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# Module Catalogue

**Austauschstudium Phil-Soz**

**Faculty of Philosophy and Social Sciences**

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You can see the other use cases of the modules in [Digicampus](#).

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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 3 (since WS23/24)

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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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<b>Module GPD-0006: Advanced module primary school didactics 2: problem areas from theory and practice</b> <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		
<b>Contents:</b> Planning, design and reflection of primary school lessons		
<b>Learning Outcomes / Competences:</b> Ability to plan, design and reflect on primary school lessons in the context of selected topics and content		
<b>Remarks:</b> 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.		
<b>Workload:</b> Total: 120 h 97 h studying of course content through exercises / case studies (self-study) 23 h (attendance)		
<b>Conditions:</b> Module Basic module 1: primary school didactics (GPD-0001) - required		<b>Credit Requirements:</b> 4 ECTS/LP
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 4. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Part of the modules: Events for the advanced module in primary school education and Problem areas from theory and practice.</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 4.0
<b>Assigned Courses:</b> <b>(WIEDERHOLUNG) Fachdidaktisches Praktikum DaZ (PO 2012)</b> (internship) <b>Fachdidaktisches Praktikum GS/MS</b> <i>*(in attendance) *</i> <b>SP Lehr:werkstatt Begleitseminar Gruppe 1 (HI)</b> (seminar) <i>*(in attendance) *</i> <b>SP Lehr:werkstatt Begleitseminar Gruppe 1 (JI)</b> (seminar) <i>*(in attendance) *</i> <b>SP Lehr:werkstatt Begleitseminar Gruppe 1 (RE)</b> (seminar) <i>*(in attendance) *</i> <b>SP Lehr:werkstatt Begleitseminar Gruppe 2 (HI)</b> (seminar) <i>*(in attendance) *</i> <b>SP Lehr:werkstatt Begleitseminar Gruppe 2 (JI)</b> (seminar) <i>*(in attendance) *</i> <b>SP Lehr:werkstatt Begleitseminar Gruppe 2 (RE)</b> (seminar)

*\*(in attendance) \**

**SP Praktikumsbegleitseminar (HI)** (seminar)

*\*(in attendance) \**

**SP Praktikumsbegleitseminar (HU)** (seminar)

*\*(in attendance) \**

**SP Praktikumsbegleitseminar (JI)** (seminar)

*\*(in attendance) \**

**SP Praktikumsbegleitseminar (ME)** (seminar)

*\*(in attendance) \**

**SP Praktikumsbegleitseminar (RE)** (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.

<b>Module GPD-0007: Profiling primary school didactics 1</b> <i>Profilierung Grundschulpädagogik 1</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
<b>Contents:</b> Forms of dealing with heterogeneity in primary school		
<b>Learning Outcomes / Competences:</b> 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		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> Module Basic module 1: primary school didactics (GPD-0001) - required		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> 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)*\*(in attendance) \****GSP/WP Beratungskompetenz - Blockseminar (HI/GI)** (seminar)*\*(in attendance) \****GSP/WP Demokratie in Gefahr?! Politische Bildung schon in der Grundschule (ZA)** (seminar)*\*(in attendance) \****GSP/WP Gesprächstechniken aus der systemisch-lösungsorientierten Beratung für Elternarbeit und Schülerentwicklungsgespräche (WOE)** (seminar)*\*(in attendance) \****GSP/WP Grundschullehrkraft - ein Frauenberuf? - Blockseminar (HI/HU)** (seminar)*\*(in attendance) \****GSP/WP KI in der Grundschule (ME/JI)** (seminar)*\*(online/digital) \****GSP/WP Konstruktive Unterstützung am Schulanfang (SE)** (seminar)*\*(in attendance) \****GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz** (seminar)*\*(hybrid/mixed) \****GSP/WP Präsentationskompetenz – Stimme, Körperhaltung und Kreativität - Blockseminar (HI)** (seminar)*\*(in attendance) \**

**GSP/WP Spielen und Lernen im Grundschulunterricht (GI)** (seminar)

*\*(in attendance) \**

**GSP/WP Unterrichtsqualität in der Grundschule anhand des Churer Modells (HU)** (seminar)

*\*(in attendance) \**

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

*\*(in attendance) \**

**Kurs "Deutsche Gebärdensprache (Basis)" am Donnerstag** (course)

*\*(online/digital) \**

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

*\*(online/digital) \**

**Examination**

**Exam for module GPD-0007**

module exam, not graded

**Test Frequency:**

each semester

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

<b>Parts of the Module</b>
<p><b>Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 2</b></p> <p><b>Mode of Instruction:</b> seminar</p> <p><b>Language:</b> German</p> <p><b>Contact Hours:</b> 2,00</p> <p><b>ECTS Credits:</b> 3.0</p>
<p><b>Assigned Courses:</b></p> <p><b>FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken</b> (seminar) <i>*(in attendance) *</i></p> <p><b>GSP/WP Beratungskompetenz - Blockseminar (HI/GI)</b> (seminar) <i>*(in attendance) *</i></p> <p><b>GSP/WP Demokratie in Gefahr?! Politische Bildung schon in der Grundschule (ZA)</b> (seminar) <i>*(in attendance) *</i></p> <p><b>GSP/WP Gesprächstechniken aus der systemisch-lösungsorientierten Beratung für Elternarbeit und Schülerentwicklungsgespräche (WOE)</b> (seminar) <i>*(in attendance) *</i></p> <p><b>GSP/WP Grundschullehrkraft - ein Frauenberuf? - Blockseminar (HI/HU)</b> (seminar) <i>*(in attendance) *</i></p> <p><b>GSP/WP KI in der Grundschule (ME/JI)</b> (seminar) <i>*(online/digital) *</i></p> <p><b>GSP/WP Konstruktive Unterstützung am Schulanfang (SE)</b> (seminar) <i>*(in attendance) *</i></p> <p><b>GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz</b> (seminar) <i>*(hybrid/mixed) *</i></p> <p><b>GSP/WP Präsentationskompetenz – Stimme, Körperhaltung und Kreativität - Blockseminar (HI)</b> (seminar)</p>

*\*(in attendance) \**

**GSP/WP Spielen und Lernen im Grundschulunterricht (GI)** (seminar)

*\*(in attendance) \**

**GSP/WP Unterrichtsqualität in der Grundschule anhand des Churer Modells (HU)** (seminar)

*\*(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

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

<b>Parts of the Module</b>	
<b>Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 3</b>	
<b>Mode of Instruction:</b> seminar	
<b>Language:</b> German	
<b>Contact Hours:</b> 2,00	
<b>ECTS Credits:</b> 3.0	
<b>Assigned Courses:</b>	
<b>FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken</b> (seminar) <i>*(in attendance) *</i>	
<b>GSP/WP Beratungskompetenz - Blockseminar (HI/GI)</b> (seminar) <i>*(in attendance) *</i>	
<b>GSP/WP Demokratie in Gefahr?! Politische Bildung schon in der Grundschule (ZA)</b> (seminar) <i>*(in attendance) *</i>	
<b>GSP/WP Gesprächstechniken aus der systemisch-lösungsorientierten Beratung für Elternarbeit und Schülerentwicklungsgespräche (WOE)</b> (seminar) <i>*(in attendance) *</i>	
<b>GSP/WP Grundschullehrkraft - ein Frauenberuf? - Blockseminar (HI/HU)</b> (seminar) <i>*(in attendance) *</i>	
<b>GSP/WP KI in der Grundschule (ME/JI)</b> (seminar) <i>*(online/digital) *</i>	
<b>GSP/WP Konstruktive Unterstützung am Schulanfang (SE)</b> (seminar) <i>*(in attendance) *</i>	
<b>GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz</b> (seminar) <i>*(hybrid/mixed) *</i>	
<b>GSP/WP Präsentationskompetenz – Stimme, Körperhaltung und Kreativität - Blockseminar (HI)</b> (seminar) <i>*(in attendance) *</i>	

