subject-specific methods and are able to apply those of the elective subjects in physical education.
- c) Social-personal competences:
- Students have gained differentiated experience by actively engaging with the content of the elective subjects and fields of action.
 - They think about the consequences of this in sports lessons.
 - Students analyse their own strengths and potential in the area of the elective subject or field of activity.
 - Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of action- and process-orientated methods.

Contents:

- a) Specialised content: The course is characterised by practical knowledge and skills in the elective subjects and by getting to know fields of action and their objectives and content as well as their transfer possibilities in the trend sports context.
- b) Methodological contents: Practical methods are applied and their use in the school is reflected upon.
- c) Specialised practical content: Practical sports content is addressed in the elective subjects for self-realisation and teaching. The fields of action are dealt with from various practical perspectives.
- d) Interdisciplinary content: Transfer of theories and concepts to elective subjects and fields of action.

Lehr-/Lernmethoden:

Methods of acquiring skills are mainly used in the elective subjects and for acquiring skills in the fields of action. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9910 Optional Subject 2 (Wahlfach 2)

mandatory attendance, compulsory attendance, not graded

Test Frequency:

only in the summer semester

Module SPO-9911: Advanced Didactics in Experiential Education <i>Grundlagen des erlebnispädagogischen Unterrichts für Fortgeschrittene</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Experiential education.		
Learning Outcomes / Competences: Students gain an insight into the advanced didactics for teaching Experiential education.		
Workload: Total: 180 h 60 h (attendance) 120 h (self-study)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university! Module Basic Didactics of Experiential Education (SPO-9904) - required		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 3,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Experiential Education (Seminar) Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 3.0
Learning Outcome: a) Professional competences: <ul style="list-style-type: none"> • Students will be able to understand the concepts of experiential education and action and behavioural learning. • Define process-orientated learning differently and position it in (sport) science. • Students recognise the possible areas of application and fields of action for the school. b) Methodological competences: <ul style="list-style-type: none"> • Students deepen their knowledge of experiential education, activity- and process-orientated teaching principles and implement them in an exemplary manner. c) Social-personal competences: <ul style="list-style-type: none"> • The students are self-reflectively aware of the dimensions of experiential education. They think about the resulting consequences in physical education lessons. • Students analyse their own strengths and potential in the field of experiential education in depth. • Students recognise the importance of accompanying and shaping experiential education activities in the context of school sport.

Contents:

- a) Specialised content: The seminar aims to deepen knowledge of the aims and target groups of experiential education as well as the basic working methods of experiential education. The ability to assess and implement experiential education standards in school practice, an insight into exemplary fields of work in experiential education and the opportunities and limitations of experiential education fields of action will be reflected upon.
- b) Methodological contents: The basics of process design in an experiential education context are deepened and implemented.
- c) Specialised practical content: Experiential educational activities are tried out and reflected upon.
- d) Interdisciplinary content: Transfer of theories and concepts to experiential education activities.

Lehr-/Lernmethoden:

Methods of knowledge transfer and skills acquisition are applied. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9911 Advanced didactics in Experiential Education

oral exam, oral exam / length of examination: 20 minutes, graded

Test Frequency:

only in the summer semester

Parts of the Module

Part of the Module: Optional Subject 2 (Elective 2)

Language: German

Frequency: each summer semester

Contact Hours: 2,00

ECTS Credits: 3.0

Learning Outcome:

a) Professional competences:

- Students will be able to define the concepts of experiential education and action- and process-orientated learning and place them in a (sports) science context.
- The students recognise the elective subjects and fields of activity that are possible for the school.
- Students familiarise themselves with situations of experiential education with pupils in a school context and recognise the complexity of process design.
- The students know the contents of the elective subjects and fields of action and their connection to the theory of experiential education.

b) Methodological competences:

- Students learn about experiential education, activity- and process-orientated teaching principles.
- Students recognise experiential education, action and process-oriented teaching principles and apply them in physical education lessons.
- Students apply methods from experiential education and activity-based learning in learning fields at school and university.

c) Social-personal competences:

- The students are self-reflectively aware of the dimensions of experiential education. They think about the resulting consequences in physical education lessons.
- Students analyse their own strengths and potential in the field of experiential education.
- Students recognise the importance of accompanying and shaping experiential education activities in the context of school sport.
- Students are able to act safely and responsibly (with regard to physical, psychological and social aspects, but also ecological and sustainable aspects) on the basis of experiential education, action and process-orientated methods in adventure gymnastics.

Contents:

- a) Specialised content: The course is characterised by getting to know elective subjects and fields of action and their objectives and content as well as their transfer possibilities into the experiential education context.
- b) Methodological contents: The basics of process design in an experiential education context are addressed.
- c) Specialised practical content: Practical sports content from various elective subjects and fields of activity from the perspective of experiential education.
- d) Interdisciplinary content: Transfer of theories and concepts to elective subjects and fields of action.

Lehr-/Lernmethoden:

Methods of competence acquisition are mainly applied. To this end, students should contextualise the knowledge and skills along their own biography and examine them with regard to their own school and extracurricular experiences and future career aspirations.

Literature:

Will be announced in the course.

Examination

SPO-9911 Optional Subject 2 (Wahlfach 2)

mandatory attendance, compulsory attendance, not graded

Test Frequency:

only in the summer semester

Module SPO-9912: Advanced Studies in Sports Science (Natural Science) <i>Vertiefungsseminar Sportwissenschaft (Naturwissenschaft)</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Advanced Studies in Sports Science (Natural Science)		
Learning Outcomes / Competences: Students gain an insight into Advanced Studies in Sports Science (Natural Science)		
Workload: Total: 180 h 30 h (attendance) 90 h preparation of written term papers (self-study) 60 h preparation of presentations (self-study)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: irregular (usu. winter semester)	Recommended Semester: from 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Advanced Studies in Sports Science (Natural Science) Language: German Frequency: jährlich nach Bedarf WS oder SoSe Contact Hours: 2,00 ECTS Credits: 6.0
Learning Outcome: a) Professional competences: Students are able to interpret and summarise scientific findings from the scientifically oriented sub-disciplines of sports science. b) Methodological competences: Students can competently research scientific findings using the tools currently available. c) Social-personal competences: Students can communicate and apply scientific findings.
Contents: a) Specialised content: Current theories and research results of a scientifically orientated sports science sub-discipline. b) Methodological contents: Research of scientific sources. c) Specialised practical content: None. d) Interdisciplinary content: Philosophy of science, science communication.
Lehr-/Lernmethoden: Flipped classroom, video tutorials, H5P exercises.
Literature: Will be announced in the course.

Examination

SPO-9912 Advanced Studies in Sports Science (Natural Science)

term paper, Paper / work period for assignment: 4 weeks, graded

Test Frequency:

when a course is offered

Module SPO-9913: Advanced Studies in Sports Science (Social Science) <i>Vertiefungsseminar Sportwissenschaft (Sozialwissenschaft)</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
Contents: Familiarisation with Advanced Studies in Sports Science (Social Science)		
Learning Outcomes / Competences: Students gain an insight into Advanced Studies in Sports Science (Social Science)		
Workload: Total: 180 h 90 h preparation of written term papers (self-study) 60 h preparation of presentations (self-study) 30 h (attendance)		
Conditions: This module is only available to students who study sports science/ didactics as part of their degree at their home university!		Credit Requirements: Passing the module exam
Frequency: irregular (usu. winter semester)	Recommended Semester: from 6.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Advanced Studies in Sports Science (Social Science) Language: German / English Frequency: jährlich nach Bedarf WS oder SoSe Contact Hours: 2,00 ECTS Credits: 6.0
Learning Outcome: <ul style="list-style-type: none"> a) Professional competences: Students know and understand differentiated social science questions and problems relating to sport. They will be able to contextualise these and conduct exemplary research using empirical methods and write a scientific report. b) Methodological competences: Students can research topic-specific literature independently. They can categorise and evaluate empirical findings (quantitative and qualitative) on various topics. Students can use scientific sources to research exemplary topics. They are able to prepare and present a topic in a structured manner. c) Social-personal competences: Students recognise the quality of a good presentation and learn to speak confidently in front of a group. Students are able to give and accept critical feedback. Students recognise the importance of a positive emotional attitude and are able to deal with their own attitudes in a critical and constructive manner.