**GSP/WP Spielen und Lernen im Grundschulunterricht (GI)** (seminar)

*\*(in attendance) \**

**GSP/WP Unterrichtsqualität in der Grundschule anhand des Churer Modells (HU)** (seminar)

*\*(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

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

<b>Parts of the Module</b>
<b>Part of the Module: Part of the modules: Events for module profiling primary school pedagogy 4</b>
<b>Mode of Instruction:</b> seminar
<b>Language:</b> German
<b>Contact Hours:</b> 2,00
<b>ECTS Credits:</b> 3.0
<b>Assigned Courses:</b>
<b>FB Ehrenamtliches Projekt: große Freunde - gemeinsam die Welt entdecken</b> (seminar) <i>*(in attendance) *</i>
<b>GSP/WP Beratungskompetenz - Blockseminar (HI/GI)</b> (seminar) <i>*(in attendance) *</i>
<b>GSP/WP Demokratie in Gefahr?! Politische Bildung schon in der Grundschule (ZA)</b> (seminar) <i>*(in attendance) *</i>
<b>GSP/WP Gesprächstechniken aus der systemisch-lösungsorientierten Beratung für Elternarbeit und Schülerentwicklungsgespräche (WOE)</b> (seminar) <i>*(in attendance) *</i>
<b>GSP/WP Grundschullehrkraft - ein Frauenberuf? - Blockseminar (HI/HU)</b> (seminar) <i>*(in attendance) *</i>
<b>GSP/WP KI in der Grundschule (ME/JI)</b> (seminar) <i>*(online/digital) *</i>
<b>GSP/WP Konstruktive Unterstützung am Schulanfang (SE)</b> (seminar) <i>*(in attendance) *</i>
<b>GSP/WP Montessori Pädagogik als Modell für Schulen mit reformpäd. Ansatz</b> (seminar) <i>*(hybrid/mixed) *</i>
<b>GSP/WP Präsentationskompetenz – Stimme, Körperhaltung und Kreativität - Blockseminar (HI)</b> (seminar) <i>*(in attendance) *</i>

**GSP/WP Spielen und Lernen im Grundschulunterricht (GI)** (seminar)

*\*(in attendance) \**

**GSP/WP Unterrichtsqualität in der Grundschule anhand des Churer Modells (HU)** (seminar)

*\*(in attendance) \**

**Examination**

**Exam for module GPD-0010**

module exam, not graded

**Test Frequency:**

each semester

<b>Module GPD-0011: Profiling science education 1</b> <i>Profilierung Sachunterricht 1</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
<b>Contents:</b> Content and methodological planning of general education		
<b>Learning Outcomes / Competences:</b> Ability to plan and assess subject-related lessons for different students in science education in a factually and methodologically justified manner		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> Module Basic module 2: primary school didactics (GPD-0002) - required		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> 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 Bildung für nachhaltige Entwicklung im SU (HA)** (seminar)*\*(in attendance) \****SU/WP Die sozialwissenschaftliche Perspektive des SU kognitiv aktivierend unterrichten (RU)** (seminar)*\*(in attendance) \****SU/WP Experimentieren im Sachunterricht (RU)** (seminar)*\*(in attendance) \****SU/WP Experimentieren im Sachunterricht (ZA)** (seminar)*\*(in attendance) \****SU/WP Kinderrechte (ER)** (seminar)*\*(in attendance) \****SU/WP Konzeptionen des Sachunterrichts, VHB (ER)** (seminar)*\*(online/digital) \****SU/WP Lernen mit Medien und über Medien im Sachunterricht (ME)** (seminar)*\*(in attendance) \****SU/WP Professionelle Unterrichtswahrnehmung am Beispiel der Montessori Pädagogik** (seminar)*\*(in attendance) \****SU/WP Sexualunterricht im Sachunterricht (WI)** (seminar)*\*(in attendance) \****SU/WP Technik motivierend unterrichten (ZA)** (seminar)

*\*(in attendance) \**

**Examination**

**Exam for module GPD-0011**

module exam, not graded

**Test Frequency:**

each semester

<b>Module GPD-0012: Profiling science education 2</b> <i>Profilierung Sachunterricht 2</i>		3 ECTS/LP
Version 1.0.0 (since SoSe15) Person responsible for module: Prof. Dr. Andreas Hartinger		
<b>Contents:</b> Content and methodological planning of science education		
<b>Learning Outcomes / Competences:</b> Ability to plan and assess subject-related lessons for different students in science education objectively and methodically justified.		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> Module Basic module 2: primary school didactics (GPD-0002) - required		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> 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 Bildung für nachhaltige Entwicklung im SU (HA)** (seminar)*\*(in attendance) \****SU/WP Die sozialwissenschaftliche Perspektive des SU kognitiv aktivierend unterrichten (RU)** (seminar)*\*(in attendance) \****SU/WP Experimentieren im Sachunterricht (RU)** (seminar)*\*(in attendance) \****SU/WP Experimentieren im Sachunterricht (ZA)** (seminar)*\*(in attendance) \****SU/WP Kinderrechte (ER)** (seminar)*\*(in attendance) \****SU/WP Konzeptionen des Sachunterrichts, VHB (ER)** (seminar)*\*(online/digital) \****SU/WP Lernen mit Medien und über Medien im Sachunterricht (ME)** (seminar)*\*(in attendance) \****SU/WP Professionelle Unterrichtswahrnehmung am Beispiel der Montessori Pädagogik** (seminar)*\*(in attendance) \****SU/WP Sexualunterricht im Sachunterricht (WI)** (seminar)*\*(in attendance) \****SU/WP Technik motivierend unterrichten (ZA)** (seminar)

*\*(in attendance) \**

**Examination**

**Exam for module GPD-0012**

module exam, not graded

**Test Frequency:**

each semester

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

<b>Parts of the Module</b>
<b>Part of the Module: Part of the modules: events for module profiling written language acquisition 1</b>
<b>Mode of Instruction:</b> seminar
<b>Language:</b> German
<b>Contact Hours:</b> 2,00
<b>ECTS Credits:</b> 3.0
<b>Assigned Courses:</b>
<b>SSE/WP Arbeitsmaterial im Unterricht der GS - Blockseminar (RE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Den Schriftspracherwerb durch praktische Erfahrungen an einer Augsburger Grundschule verstehen (WOE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Konzeptionen des Schriftspracherwerb, VHB (ER)</b> (seminar) <i>*(online/digital) *</i>
<b>SSE/WP Kreative Schreibenanlässe – individuelles Lernen im Schriftspracherwerb (SE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Leseförderung im Anfangsunterricht (SE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Lesen in Klasse 1 &amp; 2 (ME)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Schriftspracherwerb in jahrgangsgemischten Klassen - Blockseminar (RE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP diagnostische Verfahren und Fördermöglichkeiten in der Praxis (HU)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP freies Schreiben lernbereichsübergreifend unterrichten - Blockseminar (GUE)</b> (seminar) <i>*(in attendance) *</i>

**SSE/WP Übung "Orthografie im Fokus: Fibeln für den Schriftspracherwerb in der Grundschule" (Ernst/HI)**

(seminar)

*\*(in attendance) \**

**Examination**

**Exam for module GPD-0013**

module exam, not graded

**Test Frequency:**

each semester

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

<b>Parts of the Module</b>
<b>Part of the Module: Part of the modules: events for module profiling written language acquisition 2</b>
<b>Mode of Instruction:</b> seminar
<b>Language:</b> German
<b>Contact Hours:</b> 2,00
<b>ECTS Credits:</b> 3.0
<b>Assigned Courses:</b>
<b>SSE/WP Arbeitsmaterial im Unterricht der GS - Blockseminar (RE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Den Schriftspracherwerb durch praktische Erfahrungen an einer Augsburger Grundschule verstehen (WOE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Konzeptionen des Schriftspracherwerb, VHB (ER)</b> (seminar) <i>*(online/digital) *</i>
<b>SSE/WP Kreative Schreibenanlässe – individuelles Lernen im Schriftspracherwerb (SE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Leseförderung im Anfangsunterricht (SE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Lesen in Klasse 1 &amp; 2 (ME)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP Schriftspracherwerb in jahrgangsgemischten Klassen - Blockseminar (RE)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP diagnostische Verfahren und Fördermöglichkeiten in der Praxis (HU)</b> (seminar) <i>*(in attendance) *</i>
<b>SSE/WP freies Schreiben lernbereichsübergreifend unterrichten - Blockseminar (GUE)</b> (seminar) <i>*(in attendance) *</i>

**SSE/WP Übung "Orthografie im Fokus: Fibeln für den Schriftspracherwerb in der Grundschule" (Ernst/HI)**

(seminar)

*\*(in attendance) \**

**Examination**

**Exam for module GPD-0014**

module exam, not graded

**Test Frequency:**

each semester

<b>Module KUN-0070: Elective Module in Art Education I a</b> <i>Kunstpädagogik - Freier Bereich/ Wahlbereich I a</i>		2 ECTS/LP
Version 1.0.0 (since WS15/16 to WS24/25) Person responsible for module: Nicola Pauli		
<b>Contents:</b> The free area/elective area gives students the opportunity to deepen their artistic/art-scientific/art-didactic knowledge.		
<b>Learning Outcomes / Competences:</b> Deepening of artistic/art-scientific/art-didactic contents		
<b>Remarks:</b> 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.		
<b>Workload:</b> Total: 60 h 39 h studying of course content (self-study) 21 h (attendance)		
<b>Conditions:</b> No conditions		<b>Credit Requirements:</b> Passing the module examination
<b>Frequency:</b> each semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Gestalten im Raum oder Gestalten in der Fläche oder Gestalten mit Medien oder Umwelt- und Produktgestaltung oder Spielformen oder Kunstwissenschaft oder Kunstdidaktik</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 2.0
<b>Assigned Courses:</b> <b>725-118 Gestalten in der Fläche: Transmediales Gestalten - Zeichnen Malen Collagieren</b> (seminar) <i>*(in attendance) *</i> <b>726-120 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>727-121 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>728-122 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>729-123 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>730-125 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>731-126 Gestalten in der Fläche: Zeichnen (BI + II) - Blockseminar zur Interaktion und Kreation im Medium Zeichnung mit Fokus auf kooperative Zeichenpraktiken</b> (seminar) <i>*(in attendance) *</i>

- 732-135 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 733-130 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 734-136 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 735-131 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 737-133 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 738-134 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 739-138 Gestalten in der Fläche: Hochdruck (BI + II)** (seminar)  
*\*(in attendance) \**
- 740-141 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 741-142 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 742-144 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 743-140 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 744-145 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 745-146 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 750-164 Gestalten im Raum: Steinbildhauerei (B I + II)** (seminar)  
*\*(in attendance) \**
- 751-151 Gestalten im Raum: Keramik (und Porzellan) im Unterricht (BI + II)** (seminar)
- 752-168 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)
- 753-156 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 754-999 Gestalten im Raum: Keramik im Unterricht (BI + II) TUTORIUM** (seminar)  
*\*(in attendance) \**
- 755-154 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 756-158 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 757-159 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 758-167 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 759-155 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 760-149 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)

*\*(in attendance) \**

**761-163 Gestalten im Raum: Keramik Plattentechnik (BI + II) 12 Termine** (seminar)

*\*(in attendance) \**

**762-160 Gestalten im Raum: Holzarbeiten im Unterricht (BI + II)** (seminar)

*\*(in attendance) \**

**763-161 Gestalten im Raum: Holzskulptur (BI + II) 5 Termine** (seminar)

*\*(in attendance) \**

**764-162 Gestalten im Raum: Figürliche Holzskulptur (BI + II) 8 Termine** (seminar)

*\*(in attendance) \**

**765-152 Gestalten im Raum: Metall (BI + II)** (seminar)

*\*(in attendance) \**

**767-166 Gestalten im Raum: Papier (BI + II)** (seminar)

*\*(in attendance) \**

**769-171 Gestalten im Raum| Umwelt- und Produktgestaltung: Keramik (BI + II)** (seminar)

*\*(in attendance) \**

**770-177 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (BI + II)** (seminar)

*\*(in attendance) \**

**772-186 Gestalten im Raum| Umwelt- und Produktgestaltung: bewegliche Objekte (BI + II)** (seminar)

*\*(in attendance) \**

**773-174 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (BI + II)** (seminar)

*\*(in attendance) \**

**774-185 Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau und Puppenspiel (B I + II) Theorie + Praxis Raum/ Spielformen** (seminar)

*\*(in attendance) \**

**775-176 Gestalten im Raum| Umwelt- und Produktgestaltung: Kunststoff (BI + II) 9 Termine** (seminar)

*\*(in attendance) \**

**776-178 Gestalten im Raum| Umwelt- und Produktgestaltung: Textiles Design und Textilkunst (BI + II)** (seminar)

**777-183 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier Buchbinden** (seminar)

*\*(in attendance) \**

**778-181 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier konstruktiv (BI + II) 10 Termine** (seminar)

**779-184 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier Architektur** (seminar)

*\*(in attendance) \**

**780-184 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier** (seminar)

*\*(in attendance) \**

**790-198 Gestalten mit Medien: Gestalten mit dem I-Pad** (seminar)

*\*(in attendance) \**

**791-190 Grundlagen des Gestalten mit Medien (B I + II)** (seminar)

*\*(in attendance) \**

**792-192 Gestalten mit Medien: Einführung in die Analoge Fotografie s/w (B I + II)** (seminar)

*\*(in attendance) \**

**793-193 Gestalten mit Medien: Einführung in die Analoge Farbfotografie (B I + II)** (seminar)

*\*(in attendance) \**

**794-194 Gestalten mit Medien: Stop Motion und oder Intermedia (B I + II)** (seminar)

**795-195 Gestalten mit Medien: Digitale Fotografie** (seminar)

*\*(in attendance) \**

**797-200 Kunstwissenschaft/ Werkanalyse: Malerei - vergleichendes Sehen (+ Examensvorbereitung)** (seminar)

*\*(in attendance) \**

**798-205 Kunstwissenschaft: Ästhetiktheorie nur im WS** (seminar)

*\*(in attendance) \**

**800-301 Kunstdidaktik: Vermittlungsfragen in Theorie und Praxis - zur Konzeption von Lehr-/ Lernmaterialien**  
(seminar)

*\*(in attendance) \**

**801-315 Kunstdidaktik: Transkulturelle Kompetenz im Kontext kunstpädagogischer Vermittlungsprozesse**  
(seminar)

*\*(in attendance) \**

**812-409 Gestalten in der Fläche: Erklärendes Zeichnen** (seminar)

**813-415 Gestalten in der Fläche: Erklärendes Zeichnen** (seminar)

*\*(in attendance) \**

**815-410 Gestalten in der Fläche: Malen für Fortgeschrittene (A + V)** (seminar)

*\*(in attendance) \**

**816-411 Gestalten in der Fläche: Malen Großformatig (A + V)** (seminar)

*\*(in attendance) \**

**817-400 Technisches Zeichnen (WiSe) (A + V) 9 Termine** (seminar)

*\*(in attendance) \**

**820-431 Gestalten im Raum: Installation und Großplastik (A + V)** (seminar)

*\*(in attendance) \**

**821-432 Gestalten im Raum: Entwicklung eigener plastischer Konzepte (A + V)** (seminar)

*\*(in attendance) \**

**822-445 Gestalten im Raum: Keramik Objekte (A + V)** (seminar)

*\*(in attendance) \**

**823-434 Gestalten im Raum: Holzbildhauerei (A + V) 5 Termine** (seminar)

*\*(in attendance) \**

**824-441 Gestalten im Raum | Umwelt- und Produktgestaltung: Holz konstruktiv (A + V)** (seminar)

*\*(in attendance) \**

**825-442 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (A + V)** (seminar)

*\*(in attendance) \**

**826-444 Gestalten im Raum: Textil - textile Körperplastiken (Themenfokus: Nachhaltigkeit/ Upcycling)**  
(seminar)

*\*(in attendance) \**

**827-437 Gestalten im Raum: Transmediale Prozesse - verschiedene Materialien (A + V)** (seminar)

**830-197 Gestalten mit Medien: Transmediale Malerei (Theorie+Praxis Fläche) (B I + II)** (seminar)

*\*(in attendance) \**

**831-461 Gestalten mit Medien: Film "Videoschnitt und Animation" arbeiten mit Found Footage (A + V)**  
(seminar)

*\*(in attendance) \**

**832-462 Gestalten mit Medien: Analoge Farbfotografie (A + V)** (seminar)

*\*(in attendance) \**

**833-196 Gestalten mit Medien: Experimentelle fotografische Verfahren (Cyanotypie) (B I + II) Termine siehe Digicampus** (seminar)

*\*(in attendance) \**

**Media and Learning Communities** (seminar)

*\*(hybrid/mixed) \**

**Examination**

**Kunstpädagogik - Freier Bereich/Wahlbereich I a**

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

<b>Module KUN-0071: Elective Module in Art Education I b</b> <i>Kunstpädagogik - Freier Bereich/ Wahlbereich I b</i>		2 ECTS/LP
Version 1.0.0 (since WS15/16 to WS24/25) Person responsible for module: Nicola Pauli		
<b>Contents:</b> The free area/elective area gives students the opportunity to deepen their artistic/art-scientific/art-didactic knowledge.		
<b>Learning Outcomes / Competences:</b> Deepening of artistic/art-scientific/art-didactic contents		
<b>Remarks:</b> 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.		
<b>Workload:</b> Total: 60 h 21 h (attendance) 39 h studying of course content (self-study)		
<b>Conditions:</b> No conditions		<b>Credit Requirements:</b> Passing the module examination
<b>Frequency:</b> each semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Gestalten im Raum oder Gestalten in der Fläche oder Gestalten mit Medien oder Umwelt- und Produktgestaltung oder Spielformen oder Kunstwissenschaft oder Kunstdidaktik</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 2.0
<b>Assigned Courses:</b> <b>725-118 Gestalten in der Fläche: Transmediales Gestalten - Zeichnen Malen Collagieren</b> (seminar) <i>*(in attendance) *</i> <b>726-120 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>727-121 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>728-122 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>729-123 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>730-125 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>731-126 Gestalten in der Fläche: Zeichnen (BI + II) - Blockseminar zur Interaktion und Kreation im Medium Zeichnung mit Fokus auf kooperative Zeichenpraktiken</b> (seminar) <i>*(in attendance) *</i>