Contents:

- a) Specialised content: Deepening of exemplary sports pedagogical questions and problems on the basis of theoretical and conceptual frameworks. Preparation and discussion of specific and current research topics with the integration of further social science references.
- b) Methodological contents: Understand, categorise and apply social science theories and concepts. Know and collect empirical findings (quantitative and qualitative) on various topics.
- c) Specialised practical content: None.
- d) Interdisciplinary content: Application of social science theories and concepts to the lifeworlds of different target groups.

Lehr-/Lernmethoden:

Independent research on literature relevant to the topic. Practical implementation of research in the field (e.g. questionnaire survey or interviews). Practical data preparation within the framework of empirical research methods (quantitative/qualitative) and their evaluation using appropriate analysis methods (SPSS, MAXQDA or similar).

Literature:

Will be announced in the course.

Examination

SPO-9913 Advanced Studies in Sports Science (Social Science)

term paper, Paper / work period for assignment: 4 weeks, graded

Test Frequency:

when a course is offered

Module MUK-4010: Advanced Qualitative Methods in Communication Research <i>Advanced Qualitative Methods in Communication Research</i>		12 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: This module offers a comprehensive overview of qualitative research paradigms and methodologies in communication studies. It introduces students to the theoretical foundations underpinning qualitative inquiry, major analytic frameworks (e.g., thematic analysis, qualitative content analysis), and core quality criteria (credibility, transferability, dependability, confirmability). Students will learn to design rigorous qualitative research—formulating research questions, choosing sampling strategies, and selecting appropriate data#collection methods (interviews, focus groups, observation, document analysis). Emphasis lies on understanding ethical principles, researcher positionality, and the philosophical assumptions that shape qualitative knowledge production.		
Learning Outcomes / Competences: Students acquire comprehensive knowledge of the theoretical foundations, analytic frameworks, and quality criteria (credibility, transferability, dependability, confirmability) specific to one selected qualitative research method in communication studies. They develop the skills to design rigorous studies using this method—formulating research questions, choosing sampling strategies, and applying the appropriate data-collection techniques (e.g., interviews or focus groups) in line with ethical principles and researcher positionality. They learn to employ the chosen analytic framework to systematically analyze data and critically reflect on the philosophical assumptions underpinning qualitative knowledge production. Finally, they build the competence to independently plan, execute, and evaluate communication research projects with methodological rigor and reflexivity using their selected qualitative method.		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester each winter semester	Recommended Semester: 1. - 4.	Minimal Duration of the Module: semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Advanced Research Practice in Qualitative Methods		
Language: English		
Frequency: each winter semester each winter semester		
Contact Hours: 4,00		
ECTS Credits: 12.0		
Contents: In this seminar, students gain hands#on experience executing a complete qualitative research project. Starting with the articulation of theoretically informed research questions, participants choose a qualitative design (e.g., interviews, focus groups, qualitative content analysis, qualitative observation), construct data collection instruments, plan sampling, collect and analyze their data. Through an iterative process of theme development and interpretation, students produce a results report. Throughout the seminar, students critically appraise their research process regarding quality criteria and ethical issues.		

Examination

Advanced Research Practice in Qualitative Methods

portfolio exam, Research report OR Case study OR Portfolio, graded

Test Frequency:

when a course is offered

Module MUK-4011: Advanced Quantitative Methods <i>Fortgeschrittene quantitative Methoden</i>		12 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: This module provides in-depth, application-oriented training in advanced quantitative research methods. The focus is on designing, conducting and evaluating your own empirical projects using methodological approaches such as surveys, experiments, content analysis, observation, systematic analysis and meta-analysis. Students work on scientific questions in a project-based manner, apply complex research designs and critically examine the respective methodological procedures, their quality criteria and challenges.		
Learning Outcomes / Competences: In-depth knowledge of various quantitative research methods and the ability to apply them independently, in a theory-driven and practical research context. Competence in reflecting on methodological strengths and limitations. Further development of methodological skills in the context of social science research.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each summer semester	Recommended Semester: 1. - 4.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Advanced Quantitative Methods		
Language: German		
Assigned Courses: MA - Quantitatives LFP (Gruppe A): Kommunikation von gesunder und nachhaltiger Ernährung (seminar) <i>*(in attendance) *</i>		
Examination Modul examination: Advanced Quantitative Methods portfolio exam, Research report OR Case study OR Portfolio, graded		

Module MUK-4021: Values and Norms in the Media Society <i>Values and Norms in the Media Society</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: In-depth examination of the conditions, actors and dynamics of social negotiation of norms and values in the media public sphere, norm- and value-related media content and its reception and impact on the population. Political, economic and journalistic influencing factors and power constellations are analysed as they manifest themselves in discourses on norms and values in the media environment. Not only the potentials and limitations of the media as mediators of norms and values in the public sphere are considered, but also their significance in the reception of media content and its short and long-term effects.		
Learning Outcomes / Competences: Students gain an advanced understanding of the conditions, actors and dynamics that shape the social negotiation of norms and values, as well as gender and diversity issues in the media. They acquire in-depth knowledge of how norm-, gender- and diversity-related content is produced, received and affects audiences. They develop skills in assessing the potential and limitations of the media as mediators of norms and values, and in evaluating the short and long-term effects of normative messages. Students develop the ability to use communication theories and empirical methods to critically reflect on and inform debates about norms, gender and diversity in different media environments.		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester: 1. - 4.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Changes in the media and society - Gender, Diversity, and Social Norms Language: English Frequency: each winter semester each winter semester Contact Hours: 2,00 ECTS Credits: 6.0
Contents: Changing gender concepts, diversity in postmigrant societies and the transformation of social norms are not only reflected in the media. The media also prefigure these processes of societal change and the media effect gender, diversity and norm perceptions among users. The seminar examines these different interplays theoretically and/or empirically.

Examination Changes in the media and society - Gender, Diversity, and Social Norms portfolio exam, Term paper OR presentation with written elaboration OR Portfolio, graded

Module MUK-4022: Media and Social Change <i>Medien- und Gesellschaftswandel</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Susanne Kinnebrock Prof. Dr. Jeffrey Wimmer		
Contents: This module focuses on the interactions between media change and social, public and scientific discourses. Theoretical and empirical perspectives are adopted in order to examine media realities, the negotiation of social norms in media discourses, and changes in communication research. Among other things, the module analyses how media content and communication structures contribute to the emergence, processing and transformation of collective images of reality and society, and what significance (sub)publics or alternative forms of communication have in this context.		
Learning Outcomes / Competences: Students are able to critically examine and theoretically analyse media and social change. They learn about relevant communication science theories and concepts relating to media reality, public opinion, value transmission and communicator research, and apply them in practical research.		
Conditions: none		Credit Requirements: Passing the module examination
Frequency: each summer semester	Recommended Semester: 1. - 4.	Minimal Duration of the Module: semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Media and Social Change Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 6.0
Assigned Courses: MA - Vertiefung Gesellschafts- und Medienwandel (Lehrauftrag Stine Eckert): Intersectionality for real? Feministische Kommunikatorforschung in den USA und Deutschland (seminar) <i>*(in attendance) *</i>