- 732-135 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 733-130 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 734-136 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 735-131 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 737-133 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 738-134 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 739-138 Gestalten in der Fläche: Hochdruck (BI + II)** (seminar)  
*\*(in attendance) \**
- 740-141 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 741-142 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 742-144 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 743-140 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 744-145 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 745-146 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 750-164 Gestalten im Raum: Steinbildhauerei (B I + II)** (seminar)  
*\*(in attendance) \**
- 751-151 Gestalten im Raum: Keramik (und Porzellan) im Unterricht (BI + II)** (seminar)
- 752-168 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)
- 753-156 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 754-999 Gestalten im Raum: Keramik im Unterricht (BI + II) TUTORIUM** (seminar)  
*\*(in attendance) \**
- 755-154 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 756-158 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 757-159 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 758-167 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 759-155 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 760-149 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)

*\*(in attendance) \**

**761-163 Gestalten im Raum: Keramik Plattentechnik (BI + II) 12 Termine** (seminar)

*\*(in attendance) \**

**762-160 Gestalten im Raum: Holzarbeiten im Unterricht (BI + II)** (seminar)

*\*(in attendance) \**

**763-161 Gestalten im Raum: Holzskulptur (BI + II) 5 Termine** (seminar)

*\*(in attendance) \**

**764-162 Gestalten im Raum: Figürliche Holzskulptur (BI + II) 8 Termine** (seminar)

*\*(in attendance) \**

**765-152 Gestalten im Raum: Metall (BI + II)** (seminar)

*\*(in attendance) \**

**767-166 Gestalten im Raum: Papier (BI + II)** (seminar)

*\*(in attendance) \**

**769-171 Gestalten im Raum| Umwelt- und Produktgestaltung: Keramik (BI + II)** (seminar)

*\*(in attendance) \**

**770-177 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (BI + II)** (seminar)

*\*(in attendance) \**

**772-186 Gestalten im Raum| Umwelt- und Produktgestaltung: bewegliche Objekte (BI + II)** (seminar)

*\*(in attendance) \**

**773-174 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (BI + II)** (seminar)

*\*(in attendance) \**

**774-185 Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau und Puppenspiel (B I + II) Theorie + Praxis Raum/ Spielformen** (seminar)

*\*(in attendance) \**

**775-176 Gestalten im Raum| Umwelt- und Produktgestaltung: Kunststoff (BI + II) 9 Termine** (seminar)

*\*(in attendance) \**

**776-178 Gestalten im Raum| Umwelt- und Produktgestaltung: Textiles Design und Textilkunst (BI + II)** (seminar)

**777-183 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier Buchbinden** (seminar)

*\*(in attendance) \**

**778-181 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier konstruktiv (BI + II) 10 Termine** (seminar)

**779-184 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier Architektur** (seminar)

*\*(in attendance) \**

**780-184 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier** (seminar)

*\*(in attendance) \**

**790-198 Gestalten mit Medien: Gestalten mit dem I-Pad** (seminar)

*\*(in attendance) \**

**791-190 Grundlagen des Gestalten mit Medien (B I + II)** (seminar)

*\*(in attendance) \**

**792-192 Gestalten mit Medien: Einführung in die Analoge Fotografie s/w (B I + II)** (seminar)

*\*(in attendance) \**

**793-193 Gestalten mit Medien: Einführung in die Analoge Farbfotografie (B I + II)** (seminar)

*\*(in attendance) \**

**794-194 Gestalten mit Medien: Stop Motion und oder Intermedia (B I + II)** (seminar)

**795-195 Gestalten mit Medien: Digitale Fotografie** (seminar)

*\*(in attendance) \**

**797-200 Kunstwissenschaft/ Werkanalyse: Malerei - vergleichendes Sehen (+ Examensvorbereitung)** (seminar)

*\*(in attendance) \**

**798-205 Kunstwissenschaft: Ästhetiktheorie nur im WS** (seminar)

*\*(in attendance) \**

**800-301 Kunstdidaktik: Vermittlungsfragen in Theorie und Praxis - zur Konzeption von Lehr-/ Lernmaterialien** (seminar)

*\*(in attendance) \**

**801-315 Kunstdidaktik: Transkulturelle Kompetenz im Kontext kunstpädagogischer Vermittlungsprozesse** (seminar)

*\*(in attendance) \**

**812-409 Gestalten in der Fläche: Erklärendes Zeichnen** (seminar)

**813-415 Gestalten in der Fläche: Erklärendes Zeichnen** (seminar)

*\*(in attendance) \**

**815-410 Gestalten in der Fläche: Malen für Fortgeschrittene (A + V)** (seminar)

*\*(in attendance) \**

**816-411 Gestalten in der Fläche: Malen Großformatig (A + V)** (seminar)

*\*(in attendance) \**

**817-400 Technisches Zeichnen (WiSe) (A + V) 9 Termine** (seminar)

*\*(in attendance) \**

**820-431 Gestalten im Raum: Installation und Großplastik (A + V)** (seminar)

*\*(in attendance) \**

**821-432 Gestalten im Raum: Entwicklung eigener plastischer Konzepte (A + V)** (seminar)

*\*(in attendance) \**

**822-445 Gestalten im Raum: Keramik Objekte (A + V)** (seminar)

*\*(in attendance) \**

**823-434 Gestalten im Raum: Holzbildhauerei (A + V) 5 Termine** (seminar)

*\*(in attendance) \**

**824-441 Gestalten im Raum | Umwelt- und Produktgestaltung: Holz konstruktiv (A + V)** (seminar)

*\*(in attendance) \**

**825-442 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (A + V)** (seminar)

*\*(in attendance) \**

**826-444 Gestalten im Raum: Textil - textile Körperplastiken (Themenfokus: Nachhaltigkeit/ Upcycling)** (seminar)

*\*(in attendance) \**

**827-437 Gestalten im Raum: Transmediale Prozesse - verschiedene Materialien (A + V)** (seminar)

**830-197 Gestalten mit Medien: Transmediale Malerei (Theorie+Praxis Fläche) (B I + II)** (seminar)

*\*(in attendance) \**

**831-461 Gestalten mit Medien: Film "Videoschnitt und Animation" arbeiten mit Found Footage (A + V)** (seminar)

*\*(in attendance) \**

**832-462 Gestalten mit Medien: Analoge Farbfotografie (A + V)** (seminar)

*\*(in attendance) \**

**833-196 Gestalten mit Medien: Experimentelle fotografische Verfahren (Cyanotypie) (B I + II) Termine siehe Digicampus** (seminar)

*\*(in attendance) \**

**Media and Learning Communities** (seminar)

*\*(hybrid/mixed) \**

**Examination**

**Kunstpädagogik - Freier Bereich/Wahlbereich I b**

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

<b>Module KUN-0072: Elective Module in Art Education I c</b> <i>Kunstpädagogik - Freier Bereich/ Wahlbereich I c</i>		2 ECTS/LP
Version 1.0.0 (since WS15/16 to WS24/25) Person responsible for module: Nicola Pauli		
<b>Contents:</b> The free area/elective area gives students the opportunity to deepen their artistic/art-scientific/art-didactic knowledge.		
<b>Learning Outcomes / Competences:</b> Deepening of artistic/art-scientific/art-didactic contents		
<b>Remarks:</b> 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.		
<b>Workload:</b> Total: 60 h 21 h (attendance) 39 h studying of course content (self-study)		
<b>Conditions:</b> No Condition		<b>Credit Requirements:</b> Passing the module examination
<b>Frequency:</b> each semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Gestalten im Raum oder Gestalten in der Fläche oder Gestalten mit Medien oder Umwelt- und Produktgestaltung oder Spielformen oder Kunstwissenschaft oder Kunstdidaktik</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 2.0
<b>Assigned Courses:</b> <b>725-118 Gestalten in der Fläche: Transmediales Gestalten - Zeichnen Malen Collagieren</b> (seminar) <i>*(in attendance) *</i> <b>726-120 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>727-121 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>728-122 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>729-123 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>730-125 Gestalten in der Fläche: Zeichnen (BI + II)</b> (seminar) <i>*(in attendance) *</i> <b>731-126 Gestalten in der Fläche: Zeichnen (BI + II) - Blockseminar zur Interaktion und Kreation im Medium Zeichnung mit Fokus auf kooperative Zeichenpraktiken</b> (seminar) <i>*(in attendance) *</i>