Examination Media and Social Change homework, Term paper OR Presentation with written report OR Project work in written form, graded Test Frequency: when a course is offered
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Module MUK-4031: Science Communication Basics and Theory <i>Science Communication Basics and Theory</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic Prof. Dr. Sebastian Scherr		
Contents: In-depth examination of the individual and social communication of complex scientific phenomena, scientific questions, working methods and solutions. The focus is on the examination of theoretical approaches and available empirical results on the design, selection, processing and effect of communicative material for the explication and (simplified) communication of scientific problems. The communication of scientific questions to individuals and social (sub-)groups can be dealt with in a wide variety of scientific sub-areas and analysed in different social contexts.		
Learning Outcomes / Competences: Students acquire in-depth knowledge of the challenges and strategies involved in communicating complex scientific phenomena, including the theoretical approaches and empirical findings on message design, selection, and processing. They learn to contextualize and critically reflect on established science communication theories to guide the crafting of materials for diverse individuals and social subgroups. They develop skills to evaluate the effectiveness and impact of simplified scientific content across varied social contexts. They gain the competence to analyze emerging opportunities and challenges in the evolving field of science communication and to integrate these insights into their own research projects.		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester each winter semester	Recommended Semester: 1. - 4.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module
Part of the Module: Science Communication Language: English Frequency: each winter semester each winter semester Contact Hours: 2,00 ECTS Credits: 6.0
Contents: Mass media are a crucial channel for the public to acquire scientific knowledge. News articles, social media postings, or entertaining blockbusters can help us learn about science-related topics such as climate change, genetic engineering, health risks, and artificial intelligence. The seminar explores how scientific knowledge is presented and discussed in different media settings and the effects science communication has on audiences. Students will learn about the ways in which people process science-related media content, learn from it, and change their attitudes.

Examination Science Communication portfolio exam, Term paper OR presentation with written elaboration OR portfolio, graded
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Module MUK-4032: Health, Environmental and Science Communication <i>Gesundheits-, Umwelt- und Wissenschaftskommunikation</i>		6 ECTS/LP
Version 1.0.0 (since SoSe25) Person responsible for module: Prof. Dr. Helena Bilandzic Prof. Dr. Sebastian Scherr		
Contents: Acquisition of sound knowledge of communication strategies and issues in health, environmental and science communication, as well as an understanding of current developments and challenges in these fields. Critical reflection on theoretical concepts and their application to specific topics and fields of application. Competence in dealing with empirical studies, designing one's own research projects and analysing communication processes in socially relevant areas.		
Conditions: This module deals with the theories and application-related challenges of communication in the fields of health, environment and science. The focus is on both traditional and digital forms of communication for conveying complex content, their reception and potential effects on the knowledge, attitudes and behaviour of individuals and groups. Among other things, media strategies for presenting health risks, climate change and abstract scientific findings are discussed. In addition to theoretical approaches, empirical findings are taken up and explored in depth in project-related applications.		Credit Requirements: Passing the overall module examination.
Frequency: each summer semester	Recommended Semester: 1. - 4.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Health, Environmental and Science Communication Language: German Frequency: each summer semester each summer semester Contact Hours: 2,00 ECTS Credits: 6.0		
Assigned Courses: BA/MA - Vertiefung: Hören, dass es heißer wird: Zur Wirkung von narrativen Verhandlungen des Klimawandels im Format Podcast (seminar) <i>*(in attendance) *</i> Die Rolle kommunikativer KI in der Wissenschaftskommunikation (seminar) <i>*(in attendance) *</i>		
Examination Health, Environmental and Science Communication homework, Term paper OR Presentation with written report OR Project work in written form, graded Test Frequency: when a course is offered		

Module PSY-5111: Theoretical Approaches to Research on Learning and Instruction <i>Theoretical Approaches to Research on Learning and Instruction</i>		6 ECTS/LP
Version 1.0.0 Person responsible for module: Prof. Dr. Ingo Kollar Prof. Dr. Markus Dresel		
Contents: Educational and psychological approaches to research on learning and instruction - Discipline-specific benefits of interdisciplinary research collaborations - Teaching from educational and psychological perspectives - Cognitive perspectives on learning		
Learning Outcomes / Competences: The students are supposed to acquire a deep understanding of the distinct perspectives of the disciplines Psychology, Education, Media Didactics, and General Didactics on the phenomena of "Learning", "Teaching", and "Research". Furthermore, they are supposed to acquire an understanding of different perspectives on the phenomenon of "Interdisciplinarity" in the context of research on learning and instruction.		
Remarks: Together with the modules PSY-5112 "Core Skills within Research on Learning and Instruction", PSY-5113 "Debating Research on Learning and Instruction", and PSY-5114 "Recent Findings of Research on Learning and Instruction", this module is a mandatory part of the module group "Theories and Methods of Research on Learning and Instruction". That way, this module lays the foundations for the module groups in the area "Specialization" ("Cognitive and Instructional Processes in Learning and Instruction", "Motivational and Emotional Processes in Learning and Instruction", "Teaching and Learning with Media", "Teacher Professionalism and Heterogeneity", and "Technology-supported Assessment and Facilitation of Learning and Instruction"). Students should complete this module in the first semester. This module exclusively targets students from the Master's program Research on Learning and Instruction: An Interdisciplinary Program".		
Workload: Total: 180 h		
Conditions: Basic Knowledge in Research of Learning and Instruction		Credit Requirements: Passing module exam
Frequency: annually	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Theoretical Approaches to Research on Learning and Instruction Language: English / German		
Lehr-/Lernmethoden: Teacher presentations , student presentations, small group collaboration, reading scientific literature		
Literature: Fischer, F., Hmelo-Silver, C. E., Goldman, S.R. & Reimann, P. (2018). International Handbook of the Learning Sciences. Routledge. Sawyer, K.E. (2014). The Cambridge Handbook of the Learning Sciences. Cambridge University Press. Slavin, R. E. (2018). Educational Psychology: Theory and Practice (12th edition). Pearson.		

Examination

PSY-5111 Theoretical Approaches to Research on Learning and Instruction

module exam, Term paper / length of examination: 6 weeks, graded

Examination Prerequisites:

The students participate in the seminar sessions, read the suggested literature, and search for literature for the topic of their seminar paper. The topic of the seminar paper needs to be confirmed by the seminar instructor.

Description:

The students write a 20-page term paper about a concrete problem related to research on learning and instruction. They include both important theories and empirical findings and critically evaluate them with respect to their disciplinary origins

Module PSY-5112: Core Skills within Research on Learning and Instruction <i>Core Skills within Research on Learning and Instruction</i>		6 ECTS/LP
Version 1.0.0 Person responsible for module: Prof. Dr. Ingo Kollar Dresel, Markus, Prof. Dr.		
Contents: This module focuses on recent topics related to learning and instruction that have a scientific and/or societal impact. To that end, this module involves an in-depth consideration of recent research evidence in the field of research on learning and instruction. The module also provides opportunities for the (further) development of scientific, personal, and social skills.		
Learning Outcomes / Competences: The students advance their knowledge and understanding of the state of research on learning and instruction, broaden their methodological skills. Also, they develop their basic scientific skills (regarding presenting, writing, and arguing) as well as personal and social skills further.		
Remarks: Together with the modules PSY-5111 "Theoretical Approaches to Research on Learning and Instruction", PSY-5113 "Debating Research on Learning and Instruction", and PSY-5114 "Recent Findings of Research on Learning and Instruction", this module is a mandatory part of the module group "Theories and Methods of Research on Learning and Instruction". That way, this module lays the foundations for the module groups in the area "Specialization" ("Cognitive and Instructional Processes in Learning and Instruction", "Motivational and Emotional Processes in Learning and Instruction", "Teaching and Learning with Media", "Teacher Professionalism and Heterogeneity", and "Technology-supported Assessment and Facilitation of Learning and Instruction"). Students should complete this module in the first semester. This module exclusively targets students from the Master's program Research on Learning and Instruction: An Interdisciplinary Program".		
Workload: Total: 180 h		
Conditions: Basic knowledge in research of learning and instruction		Credit Requirements: Passing modul exam
Frequency: annually	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Core Skills within Research on Learning and Instruction		
Language: English / German		
Lehr-/Lernmethoden: Presentations, readings, and discussions of recent research articles, workshops on academic writing and academic presenting, plenary discussions. This seminar takes place as an academic retreat in a venue outside of the university.		
Literature: American Psychological Association (2020). Publication manual of the American Psychological Association. APA. Bailey, S. (2015). Academic writing – a handbook for international students. Routledge. Beins, A. M. & Beins, B. C. (2021). Effective writing in psychology. Wylie.		