- 732-135 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 733-130 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 734-136 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 735-131 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 737-133 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 738-134 Gestalten in der Fläche: Drucken im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 739-138 Gestalten in der Fläche: Hochdruck (BI + II)** (seminar)  
*\*(in attendance) \**
- 740-141 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 741-142 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 742-144 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 743-140 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 744-145 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 745-146 Gestalten in der Fläche: Malen im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 750-164 Gestalten im Raum: Steinbildhauerei (B I + II)** (seminar)  
*\*(in attendance) \**
- 751-151 Gestalten im Raum: Keramik (und Porzellan) im Unterricht (BI + II)** (seminar)
- 752-168 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)
- 753-156 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 754-999 Gestalten im Raum: Keramik im Unterricht (BI + II) TUTORIUM** (seminar)  
*\*(in attendance) \**
- 755-154 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 756-158 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 757-159 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 758-167 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 759-155 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)  
*\*(in attendance) \**
- 760-149 Gestalten im Raum: Keramik im Unterricht (BI + II)** (seminar)

*\*(in attendance) \**

**761-163 Gestalten im Raum: Keramik Plattentechnik (BI + II) 12 Termine** (seminar)

*\*(in attendance) \**

**762-160 Gestalten im Raum: Holzarbeiten im Unterricht (BI + II)** (seminar)

*\*(in attendance) \**

**763-161 Gestalten im Raum: Holzskulptur (BI + II) 5 Termine** (seminar)

*\*(in attendance) \**

**764-162 Gestalten im Raum: Figürliche Holzskulptur (BI + II) 8 Termine** (seminar)

*\*(in attendance) \**

**765-152 Gestalten im Raum: Metall (BI + II)** (seminar)

*\*(in attendance) \**

**767-166 Gestalten im Raum: Papier (BI + II)** (seminar)

*\*(in attendance) \**

**769-171 Gestalten im Raum| Umwelt- und Produktgestaltung: Keramik (BI + II)** (seminar)

*\*(in attendance) \**

**770-177 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (BI + II)** (seminar)

*\*(in attendance) \**

**772-186 Gestalten im Raum| Umwelt- und Produktgestaltung: bewegliche Objekte (BI + II)** (seminar)

*\*(in attendance) \**

**773-174 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (BI + II)** (seminar)

*\*(in attendance) \**

**774-185 Gestalten im Raum | Umwelt- und Produktgestaltung: Puppenbau und Puppenspiel (B I + II) Theorie + Praxis Raum/ Spielformen** (seminar)

*\*(in attendance) \**

**775-176 Gestalten im Raum| Umwelt- und Produktgestaltung: Kunststoff (BI + II) 9 Termine** (seminar)

*\*(in attendance) \**

**776-178 Gestalten im Raum| Umwelt- und Produktgestaltung: Textiles Design und Textilkunst (BI + II)** (seminar)

**777-183 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier Buchbinden** (seminar)

*\*(in attendance) \**

**778-181 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier konstruktiv (BI + II) 10 Termine** (seminar)

**779-184 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier Architektur** (seminar)

*\*(in attendance) \**

**780-184 Gestalten im Raum | Umwelt- und Produktgestaltung: Papier** (seminar)

*\*(in attendance) \**

**790-198 Gestalten mit Medien: Gestalten mit dem I-Pad** (seminar)

*\*(in attendance) \**

**791-190 Grundlagen des Gestalten mit Medien (B I + II)** (seminar)

*\*(in attendance) \**

**792-192 Gestalten mit Medien: Einführung in die Analoge Fotografie s/w (B I + II)** (seminar)

*\*(in attendance) \**

**793-193 Gestalten mit Medien: Einführung in die Analoge Farbfotografie (B I + II)** (seminar)

*\*(in attendance) \**

**794-194 Gestalten mit Medien: Stop Motion und oder Intermedia (B I + II)** (seminar)

**795-195 Gestalten mit Medien: Digitale Fotografie** (seminar)

*\*(in attendance) \**

**797-200 Kunstwissenschaft/ Werkanalyse: Malerei - vergleichendes Sehen (+ Examensvorbereitung)** (seminar)

*\*(in attendance) \**

**798-205 Kunstwissenschaft: Ästhetiktheorie nur im WS** (seminar)

*\*(in attendance) \**

**800-301 Kunstdidaktik: Vermittlungsfragen in Theorie und Praxis - zur Konzeption von Lehr-/ Lernmaterialien**  
(seminar)

*\*(in attendance) \**

**801-315 Kunstdidaktik: Transkulturelle Kompetenz im Kontext kunstpädagogischer Vermittlungsprozesse**  
(seminar)

*\*(in attendance) \**

**812-409 Gestalten in der Fläche: Erklärendes Zeichnen** (seminar)

**813-415 Gestalten in der Fläche: Erklärendes Zeichnen** (seminar)

*\*(in attendance) \**

**815-410 Gestalten in der Fläche: Malen für Fortgeschrittene (A + V)** (seminar)

*\*(in attendance) \**

**816-411 Gestalten in der Fläche: Malen Großformatig (A + V)** (seminar)

*\*(in attendance) \**

**817-400 Technisches Zeichnen (WiSe) (A + V) 9 Termine** (seminar)

*\*(in attendance) \**

**820-431 Gestalten im Raum: Installation und Großplastik (A + V)** (seminar)

*\*(in attendance) \**

**821-432 Gestalten im Raum: Entwicklung eigener plastischer Konzepte (A + V)** (seminar)

*\*(in attendance) \**

**822-445 Gestalten im Raum: Keramik Objekte (A + V)** (seminar)

*\*(in attendance) \**

**823-434 Gestalten im Raum: Holzbildhauerei (A + V) 5 Termine** (seminar)

*\*(in attendance) \**

**824-441 Gestalten im Raum | Umwelt- und Produktgestaltung: Holz konstruktiv (A + V)** (seminar)

*\*(in attendance) \**

**825-442 Gestalten im Raum| Umwelt- und Produktgestaltung: Holz konstruktiv (A + V)** (seminar)

*\*(in attendance) \**

**826-444 Gestalten im Raum: Textil - textile Körperplastiken (Themenfokus: Nachhaltigkeit/ Upcycling)**  
(seminar)

*\*(in attendance) \**

**827-437 Gestalten im Raum: Transmediale Prozesse - verschiedene Materialien (A + V)** (seminar)

**830-197 Gestalten mit Medien: Transmediale Malerei (Theorie+Praxis Fläche) (B I + II)** (seminar)

*\*(in attendance) \**

**831-461 Gestalten mit Medien: Film "Videoschnitt und Animation" arbeiten mit Found Footage (A + V)**  
(seminar)

*\*(in attendance) \**

**832-462 Gestalten mit Medien: Analoge Farbfotografie (A + V)** (seminar)

*\*(in attendance) \**

**833-196 Gestalten mit Medien: Experimentelle fotografische Verfahren (Cyanotypie) (B I + II) Termine siehe Digicampus** (seminar)

*\*(in attendance) \**

**Media and Learning Communities** (seminar)

*\*(hybrid/mixed) \**

**Examination**

**Kunstpädagogik - Freier Bereich/Wahlbereich I c**

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

<b>Module MUK-2121: Basic Module 2: Basics of Communication Studies 1</b> <i>Grundlagenmodul 2: Grundlagen der Kommunikationswissenschaft 1</i>		12 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> The module introduces the basics of communication studies. It focusses on communication theories and the historical development of social communication through mass media. In the lecture, the subject, history and research areas of communication studies are introduced, the development of mass media is shown and central questions and theoretical approaches of communicator, journalism and public relations research are explained.  The seminar introduces the special features of the media system in Germany and its development, especially since 1945. The systemic, political and structural framework conditions of media production in Germany and in international comparison are taught. In the one-hour extension to the seminar, either economic, legal, political or historical aspects of the media system are examined in depth, or international media systems are considered as a comparative variable.		
<b>Learning Outcomes / Competences:</b> Students acquire comprehensive knowledge of various subject areas of communication studies, central theoretical approaches and conceptual concepts, as well as the history and development of media communication and the media system. They get to know classical and current theories and research directions of communication theory and history as well as media systems and acquire first insights into different research approaches and classifications. The students can link information and knowledge of the different areas, relate them, comprehend and evaluate connections. They can identify central theories of the subject, reproduce them in their own words, interpret them, reflect on them against the background of subject-specific developments and provide examples.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> no prerequisites		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 5,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: Lecture: Communication Theory and History</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>BA Grundlagen der KW 1: VL Kommunikationstheorie und Geschichte (lecture)</b> <i>*(in attendance) *</i>		
<b>Part of the Module: Seminar: media system</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00		

**Assigned Courses:**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe A)** (seminar)

*\*(in attendance) \**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe B) - Sophia Nagel** (seminar)

*\*(in attendance) \**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe C)** (seminar)

*\*(in attendance) \**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe D)** (seminar)

*\*(in attendance) \**

**Examination**

**Module examination G2: Fundamentals of Communication Science 1**

written exam, Corona extension: oral examination, portfolio, graded

**Description:**

Through the final module exam, students show that they have penetrated the various subject areas of the basic module, can identify relevant terms and concepts and distinguish them from others. It is also shown that problems from the basic topics can be processed, correctly classified and basic concepts actively applied.

**Parts of the Module**

**Part of the Module: Seminar: In-depth study of the media system**

**Language:** German

**Contact Hours:** 1,00

**Assigned Courses:**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe A)** (seminar)

*\*(in attendance) \**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe B) - Sophia Nagel** (seminar)

*\*(in attendance) \**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe C)** (seminar)

*\*(in attendance) \**

**BA Mediensystem + Vertiefung internationales Mediensystem (Gruppe D)** (seminar)

*\*(in attendance) \**

<b>Module MUK-2131: Basic Module 3: Basics of Communication Studies 2</b> <i>Grundlagenmodul 3: Grundlagen der Kommunikationswissenschaft 2</i>		12 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> The module introduces three areas of communication science: reception and effects research, media reality and media professions. In the context of reception and effects research, the lecture addresses classical and current approaches of this research area, imparts knowledge about information selection and processing, the experience of media content and the effect of media on knowledge, attitudes, intentions and behaviour. The second module area focuses on the examination of the construction of media reality with regard to the production, meaning and perception of media content and realities, especially addressing conventions of different media formats, media logics and the structural and social anchoring of media meanings. In the lecture media professions, theoretical knowledge of the two aforementioned module parts is contextualised and anchored and illustrated by experience reports and assessments of media professionals.		
<b>Learning Outcomes / Competences:</b> The students acquire comprehensive knowledge in different areas of communication science. They get to know basic classical and current theories and research directions of reception and impact research and on media reality and acquire first insights into different research approaches, classifications and the emergence of media experience and media reality. The students can link, relate and evaluate information and knowledge from the different areas.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> no prerequisites		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 5,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>	
<b>Part of the Module: Lecture A: Media Reality</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00	
<b>Assigned Courses:</b> BA Grundlagen der KW 2: VL Digitalisierung und Kommunikationsmanagement (lecture) <i>*(in attendance) *</i>	
<b>Part of the Module: Lecture B: Reception and media effects research</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00	
<b>Assigned Courses:</b> BA Grundlagen der KW 2: VL Rezeptions- & Wirkungsforschung (lecture)	

<p><i>*(in attendance) *</i></p>
<p><b>Part of the Module: Lecture C: Media Professions</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00</p>
<p><b>Assigned Courses:</b> <b>BA Grundlagen der KW 2: VL Medienberufe</b> (lecture) <i>*(in attendance) *</i></p>
<p><b>Examination</b> <b>Module examination G3: Fundamentals of Communication Studies 2</b> written exam, Corona extension: oral examination, portfolio, graded <b>Description:</b> Through the final module exam, students show that they have penetrated the various subject areas of the basic module, can identify relevant terms and concepts and distinguish them from others. It is also shown that problems from the basic topics can be processed, correctly classified and basic concepts actively applied.</p>

<b>Module MUK-2221: LFP1: Survey</b> <i>LFP1: Befragung</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> Basic knowledge of survey data collection and analysis techniques is taught. A survey study is designed, carried out and evaluated within the framework of a teaching research project. The development of research questions and hypotheses, basics of questioning techniques and operationalisation procedures, questionnaire construction, measurement and scaling procedures, sampling, etc. are taught. Different types of quantitative surveys are discussed and implemented. Hypothesis testing using inferential statistical methods is practised.		
<b>Learning Outcomes / Competences:</b> The students should get to know the method of quantitative surveys. Students should be able to independently implement quantitative survey studies from theoretical conception to operationalisation to practical implementation, as well as know how to evaluate and interpret their results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge in empirical social research and communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0)
<b>Frequency:</b> irregular Each semester at least one course on quantitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP1: Befragung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Assigned Courses:</b> <b>BA Quantitative Methoden: Die Befragung als wichtiges Tool für den wissenschaftlichen Erkenntnisgewinn</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Module overall examination LFP1: Survey</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2222: LFP1: Experiment</b> <i>LFP1: Experiment</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> The course provides basic knowledge on the conception, implementation and evaluation of quantitative experiments. The focus is on theoretical knowledge about different types of experiments, single- and multi-factorial research designs as well as quality criteria of social science experiments. Within the framework of a teaching research project, students practise formulating hypotheses, operationalising constructs, developing research designs and conducting the experiment. The subject matter also includes data analysis using statistical evaluation methods.		
<b>Learning Outcomes / Competences:</b> Students should acquire basic knowledge of designing and conducting quantitative, social science experiments. They should also acquire the ability to plan quantitative experimental studies in a scientifically and theoretically sound manner and to conduct them independently. Students also acquire knowledge of statistically adequate analysis of quantitative data and interpretation of results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on quantitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

**Parts of the Module****Part of the Module: LFP1: Experiment****Language:** German / English**Contact Hours:** 4,00**Examination****Module examination LFP1: Experiment**

module exam, Research report, case work, portfolio, graded

<b>Module MUK-2223: LFP1: Quantitative Content Analysis</b> <i>LFP1: Inhaltsanalyse</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> In the course, the theoretical and empirical basics of quantitative content analysis methods are taught and applied in a concrete research project. In an empirical study, the students analyse media content with regard to a scientific question and acquire knowledge about the conception and implementation of quantitative content analysis studies, including e.g. sampling, the creation of category systems, data collection by means of coding, the implementation of reliability tests and other research-relevant aspects of quantitative content analysis. In addition, the students learn evaluation procedures of content analysis data and apply them in the project.		
<b>Learning Outcomes / Competences:</b> The students acquire basic knowledge of quantitative content analysis procedures. By applying the method within a research project, they are taught the competence to independently design and conduct content analysis studies as well as to evaluate content analysis data and interpret their results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research and communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on quantitative methods is offered.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP1: Inhaltsanalyse</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Module examination LFP1: Content Analysis</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2224: LFP1: Quantitative Observation</b> <i>LFP1: Beobachtung</i>		12 ECTS/LP
Version 3.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> This course focuses on imparting knowledge about the survey method of quantitative observation. In the seminar, important basics for the selective and systematic recording and logging of human behaviour to answer a scientific question are discussed and practised. In addition, the course includes the planning and implementation of a quantitative observation study, in which the students deal with the development of scientific questions, research hypotheses, observation schemes and categories and implement the acquired knowledge within the framework of a course research project.		
<b>Learning Outcomes / Competences:</b> The students should acquire basic knowledge of scientific quantitative observation. They should acquire the competence to independently plan and conduct studies with this survey method, based on a theoretical and methodological foundation. The students should learn to plan and evaluate observation studies in a theory-based and structured manner.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on quantitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP1: Beobachtung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Module examination LFP1: Observation</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2225: LFP1: Secondary and Meta-Analysis</b> <i>LFP1: Sekundär- und Metaanalyse</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilanzic		
<b>Contents:</b> In the seminar, existing quantitatively collected data is analysed again. This allows existing results to be reproduced, checked or new questions to be answered without having to collect one's own empirical primary data using available data.		
<b>Learning Outcomes / Competences:</b> Students learn the challenges and benefits of working with data material over which they have no control. Data analysis skills are refreshed and applied to a concrete secondary data set.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on quantitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP1: Sekundär- und Metaanalyse</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Module examination LFP1: Secondary and meta-analysis</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2231: LFP2: Qualitative Interviews</b> <i>LFP2: Qualitative Befragungsformen</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> Basic knowledge of different forms of qualitative questioning is imparted. A survey study is designed, conducted and evaluated within the framework of a teaching research project. The theoretical foundations and presuppositions of qualitative research and their consequences for empirical work are reflected upon. Different types of interviews, especially narrative interviews, various semi-structured guideline-based interview forms and oral history are introduced and their possible applications are discussed. The genesis of research questions, questioning techniques and interviewing, sampling and different evaluation strategies for qualitative interviews are discussed and implemented. The development of theses and theories as well as the processing of qualitative research results are practised.		
<b>Learning Outcomes / Competences:</b> The students should get to know the methods of qualitative questioning in a practical research context. Students should be able to independently implement qualitative survey studies on scientific questions in the field of media and communication and know how to evaluate and present their results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on qualitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP2: Qualitative Befragungsformen</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Assigned Courses:</b> <b>BA Qualitative Methoden: Influencer:innen als quasi journalistische Akteur:innen- Die Sicht der Nutzer:innen</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Module examination LFP2: Qualitative Interviews</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2232: LFP2: Qualitative Content Analysis</b> <i>LFP2: Qualitative Inhaltsanalyse</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> Basic knowledge of the theoretical and empirical foundations of qualitative content analysis methods is taught and applied in a concrete research project. The theoretical foundations and presuppositions of qualitative research and their consequences for empirical work are reflected upon. Different types of qualitative content analysis are introduced and their possible applications - also in triangulation with other methods - are discussed and differentiated from other qualitative text-analytical methods. The focus is on possibilities of category formation for qualitative content analyses, especially inductive and theory-based procedures, the practical implementation of analyses and the interpretation of results. The development of theses and theories as well as the processing of qualitative research results are practised.		
<b>Learning Outcomes / Competences:</b> The students acquire basic knowledge of qualitative content analysis procedures. By applying the method within a research project, they are taught the competence to independently design and conduct content analysis studies as well as to evaluate qualitative content analysis data and present their results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on qualitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP2: Qualitative Inhaltsanalyse</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Module examination LFP2: Qualitative Content Analysis</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2234: LFP2: Qualitative Observation</b> <i>LFP2: Qualitative Beobachtung</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> Basic knowledge about different forms of qualitative observation is taught. An observation study is designed, carried out and evaluated within the framework of a teaching research project. The theoretical foundations and presuppositions of qualitative research and their consequences for empirical work are reflected upon. In the seminar, important basics for the selective and systematic recording and logging of human behaviour to answer a scientific question - also in triangulation with other methods - are discussed and practised. In addition, the course includes the planning and implementation of an observational study, in which the students deal not only with the development of scientific questions and the strategies of fieldwork adapted to the type of observation, but above all with the research ethical implications and challenges of this method.		
<b>Learning Outcomes / Competences:</b> The students should acquire basic knowledge of the method of observation in qualitative research. In doing so, they should acquire the competence to independently plan, conduct and evaluate studies with this survey method.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Basic knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular Each semester at least one course on qualitative methods is offered, please also note the other modules on qualitative methods.	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP2: Qualitative Beobachtung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Modulgesamtprüfung LFP2: Qualitative Beobachtung</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-2311: V1: Persuasion and Effects</b> <i>V1: Ansätze der Persuasions- und Wirkungsforschung</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilanzic		
<b>Contents:</b> The seminar addresses selected current paradigms of media effects research as well as research results of empirical media effects research. Empirical findings of current research on the respective approaches are presented and discussed. In addition, empirical studies in the respective subject area can be carried out under guidance.		
<b>Learning Outcomes / Competences:</b> Students will gain an insight into selected current issues and methods of effects research. The seminar imparts knowledge of selected theories and approaches of media impact research. The students should understand their significance, understand their methodical implementation and be able to critically assess them. They should be enabled to evaluate current discussions on media effects on the basis of communication science findings.		
<b>Remarks:</b> Please note the language of the respective courses. Some courses are offered in English, others only in German. Online registration for the course via Digicampus, for the examination in STUDIS.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: V1: Ansätze der Persuasions- und Wirkungsforschung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Theorie trifft Trend: Effektive Zielgruppenkommunikation auf TikTok</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Theorien / MR; RW: Politische Medien, politische Kommunikation und politische Öffentlichkeit im Hybrid Media System</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Theorien / RW; MR: Die Rolle von Theorien für die Planung und Evaluation von Kampagnen</b> (seminar) <i>*(in attendance) *</i>