Examination

PSY-5112 *Core Skills within Research on Learning and Instruction

module exam, Portfolio (oral presentation of scientific article, writing review, written assignments) / work period for assignment: 6 weeks, graded

Test Frequency:

when a course is offered

Examination Prerequisites:

The students read scientific literature and actively participate at the academic retreat.

Description:

The students present an empirical research article. In addition, they write a critical, scientific review of this article. Furthermore, they complete written assignments in the context of workshops on academic writing and academic presenting.

Module PSY-5114: Recent Findings of Research on Learning and Instruction <i>Recent Findings of Research on Learning and Instruction</i>		6 ECTS/LP
Version 1.0.0 Person responsible for module: Prof. Dr. Ingo Kollar Dresel, Markus, Prof. Dr.		
Contents: This module focusses on evidence and perspectives from the different disciplines that contribute to research on learning and instruction. This specifically applies to Educational Psychology, Educational Science, Primary Education, School Education, and Media Didactics.		
Learning Outcomes / Competences: The students should expand their knowledge and understanding of different mono-, multi-, and interdisciplinary perspectives on phenomena that are covered by research on learning and instruction. Furthermore, they should develop an overview over the state of research on a set of crucial topics from research on learning and instruction.		
Remarks: Together with the modules PSY-5111 "Theoretical Approaches to Research on Learning and Instruction", PSY-5112 "Core Skills within Research on Learning and Instruction", and PSY-5113 "Debating Research on Learning and Instruction", this module is a mandatory part of the module group "Theories and Methods of Research on Learning and Instruction". It accompanies students' own empirical project work in the two "Specialization" areas they select in the electives ("Cognitive and Instructional Processes in Learning and Instruction", "Motivational and Emotional Processes in Learning and Instruction", "Teaching and Learning with Media", "Teacher Professionalism and Heterogeneity", and "Technology-supported Assessment and Facilitation of Learning and Instruction") and helps them to contextualize their own research within the broader context of current international research on learning and instruction. Students should complete this module in the third semester. This module exclusively targets students from the Master's program Research on Learning and Instruction: An Interdisciplinary Program".		
Workload: Total: 180 h		
Conditions: Basic knowledge in research of learning and instruction		Credit Requirements: passing module exam
Frequency: annually	Recommended Semester: from 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Recent Findings of Research on Learning and Instruction Language: English / German		
Lehr-/Lernmethoden: Research talks with discussion, separate discussions with presenters and guests		
Literature: Fischer, F., Hmelo-Silver, C. E., Goldman, S.R. & Reimann, P. (2018). International Handbook of the Learning Sciences. Routledge. Sawyer, K.E. (2014). The Cambridge Handbook of the Learning Sciences. Cambridge University Press. Slavin, R. E. (2018). Educational Psychology: Theory and Practice (12th edition). Pearson.		
Assigned Courses:		

Psychological Research Colloquium - Psychologisches Forschungskolloquium (seminar)

**(hybrid/mixed) **

Examination

PSY-5114 Recent Findings of Research on Learning and Instruction

module exam, term paper / work period for assignment: 6 weeks, graded

Examination Prerequisites:

The students attend scientific presentations and discussions with speakers and guests, and read papers associated to the presentations.

Description:

The students write a term paper (20-25 pages) that consists of two parts: In-depth description of the research area of one selected scientific presentation, short summary of one further presentation.

Module PSY-5122: Measurement and Assessment Methods <i>Measurement and Assessment Methods</i>		8 ECTS/LP
Version 1.0.0 Person responsible for module: Prof. Dr. Markus Dresel Gegenfurtner, Andreas, Prof. Dr.		
Learning Outcomes / Competences: Students deepen their knowledge and understanding of empirical methods for the assessment of person-related, process-related, and environmental constructs in the context of research on learning and instruction. They also learn how to use these assessment methods in practice.		
Remarks: Together with the modules PSY-5121 "Introduction to Empirical Research Methods", PSY-5123 "Data Analysis Methods", PSY-5124 "Mixed Methods", and PSY-5125 "Research Internship", this module belongs to the module group "Methods of Research on Learning and Instruction". It is an important basis for the students' empirical research projects within the elective module groups in the area "Specialization" ("Cognitive and Instructional Processes in Learning and Instruction", "Motivational and Emotional Processes in Learning and Instruction", "Teaching and Learning with Media", "Teacher Professionalism and Heterogeneity", and "Technology-supported Assessment and Facilitation of Learning and Instruction"). Students should complete this module in the first semester. This module exclusively targets students from the Master's program Research on Learning and Instruction: An Interdisciplinary Program".		
Workload: Total: 240 h		
Conditions: Basic knowledge of empirical research methods		Credit Requirements: passing module exam
Frequency: annually	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Measurement and Assessment Methods		
Language: English / German		
Lehr-/Lernmethoden: Teacher presentations, student presentations, small group collaboration, flipped classroom elements, reading scientific literature		
Literature: Kline, P. (2015). A handbook of test construction – introduction to psychometric design. Routledge. Leavy, P. (2004). The Oxford handbook of qualitative research. Oxford University Press.		

Examination

Measurement and Assessment Methods

module exam, Portfolio (assignments, lesson design, presentation) / work period for assignment: 12 weeks, graded

Examination Prerequisites:

The students participate in the seminar sessions, read the suggested literature, and search for further literature.

Description:

The students complete written assignments over the course of the semester. Further, the students prepare one seminar session or a presentation on one particular assessment method and its particular strengths and limitations related to research on learning and instruction.

Module PÄD-0001: General Foundations of Education Science 1 <i>Allgemeine Grundlagen der Erziehungswissenschaft 1</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes Meilhammer, Elisabeth, Prof. Dr.		
Contents: - Metatheories of education - Basics of understanding texts and text interpretations		
Learning Outcomes / Competences: D Students will have basic knowledge in analysing and independently writing educational metatheories. They have also acquired the necessary competencies for text indexing and text interpretation.		
Remarks: The module and associated parts are offered exclusively in the winter semester.		
Workload: Total: 300 h 240 h (self-study) 60 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Metatheories of education Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Part of the Module: Basics of text indexing and interpretation Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Examination Written or oral exam or term paper term paper, graded		

Module PÄD-0004: Research Methods of Educational Science 1 <i>Forschungsmethoden der Erziehungswissenschaft 1</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
Contents: Fundamentals of qualitative and quantitative research methods in Educational Science.		
Learning Outcomes / Competences: The students have acquired knowledge of scientific theoretical and methodological principles about qualitative and quantitative methods in educational sciences and relate them to research practice. They can reflect methodologically on research projects relevant to educational science.		
Workload: Total: 240 h 60 h (attendance) 180 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Fundamentals of Quantitative Educational Research Methods Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Part of the Module: Fundamentals of Qualitative Educational Research Methods Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Examination Written exam or oral exam, or term paper term paper, graded		

Module PÄD-0005: Research Methods of Educational Science 2 <i>Forschungsmethoden der Erziehungswissenschaft 2</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
Contents: · Application-oriented specialization (qualitative methods / quantitative methods / triangulation) · Evaluation in pedagogical fields		
Learning Outcomes / Competences: Students will be able to analyse survey and evaluation methods used in research projects. Students will have acquired the competence to apply survey and evaluation methods in independent research projects. They are familiar with the procedures and special features of evaluation research and are able to design and implement evaluation measures independently.		
Remarks: Students can set a focus in the module. In addition to a compulsory course on "Evaluation," students can decide if they want to intensify their studies in the field of qualitative or quantitative methods.		
Workload: Total: 300 h 240 h (self-study) 60 h (attendance)		
Conditions: A prerequisite for attending this module is the successful completion of the module "Research Methods in Educational Science 1".		Credit Requirements: Passing the modul exam.
Frequency: each summer semester	Recommended Semester: from 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	

Parts of the Module	
Part of the Module: Application-oriented Specialisation: Qualitative research methods	
Mode of Instruction: seminar	
Language: German	
Frequency: each summer semester	
Contact Hours: 2,00	
Assigned Courses:	
Forschungsmethoden der Erziehungswissenschaft 2 Untertitel: Stereotype und Einstellungen zu Vielfalt in Higher Education (seminar) <i>*(in attendance) *</i>	
M.A. Methodenmodul 2 - Qualitative Forschung (seminar) <i>*(in attendance) *</i>	
Part of the Module: Application-Oriented Specialisation: Quantitative Methods	
Mode of Instruction: seminar	
Language: German	
Frequency: each summer semester	
Contact Hours: 2,00	
Assigned Courses:	

(M.A.) Methodenmodul 2 Quantitative Forschung (seminar)

**(in attendance) **

Forschungsmethoden der Erziehungswissenschaft 2 Untertitel: Stereotype und Einstellungen zu Vielfalt in Higher Education (seminar)

**(in attendance) **

Part of the Module: Evaluation in Pedagogical Fields

Mode of Instruction: seminar

Language: German

Frequency: each summer semester

Contact Hours: 2,00

Assigned Courses:

(M.A.) Methodenmodul 2 - Evaluation (seminar)

**(in attendance) **

Forschungsmethoden der Erziehungswissenschaft 2 Untertitel: Stereotype und Einstellungen zu Vielfalt in Higher Education (seminar)

**(in attendance) **

Examination

Written exam or oral exam or term paper

term paper, graded

Module PÄD-0006: Diversity in Education 1 <i>Heterogenität in Erziehung und Bildung 1</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
Contents: · Introduction · Heterogeneity in pedagogical areas of action - educational meeting places		
Learning Outcomes / Competences: The students have dealt with essential occurrences and definitions of the term "heterogeneity" and can critically reflect on them in connection with educational and socialization processes. They know how heterogeneity manifests itself in pedagogical fields of action and are able to derive research perspectives from this.		
Workload: Total: 240 h 60 h (attendance) 180 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester	Recommended Semester: from 1.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Introduction Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Part of the Module: Heterogeneity in pedagogical fields of action - educational meeting placgen mit der Erziehungs- und Bildungspraxis Mode of Instruction: seminar Language: German Frequency: each winter semester Contact Hours: 2,00		
Examination oral exam or written exam or term paper oral exam, graded		

Module PÄD-0008: Processes of Education and Socialization in the Pedagogy of Childhood and Youth 1 <i>Bildungs- und Sozialisationsprozesse in der Pädagogik der Kindheit und Jugend 1</i>		6 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Georg Cleppien		
Contents: - Theory of education and socialization - Education and socialization research		
Learning Outcomes / Competences: The students have gained theoretical and empirical insights into the course and occurrence of educational and socialisation processes of children and adolescents. They know how such processes can be theoretically conceived and empirically examined in connection with underlying social conditions, pedagogical strategies, life contexts, cultural determinants and individual requirements.		
Workload: Total: 180 h 60 h (attendance) 120 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester: from 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Theory of Education and Socialization Mode of Instruction: seminar Language: German Frequency: each summer semester Contact Hours: 2,00		
Part of the Module: Educational and Socialization Research Language: German Frequency: each summer semester Contact Hours: 2,00		
Examination Written exam or oral exam, or term paper oral exam, graded		

Module PÄD-0009: Processes of Education and Socialization in the Pedagogy of Childhood and Youth 2 <i>Bildungs- und Sozialisationsprozesse in der Pädagogik der Kindheit und Jugend 2</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Georg Cleppien		
Contents: Research projects on educational and socialization processes		
Learning Outcomes / Competences: Students will have in-depth theoretical and methodological knowledge in educational and socialization research. Through participation in ongoing research projects, they have acquired research skills in collecting and evaluating qualitative and/ or quantitative data.		
Workload: Total: 300 h 60 h (attendance) 240 h (self-study)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester: from 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Research projects on educational and socialization processes		
Mode of Instruction: seminar		
Language: German		
Contact Hours: 4,00		
Examination		
oral exam or term paper module exam, graded		

Module PÄD-0014: Adult and Continuing Education 1 <i>Erwachsenen- und Weiterbildung 1</i>		6 ECTS/LP
Version 2.0.0 (since SoSe18) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
Contents: Fundamentals and basic problems in adult and continuing education; Adult and continuing education in international perspective.		
Learning Outcomes / Competences: Students will become familiar with fundamental questions in the diverse and heterogeneous adult and continuing education field. In addition, they have learned to incorporate international perspectives into identifying and analysing problems in adult and continuing education.		
Workload: Total: 180 h 120 h (self-study) 60 h (attendance)		
Conditions: Fundamentals and basic problems in adult and continuing education; Adult and continuing education in international perspective.		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester: from 2.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Fundamentals and basic problems of adult and continuing education Language: German Frequency: each summer semester		
Assigned Courses: (M.A.) Vertiefungsmodul 1 EB/WB: Grundfragen der Erwachsenen- und Weiterbildung (seminar) <i>*(in attendance) *</i>		
Part of the Module: Adult and continuing education in an international perspective Language: German Frequency: each summer semester		
Assigned Courses: LEARNING FOR DEMOCRACY (M.A.) Erwachsenen- und Weiterbildung in internationaler Perspektive (Wahlpflichtmodulgruppe Erwachsenen- und Weiterbildung) (advanced seminar) <i>*(in attendance) *</i>		
Part of the Module: Optional additional: Tutorial Language: German		
Examination written or oral exam or term paper oral exam, graded		

Module PÄD-0015: Adult and Continuing Education 2 <i>Erwachsenen- und Weiterbildung 2</i>		10 ECTS/LP
Version 2.0.0 (since SoSe18) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
Contents: <ul style="list-style-type: none"> • Selected problems of adult education • Selected problems of continuing education and human resources development • Optionally additionally: Current questions in adult and continuing education 		
Learning Outcomes / Competences: Based on the current state of research and awareness of research desiderata, students are familiar with essential problem areas in adult education, continuing education, and human resources development. They can also make connections between these problems and the topic of heterogeneity.		
Workload: Total: 300 h 240 h (self-study) 60 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each winter semester	Recommended Semester: from 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Selected problems in adult education Language: German Frequency: each winter semester		
Part of the Module: Selected Problems in Continuing Education and Human Resources Development Language: German		
Part of the Module: Optional additional: Current questions in adult and continuing education Language: German		
Examination student research project or oral exam oral exam, graded		