**Examination**

**V1: Approaches to persuasion and media effects research**

module exam, Term paper, presentation with written elaboration, project work in written form, graded

<b>Module MUK-2312: V1: Applied Media Effects Research</b> <i>V1: (Anwendungs-)Felder der Medienwirkungsforschung</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilanzic		
<b>Contents:</b> Acquisition of theoretical knowledge and application-oriented examination of current issues in media effects research. These include health, environmental, advertising and science communication. Existing theoretical knowledge and empirical findings are discussed on a selected topic area and/or independent research work is carried out in the respective topic area.		
<b>Learning Outcomes / Competences:</b> Students should become familiar with theoretical models and empirical research results in a concrete field of application of media effects research, interpret them and be able to independently apply them to subject-specific questions. They should be able to explain and reflect on existing empirical findings.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: V1:(Anwendungs-)Felder der Medienwirkungsforschung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Theorie trifft Trend: Effektive Zielgruppenkommunikation auf TikTok</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Theorien / MR; RW: Politische Medien, politische Kommunikation und politische Öffentlichkeit im Hybrid Media System</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Theorien / RW; MR: Die Rolle von Theorien für die Planung und Evaluation von Kampagnen</b> (seminar) <i>*(in attendance) *</i>

**Examination**

**Module examination V1: (Application) Fields of Media Effects Research**

module exam, Term paper, presentation with written elaboration, project work in written form, graded

<b>Module MUK-2321: : V2: Arenas, Modalities and Pathways of Public Communication</b> <i>V2: Akteure und Arenen der Öffentlichen Kommunikation</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> In-depth and critical examination of the diversification of relevant actors and arenas of public communication in the face of media and social change. Special engagement with new and alternative arenas of the public sphere and their interaction with traditional arenas and communicators of public communication.		
<b>Learning Outcomes / Competences:</b> Learn to assess and analyse relevant actors and arenas of public communication in the past and present in terms of their significance for (current) communication phenomena and contexts of application. Acquire and practise theoretical and methodological knowledge and skills of empirical communication research.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: V2: Akteure und Arenen der Öffentlichen Kommunikation</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Theorie trifft Trend: Effektive Zielgruppenkommunikation auf TikTok</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Artificial Intelligence in Action: Transforming Communication</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Zwischen Meinungsfreiheit und Desinformation: Das Forschungsfeld alternative politische Online-Medien in Deutschland</b> (seminar) <i>*(in attendance) *</i>

**Examination**

**Module examination V2: Actors and arenas of public communication**

module exam, Term paper, presentation with written elaboration, project work in written form, graded

<b>Module MUK-2322: V2: Applied Public Communication Research</b> <i>V2: (Anwendungs-)Felder der Öffentlichen Kommunikation</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> In-depth and critical examination of various social, professional and structural (application) fields of public communication. Studying the interplay of practice and social reality of public communication and its theoretical explanatory models and empirical findings.		
<b>Learning Outcomes / Competences:</b> Learn to recognise, formulate, assess and apply questions from different (application) fields of public communication. Acquire and practise theoretical and methodological knowledge and skills of empirical communication research.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: V2: (Anwendungs-)Felder der Öffentlichen Kommunikation</b>		
<b>Language:</b> German / English		
<b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b>		
<b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i>		
<b>BA Vertiefung Kowi Anwendungsfelder / RW; ÖK: Theorie trifft Trend: Effektive Zielgruppenkommunikation auf TikTok</b> (seminar) <i>*(in attendance) *</i>		
<b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Artificial Intelligence in Action: Transforming Communication</b> (seminar) <i>*(in attendance) *</i>		
<b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Zwischen Meinungsfreiheit und Desinformation: Das Forschungsfeld alternative politische Online-Medien in Deutschland</b> (seminar) <i>*(in attendance) *</i>		

**Examination**

**Module examination V2: (Application) Fields of Public Communication**

module exam, Term paper, presentation with written elaboration, portfolio, graded

<b>Module MUK-2331: V3: Media and the Construction of Reality</b> <i>V3: Gesellschaftliche Konstruktion von Medienrealität</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> In-depth and critical examination of theoretical concepts and empirical findings on structures, actors, processes and consequences of the social construction of media reality. Social conditions and frameworks as well as systemic influencing factors on a social macro level are taken into account as well as processes and control variables of social action on a micro level in various professional and personal contexts.		
<b>Learning Outcomes / Competences:</b> Learn to assess and empirically analyse structures, actors, processes and consequences of the social construction of media reality. Acquire and practise theoretical and methodological knowledge and skills on macro and micro perspectives on the social construction of media reality.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: V3: Gesellschaftliche Konstruktion von Medienrealität</b>		
<b>Language:</b> German / English		
<b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b>		
<b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Artificial Intelligence in Action: Transforming Communication</b> (seminar) <i>*(in attendance) *</i>		
<b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Zwischen Meinungsfreiheit und Desinformation: Das Forschungsfeld alternative politische Online-Medien in Deutschland</b> (seminar) <i>*(in attendance) *</i>		
<b>BA Vertiefung Kowi Theorien / MR; RW: Politische Medien, politische Kommunikation und politische Öffentlichkeit im Hybrid Media System</b> (seminar) <i>*(in attendance) *</i>		
<b>BA Vertiefung Kowi Theorien / RW; MR: Die Rolle von Theorien für die Planung und Evaluation von Kampagnen</b> (seminar) <i>*(in attendance) *</i>		

**Examination**

**Module examination V3: Social construction of media reality**

module exam, Term paper, presentation with written elaboration, project work in written form, graded