Module PÄD-0111: Research on Media of Teaching and Education 1 <i>Unterrichts- und Bildungsmedienforschung 1</i>		6 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
Contents: <ul style="list-style-type: none"> Theoretical Foundations of Instruction and Educational Media Research Methods of school and extracurricular research in instruction and educational media research 		
Learning Outcomes / Competences: The students have in-depth knowledge of the theoretical foundations of research in educational media and their conditions, phenomena, and consequences of heterogeneity as a didactic challenge. They can critically reflect on the methods of school and extracurricular research methods of instruction and learning materials Students can also conduct analyses of educational media in own small research projects.		
Workload: 120 h (self-study) 60 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Theoretical Foundations of Instruction and Educational Media Research Language: German		
Assigned Courses: MA Vertiefungsmodul 1 Schwerpunktmodulgruppe B (1) - Unterricht und Bildungsmedien (PÄD-0111) (seminar) <i>*(in attendance) *</i>		
Part of the Module: Methods of school and extracurricular research in instruction and educational media research Language: German		
Assigned Courses: MA Vertiefungsmodul 1 Schwerpunktmodulgruppe B (1) - Unterricht und Bildungsmedien (PÄD-0111) (seminar) <i>*(in attendance) *</i>		
Examination Written or oral exam or term paper module exam, Mündliche Prüfung, graded		

Module PÄD-0112: Research on Media of Teaching and Education 2 <i>Unterrichts- und Bildungs-medienforschung 2</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
Contents: <ul style="list-style-type: none"> • Heterogeneity as a didactical challenge • Analysis of educational media 		
Learning Outcomes / Competences: Students have in-depth knowledge of the theoretical foundations of research in educational media and the conditions, phenomena, and consequences of heterogeneity as a didactic challenge. They can critically reflect on methods of teaching and learning media research in and out of school and conduct independent analyses of educational multimedia in the context of their own smaller research projects.		
Workload: 240 h (self-study) 60 h (attendance)		
Conditions: none		Credit Requirements: Passing the module exam.
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 4,00	Repeat Exams Permitted: according to the examination regulations of the study program	
Parts of the Module		
Part of the Module: Heterogeneity as a didactical challenge Language: German		
Part of the Module: Analysis of educational media Language: German		
Examination Oral exam or student research project module exam, Mündliche Prüfung, graded		

Module SOW-4200: Theories of Political Science (a) <i>Politikwissenschaftliche Theorien (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Marcus Llanque		
Contents: The module introduces basic and current political theories and theoretical debates, whether in engagement with intellectual history or in debates about the normative foundations of the political. Which conflicts have triggered which theoretical debates? How do political theories process conflicts? Is it possible to identify genealogical lines of dealing with conflicts? Are there normative conflicts of purpose, namely in the interpretation of human rights, in the competition between demands for freedom or equality, between peace and justice?		
Learning Outcomes / Competences: The central competence to be acquired is an in-depth knowledge of theoretical debates and the intellectual-historical foundations of the study of conflicts in political science. Students also know how to independently apply political theories to empirical examples of conflict. They understand how different political theories deal with conflicts and can reflect and compare their respective objectives.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4.0).
Frequency: each semester	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Theories of Political Science (a)		
Language: German		
Frequency: each semester		
Contact Hours: 2,00		
ECTS Credits: 9.0		
Contents: The module introduces basic and current political theories and theoretical debates, whether in engagement with intellectual history or in debates about the normative foundations of the political. Which conflicts have triggered which theoretical debates? How do political theories process conflicts? Is it possible to identify genealogical lines of dealing with conflicts? Are there normative conflicts of purpose, namely in the interpretation of human rights, in the competition between demands for freedom or equality, between peace and justice?		
Assigned Courses:		
"Die Politische Theorie von Carl Schmitt" (advanced seminar) <i>*(in attendance) *</i>		
"Widerstand und Rebellion" (advanced seminar) <i>*(in attendance) *</i>		

Examination

module exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Possible forms: Term paper, presentation, portfolio

Module SOW-4201: Theories of Political Science (b) <i>Politikwissenschaftliche Theorien (b)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Marcus Llanque		
Contents: The module introduces basic and current political theories and theoretical debates, whether in engagement with intellectual history or in debates about the normative foundations of the political. Which conflicts have triggered which theoretical debates? How do political theories process conflicts? Is it possible to identify genealogical lines of dealing with conflicts? Are there normative conflicts of purpose, namely in the interpretation of human rights, in the competition between demands for freedom or equality, between peace and justice?		
Learning Outcomes / Competences: The central competence to be acquired is an in-depth knowledge of theoretical debates and the intellectual-historical foundations of the study of conflicts in political science. Students also know how to independently apply political theories to empirical examples of conflict. They understand how different political theories deal with conflicts and can reflect and compare their respective objectives.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4.0).
Frequency: each semester	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Theories of Political Science (b)		
Language: German		
Frequency: each semester		
Contact Hours: 2,00		
ECTS Credits: 9.0		
Contents: The module introduces basic and current political theories and theoretical debates, whether in engagement with intellectual history or in debates about the normative foundations of the political. Which conflicts have triggered which theoretical debates? How do political theories process conflicts? Is it possible to identify genealogical lines of dealing with conflicts? Are there normative conflicts of purpose, namely in the interpretation of human rights, in the competition between demands for freedom or equality, between peace and justice?		
Assigned Courses:		
"Die Politische Theorie von Carl Schmitt" (advanced seminar) <i>*(in attendance) *</i>		
"Widerstand und Rebellion" (advanced seminar) <i>*(in attendance) *</i>		

Examination

module exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Possible forms: Term paper, presentation, portfolio

Module SOW-4300: Social Theories and Theories of Society (a) <i>Sozialtheorien und Gesellschaftstheorien (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Alexandra Manzei-Gorsky Schneider, Werner, Prof. Dr.		
Contents: The module introduces to sociological theories and theoretical debates in sociology, including social theories and theories of concrete societies, and, in this context, highlights the role of conflicts. In sociology, the term 'social theory' refers to basic theoretical conceptions of the social world, its major elements, features, structures, processes, and dynamics. This includes, for example, theories of action and interaction, communication theories, structuration theories, practice theories, critical theories, or system theories. 'Theories of society' is used to label analytic and diagnostic approaches towards specific, historically situated societies, their structural features, and dynamics. These include, for example, the theory of functional differentiation, the theory of reflexive modernization, the theories of network society, and others.		
Learning Outcomes / Competences: Students acquire comprehensive knowledge of the significance of theoretical approaches for analyzing social conflicts in contemporary societies. They understand how sociological theories, perspectives and concepts approach the object of sociality/society and develop analytical skills in applying these theories to concrete case studies. Furthermore, they learn to account for the particularities of individual theories and their disciplinary-historical context and how to assess their strengths and limitations for the study of conflicts.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0)
Frequency: each semester	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Social Theories and Theories of Society (a) Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0		
Contents: The module introduces to sociological theories and theoretical debates in sociology, including social theories and theories of concrete societies, and, in this context, highlights the role of conflicts. In sociology, the term 'social theory' refers to basic theoretical conceptions of the social world, its major elements, features, structures, processes, and dynamics. This includes, for example, theories of action and interaction, communication theories, structuration theories, practice theories, critical theories, or system theories. 'Theories of society' is used to label analytic and diagnostic approaches towards specific, historically situated societies, their structural features, and dynamics. These include, for example, the theory of functional differentiation, the theory of reflexive modernization, the theories of network society, and others.		
Assigned Courses: Analytik der Macht (seminar)		

**(in attendance) **

Das Ende der Nachhaltigkeit? (Umwelt-)Soziologische Zeitdiagnosen (seminar)

**(in attendance) **

MA: Sozialtheorien und Gesellschaftstheorien (SOW-4300/4301) (seminar)

**(in attendance) **

SE Gerechtigkeit (seminar)

**(in attendance) **

Soziologie der Kosmopolitisierung (advanced seminar)

**(in attendance) **

Examination

module exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Possible forms: Term paper, presentation, portfolio

Module SOW-4301: Social Theories and Theories of Society (b) <i>Sozialtheorien und Gesellschaftstheorien (b)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Reiner Keller Manzei-Gorsky, Alexandra, Prof. Dr.		
Contents: The module introduces to sociological theories and theoretical debates in sociology, including social theories and theories of concrete societies, and, in this context, highlights the role of conflicts. In sociology, the term 'social theory' refers to basic theoretical conceptions of the social world, its major elements, features, structures, processes, and dynamics. This includes, for example, theories of action and interaction, communication theories, structuration theories, practice theories, critical theories, or system theories. 'Theories of society' is used to label analytic and diagnostic approaches towards specific, historically situated societies, their structural features, and dynamics. These include, for example, the theory of functional differentiation, the theory of reflexive modernization, the theories of network society, and others.		
Learning Outcomes / Competences: Students acquire comprehensive knowledge of the significance of theoretical approaches for analyzing social conflicts in contemporary societies. They understand how sociological theories, perspectives and concepts approach the object of sociality/society and develop analytical skills in applying these theories to concrete case studies. Furthermore, they learn to account for the particularities of individual theories and their disciplinary-historical context and how to assess their strengths and limitations for the study of conflicts.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0)
Frequency: each semester	Recommended Semester: 1. - 3.	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Social Theories and Theories of Society (b) Language: German Frequency: each semester Contact Hours: 2,00 ECTS Credits: 9.0		
Contents: The module introduces to sociological theories and theoretical debates in sociology, including social theories and theories of concrete societies, and, in this context, highlights the role of conflicts. In sociology, the term 'social theory' refers to basic theoretical conceptions of the social world, its major elements, features, structures, processes, and dynamics. This includes, for example, theories of action and interaction, communication theories, structuration theories, practice theories, critical theories, or system theories. 'Theories of society' is used to label analytic and diagnostic approaches towards specific, historically situated societies, their structural features, and dynamics. These include, for example, the theory of functional differentiation, the theory of reflexive modernization, the theories of network society, and others.		
Assigned Courses: Analytik der Macht (seminar)		

**(in attendance) **

Das Ende der Nachhaltigkeit? (Umwelt-)Soziologische Zeitdiagnosen (seminar)

**(in attendance) **

MA: Sozialtheorien und Gesellschaftstheorien (SOW-4300/4301) (seminar)

**(in attendance) **

SE Gerechtigkeit (seminar)

**(in attendance) **

Soziologie der Kosmopolitisierung (advanced seminar)

**(in attendance) **

Examination

module exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Possible forms: Term paper, presentation, portfolio

Module SOW-4400: Power and Violence (a) <i>Macht und Gewalt (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Christoph Weller		
Contents: Violence appears in political and social conflicts in many ways: on the one hand, it occurs as a form of conflict resolution that needs prevention; on the other hand, it is a central instrument for maintaining state sovereignty to ensure an orderly and thus non-violent manner (e.g., through the rule of law) to process conflicts. Therefore, Power Analyses refer to the most diverse means and forms of enforcement against resistance, usually accompanied by conflicts. The module takes up these connections in their manifold manifestations and at the various levels of analysis in Social Science. Also, it turns to the different terms and concepts of Power and Violence. In addition, it deals with questions of empirical research of power relations and violent incidents.		
Learning Outcomes / Competences: The module teaches skills for identifying, classifying, and analyzing phenomena of power and violence. Students can distinguish between relevant conceptualizations of both terms and learn to recognize overarching connections. They analyze power relations and occurrences of violence on different levels of society and work on related empirical questions.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding exam has been evaluated with at least "sufficient" (4,0)
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Power and Violence Language: German Frequency: each winter semester Contact Hours: 2,00 ECTS Credits: 9.0		
Contents: Violence appears in political and social conflicts in many ways: on the one hand, it occurs as a form of conflict resolution that needs prevention; on the other hand, it is a central instrument for maintaining state sovereignty to ensure an orderly and thus non-violent manner (e.g., through the rule of law) to process conflicts. Therefore, Power Analyses refer to the most diverse means and forms of enforcement against resistance, usually accompanied by conflicts. The module takes up these connections in their manifold manifestations and at the various levels of analysis in Social Science. Also, it turns to the different terms and concepts of Power and Violence. In addition, it deals with questions of empirical research of power relations and violent incidents.		
Assigned Courses: "Die Politische Theorie von Carl Schmitt" (advanced seminar) *(in attendance) * "Widerstand und Rebellion" (advanced seminar)		

**(in attendance) **

Analytik der Macht (seminar)

**(in attendance) **

Identitätspolitik: "Normalität", Emanzipation und Regression (advanced seminar)

**(in attendance) **

Krieg und Frieden, Gewalt und Gewaltlosigkeit in den Weltreligionen (advanced seminar)

**(in attendance) **

MA: Macht als zentrales Phänomen im Sozialen (SOW-4400/-4401/-6301/-6302) (seminar)

**(in attendance) **

Examination

modul exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Oral examination, term paper or portfolio

Module SOW-4401: Power and Violence (b) <i>Macht und Gewalt (b)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Christoph Weller		
Contents: Violence appears in political and social conflicts in many ways: on the one hand, it occurs as a form of conflict resolution that needs prevention; on the other hand, it is a central instrument for maintaining state sovereignty to ensure an orderly and thus non-violent manner (e.g., through the rule of law) to process conflicts. Therefore, Power Analyses refer to the most diverse means and forms of enforcement against resistance, usually accompanied by conflicts. The module takes up these connections in their manifold manifestations and at the various levels of analysis in Social Science. Also, it turns to the different terms and concepts of Power and Violence. In addition, it deals with questions of empirical research of power relations and violent incidents.		
Learning Outcomes / Competences: The module teaches skills for identifying, classifying, and analyzing phenomena of power and violence. Students can distinguish between relevant conceptualizations of both terms and learn to recognize overarching connections. They analyze power relations and occurrences of violence on different levels of society and work on related empirical questions.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding exam has been evaluated with at least "sufficient" (4,0)
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Power and Violence Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 9.0		
Contents: Violence appears in political and social conflicts in many ways: on the one hand, it occurs as a form of conflict resolution that needs prevention; on the other hand, it is a central instrument for maintaining state sovereignty to ensure an orderly and thus non-violent manner (e.g., through the rule of law) to process conflicts. Therefore, Power Analyses refer to the most diverse means and forms of enforcement against resistance, usually accompanied by conflicts. The module takes up these connections in their manifold manifestations and at the various levels of analysis in Social Science. Also, it turns to the different terms and concepts of Power and Violence. In addition, it deals with questions of empirical research of power relations and violent incidents.		
Assigned Courses: "Die Politische Theorie von Carl Schmitt" (advanced seminar) *(in attendance) * "Widerstand und Rebellion" (advanced seminar)		

**(in attendance) **

Analytik der Macht (seminar)

**(in attendance) **

Identitätspolitik: "Normalität", Emanzipation und Regression (advanced seminar)

**(in attendance) **

Krieg und Frieden, Gewalt und Gewaltlosigkeit in den Weltreligionen (advanced seminar)

**(in attendance) **

MA: Macht als zentrales Phänomen im Sozialen (SOW-4400/-4401/-6301/-6302) (seminar)

**(in attendance) **

Examination

term paper, presentation, portfolio examination

module exam, graded

Test Frequency:

when a course is offered

Description:

term paper, presentation, portfolio examination

Module SOW-4500: Knowledge and Discourse (a) <i>Wissen und Diskurs (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Werner Schneider Manzei, Alexandra, Prof. Dr. / Keller, Reiner, Prof. Dr.		
Contents: The module aims to deepen skills about theories of 'sociology of knowledge' as well as discourse and dispositive research. The central question of all approaches is how knowledge is created and processed in specific societies and how in turn influences individual and collective actions. A particular focus here is placed on the social conflicts that arise from divergent knowledge contents and practices.		
Learning Outcomes / Competences: Students acquire sound knowledge about the creation and dissemination of knowledge. They develop the ability to identify how knowledge changes or is newly constituted through interpretive struggles in social arenas. They learn to recognize conflict constellations as well as the temporal and spatial-material forms of the conflictual negotiation of valid social reality. They possess the competence to apply these concepts to empirical case studies.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4,0).
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	

Parts of the Module	
Part of the Module: Knowledge and Discourse (a) Language: German Frequency: each winter semester Contact Hours: 2,00 ECTS Credits: 9.0	
Contents: The module aims to deepen skills about theories of 'sociology of knowledge' as well as discourse and dispositive research. The central question of all approaches is how knowledge is created and processed in specific societies and how in turn influences individual and collective actions. A particular focus here is placed on the social conflicts that arise from divergent knowledge contents and practices.	
Assigned Courses: Analytik der Macht (seminar) <i>*(in attendance) *</i> Feministische Ansätze in der Friedens- und Konfliktforschung: Perspektivwechsel erproben (seminar) <i>*(in attendance) *</i> Klimakonflikte und gewaltfreie Kommunikation (seminar)	

**(in attendance) **

Soziologie der Kosmopolitisierung (advanced seminar)

**(in attendance) **

Examination

Module exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Oral examination, term paper or portfolio

Module SOW-4501: Knowledge and Discourse (b) <i>Wissen und Diskurs (b)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Werner Schneider Manzei, Alexandra, Prof. Dr. / Keller, Reiner, Prof. Dr.		
Contents: The module aims to deepen skills about theories of 'sociology of knowledge' as well as discourse and dispositive research. The central question of all approaches is how knowledge is created and processed in specific societies and how in turn influences individual and collective actions. A particular focus here is placed on the social conflicts that arise from divergent knowledge contents and practices.		
Learning Outcomes / Competences: Students acquire sound knowledge about the creation and dissemination of knowledge. They develop the ability to identify how knowledge changes or is newly constituted through interpretive struggles in social arenas. They learn to recognize conflict constellations as well as the temporal and spatial-material forms of the conflictual negotiation of valid social reality. They possess the competence to apply these concepts to empirical case studies.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4,0).
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	

Parts of the Module
Part of the Module: Knowledge and Discourse (b) Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 9.0
Contents: The module aims to deepen skills about theories of 'sociology of knowledge' as well as discourse and dispositive research. The central question of all approaches is how knowledge is created and processed in specific societies and how in turn influences individual and collective actions. A particular focus here is placed on the social conflicts that arise from divergent knowledge contents and practices.
Assigned Courses: Analytik der Macht (seminar) <i>*(in attendance) *</i> Feministische Ansätze in der Friedens- und Konfliktforschung: Perspektivwechsel erproben (seminar) <i>*(in attendance) *</i> Klimakonflikte und gewaltfreie Kommunikation (seminar)

**(in attendance) **

Soziologie der Kosmopolitisierung (advanced seminar)

**(in attendance) **

Examination

Module exam

module exam, graded

Test Frequency:

when a course is offered

Description:

Oral examination, term paper or portfolio

Module SOW-4600: Institutions and Culture (a) <i>Institutionen und Kultur (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Peter A. Kraus		
Contents: How interests and identities are articulated in conflicts is closely related to the way institutions work. Only through their institutionalisation can social and political antagonisms be productively resolved in the long term. A lack of institutional channels for conflict resolution in turn leads to social stagnation, which can then only be overcome through crisis-ridden turns. At the same time, however, it must be considered that the standards for evaluating conflict and integration in specific societies are always subject to specific and varying cultural patterns of interpretation. This module focuses on the relationship between cleavages and institutions from a historical-comparative and intercultural perspective. The analysis of the interrelations of socio-political and cultural change in (late) modern societies is given high priority.		
Learning Outcomes / Competences: Students are familiarized with the structural contexts and institutional strategies that are relevant for the articulation and management of conflicts in concrete socio-political contexts. They learn to reflect comparatively on the historical, regional and cultural particularities of conflict configurations.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).
Frequency: each winter semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Institutionen und Kultur (a) Language: German Contact Hours: 2,00 ECTS Credits: 9.0		
Contents: How interests and identities are articulated in conflicts is closely related to the way institutions work. Only through their institutionalisation can social and political antagonisms be productively resolved in the long term. A lack of institutional channels for conflict resolution in turn leads to social stagnation, which can then only be overcome through crisis-ridden turns. At the same time, however, it must be considered that the standards for evaluating conflict and integration in specific societies are always subject to specific and varying cultural patterns of interpretation. This module focuses on the relationship between cleavages and institutions from a historical-comparative and intercultural perspective. The analysis of the interrelations of socio-political and cultural change in (late) modern societies is given high priority.		
Assigned Courses: Identitätspolitik: "Normalität", Emanzipation und Regression (advanced seminar) <i>*(in attendance) *</i>		

Examination

term paper, presentation or portfolio examination

module exam, graded

Test Frequency:

when a course is offered

Description:

Mögliche Formen: Hausarbeit, Referat, Portfolio

Module SOW-4601: Institutions and Culture (b) <i>Institutionen und Kultur (b)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Peter A. Kraus		
Contents: How interests and identities are articulated in conflicts is closely related to the way institutions work. Only through their institutionalisation can social and political antagonisms be productively resolved in the long term. A lack of institutional channels for conflict resolution in turn leads to social stagnation, which can then only be overcome through crisis-ridden turns. At the same time, however, it must be considered that the standards for evaluating conflict and integration in specific societies are always subject to specific and varying cultural patterns of interpretation. This module focuses on the relationship between cleavages and institutions from a historical-comparative and intercultural perspective. The analysis of the interrelations of socio-political and cultural change in (late) modern societies is given high priority.		
Learning Outcomes / Competences: Students are familiar with the structural contexts and institutional strategies that are relevant for the articulation and management of conflicts in concrete socio-political contexts. They are able to reflect comparatively on the historical, regional and cultural particularities of conflict configurations.		
Workload: Total: 270 h		
Conditions: none		Credit Requirements: Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).
Frequency: each summer semester	Recommended Semester:	Minimal Duration of the Module: 1 semester[s]
Contact Hours: 2,00	Repeat Exams Permitted: any	
Parts of the Module		
Part of the Module: Institutionen und Kultur (b) Language: German Frequency: each summer semester Contact Hours: 2,00 ECTS Credits: 9.0		
Contents: How interests and identities are articulated in conflicts is closely related to the way institutions work. Only through their institutionalisation can social and political antagonisms be productively resolved in the long term. A lack of institutional channels for conflict resolution in turn leads to social stagnation, which can then only be overcome through crisis-ridden turns. At the same time, however, it must be considered that the standards for evaluating conflict and integration in specific societies are always subject to specific and varying cultural patterns of interpretation. This module focuses on the relationship between cleavages and institutions from a historical-comparative and intercultural perspective. The analysis of the interrelations of socio-political and cultural change in (late) modern societies is given high priority.		
Assigned Courses: Identitätspolitik: "Normalität", Emanzipation und Regression (advanced seminar) <i>*(in attendance) *</i>		

Examination

term paper, presentation or portfolio examination

module exam, graded

Test Frequency:

when a course is offered

Description:

Mögliche Formen: Hausarbeit, Referat, Portfolio