<b>Module MUK-2332: V3: Applied Media Reality Research</b> <i>V3: (Anwendungs-)Felder der Konstruktion von Medienrealität</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> In-depth and critical examination of various social, professional and structural (application) fields of the construction of media reality. Studying the conditions and practice of the construction of media reality in different domains of social communication, their theoretical explanatory models and empirical findings.		
<b>Learning Outcomes / Competences:</b> Learn to recognise, formulate, assess and apply questions from different (application) fields of the construction of media reality. Acquire and practise theoretical and methodological knowledge and skills of empirical communication research on media reality.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: V3: (Anwendungs-)Felder der Konstruktion von Medienrealität</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Artificial Intelligence in Action: Transforming Communication</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Forschungsfelder / MR; ÖK: Zwischen Meinungsfreiheit und Desinformation: Das Forschungsfeld alternative politische Online-Medien in Deutschland</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Theorien / MR; RW: Politische Medien, politische Kommunikation und politische Öffentlichkeit im Hybrid Media System</b> (seminar) <i>*(in attendance) *</i> <b>BA Vertiefung Kowi Theorien / RW; MR: Die Rolle von Theorien für die Planung und Evaluation von Kampagnen</b> (seminar) <i>*(in attendance) *</i>

**Examination**

**Modulgesamtprüfung V3: (Anwendungs-)Felder der Konstruktion von Medienrealität**

module exam, Term paper, presentation with written elaboration, portfolio, graded

<b>Module MUK-2504: Public Relations</b> <i>PR und Öffentlichkeitsarbeit</i>		6 ECTS/LP
Version 1.1.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilanzic		
<b>Contents:</b> The professional field of PR is wide-ranging and complex. The practical seminar gives an overview of the basics of PR and sheds light on its tasks and possibilities between political public relations, PR for commercial companies or non-profit organisations. Within this framework, the most important instruments and methods (from the classic press release via social media to PR evaluation) are presented. Practical exercises round off the seminar.		
<b>Learning Outcomes / Competences:</b> Students will gain insights into PR work, complete exercises in strategic PR planning and design concrete PR applications such as press releases.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

**Parts of the Module****Part of the Module: PR und Öffentlichkeitsarbeit****Language:** German**Frequency:** jährlich nach Bedarf WS und SoSe**Contact Hours:** 2,00**Assigned Courses:****BA/MA MuK Praxis: Ausgewählte Aspekte moderner Unternehmenskommunikation** (seminar)*\*(in attendance) \****BA/MA MuK-Praxis: Schreiben im Journalismus** (seminar)*\*(in attendance) \****Examination****Module examination: Publick Relations**

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

<b>Module MUK-2505: Strategic Communication</b> <i>Strategische Kommunikation</i>		6 ECTS/LP
Version 1.1.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> Students will gain insights into strategic communication work, design communication strategies and concrete applications and implement them on a small scale.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> no prerequisites		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module:</b> <i>Strategische Kommunikation</i> <b>Language:</b> German <b>Frequency:</b> jährlich nach Bedarf WS und SoSe <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>BA/MA MuK Praxis: Ausgewählte Aspekte moderner Unternehmenskommunikation</b> (seminar) <i>*(in attendance) *</i>

<b>Examination</b> <b>Modul examination: Strategic Communication</b> module exam, Presentation with written elaboration, written conception and implementation of a media project, case work, graded
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<b>Module MUK-2506: Journalism</b> <i>Journalismus</i>		6 ECTS/LP
Version 1.1.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> Students should gain insights into journalistic work and implement concrete journalistic tasks in practical exercises.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Journalismus</b> <b>Language:</b> German <b>Frequency:</b> jährlich nach Bedarf WS und SoSe <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>BA/MA MuK-Praxis: Schreiben im Journalismus</b> (seminar) <i>*(in attendance) *</i> <b>Fernsehen 2.0</b> (seminar) <i>*(hybrid/mixed) *</i>

<b>Examination</b> <b>Modul examination: Journalism</b> module exam, Presentation with written elaboration, written conception and implementation of a media project, case work, graded
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<b>Module PSY-1004: Psychology: Basic Module</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b>		
<b>Workload:</b> Total: 150 h 105 h (self-study) 45 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the modul examination
<b>Frequency:</b> each semester each semester	<b>Recommended Semester:</b> until 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

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

<b>Module PSY-1005: Psychology: Intermediate Module</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students extend, advance and apply their knowledge on phenomena, theoretical models and methods of Psychology that are relevant for the teaching profession.		
<b>Remarks:</b> Für weitere Informationen siehe <a href="https://www.uni-augsburg.de/de/fakultaet/philsoz/fakultat/fach_psychologie/studium/">https://www.uni-augsburg.de/de/fakultaet/philsoz/fakultat/fach_psychologie/studium/</a>		
<b>Workload:</b> Total: 180 h 45 h (attendance) 135 h (self-study)		
<b>Conditions:</b> Basic knowledge in Psychology		<b>Credit Requirements:</b> Passing the module examination
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> from 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: Aufbauende Vorlesung zu Bedingungen von Lehr-Lernprozessen</b>		
<b>Language:</b> German		
<b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b>		
<b>Psychologie II für Lehramtsstudierende - Bedingungen von Lehr-Lernprozessen</b> (lecture) <i>*(in attendance) *</i>		
<b>Part of the Module: Lehr-Lernprozesse und ihre Erfassung: Vertiefung ausgewählter Bereiche</b>		
<b>Language:</b> German / English		
<b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b>		
<b>Diagnostik und Förderung in einer heterogenen Schülerschaft</b> (seminar) <i>*(in attendance) *</i>		
<b>Digitale Bildung an der Schule: Digitaler Medieneinsatz, Lehrkompetenzen und Innovationen</b> (seminar) <i>*(in attendance) *</i>		
<b>Emotionen und Emotionsregulation in Schule und Unterricht</b> (seminar) <i>*(in attendance) *</i>		
<b>Förderung der Selbstregulation von Kindern</b> (seminar) <i>*(in attendance) *</i>		
<b>Learning by Design: Simulationen für das Lehramtsstudium</b> (seminar)		

*\*(in attendance) \**

**Mental Health im Klassenzimmer (Gruppe 1)** (seminar)

*\*(in attendance) \**

**Mental Health im Klassenzimmer (Gruppe 2)** (seminar)

*\*(in attendance) \**

**Stereotype und Einstellungen in der Schule** (seminar)

*\*(in attendance) \**

**Stress und Stressmanagement** (seminar)

*\*(hybrid/mixed) \**

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

*\*(in attendance) \**

**Unterrichtsstörungen, soziales Faulenzen & Co. – Mit schwierigen Situationen im Unterricht effektiv umgehen**  
(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) \**

**Wie gelingt effektiver Unterricht mit digitalen Medien?** (seminar)

*\*(in attendance) \**

**Wie können Kinder ihr Lernen überprüfen und steuern? Die Entwicklung der Metakognition.** (seminar)

*\*(in attendance) \**

### **Examination**

#### **PSY-1005 Psychologie Aufbaumodul**

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

#### **Test Frequency:**

each semester

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

**Examination**

**PSY-1006 Psychologie Vertiefungsmodul**

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

**Test Frequency:**

each semester

<b>Module PÄD-0018: Foundations and Fundamental Concepts of Educational Science</b> <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.		
<b>Contents:</b> - Basics of scientific work - Basic concepts of educational science: education, socialization, learning, teaching, counseling - Basic questions of pedagogical thinking and acting		
<b>Learning Outcomes / Competences:</b> The students know the central concepts of educational science and have dealt with fundamental problems. They are familiar with the basics of scientific work.		
<b>Workload:</b> Total: 300 h 210 h (self-study) 90 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam.
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 6,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: Basic concepts of educational science</b> <b>Mode of Instruction:</b> lecture <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> BA Grundlagenmodul 1 - Grundlagen und Grundbegriffe der Erziehungswissenschaft (PÄD-0018) (lecture) <i>*(in attendance) *</i>		
<b>Part of the Module: Basic questions of pedagogical thinking and acting</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> (B.A.) Grundlagenmodul 1: Grundfragen pädagogischen Denkens und Handelns (seminar) <i>*(in attendance) *</i> (B.A.) Grundlagenmodul 1: Grundfragen pädagogischen Denkens und Handelns (seminar) <i>*(in attendance) *</i> (B.A.) Grundlagenmodul 1: Grundfragen pädagogischen Denkens und Handelns (seminar) <i>*(in attendance) *</i> BA Grundlagenmodul 1 (5): Grundfragen pädagogischen Denkens und Handelns (PÄD-0018) (seminar)		

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Grundfragen pädagogischen Denkens und Handelns (1) (PÄD-0018)** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Grundfragen pädagogischen Denkens und Handelns (2) (PÄD-0018)** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Grundfragen pädagogischen Denkens und Handelns (3) (PÄD-0018)** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Grundfragen pädagogischen Denkens und Handelns (3) (PÄD-0018)** (seminar)

*\*(in attendance) \**

#### Part of the Module: Basics of scientific work

**Mode of Instruction:** seminar

**Language:** German

**Contact Hours:** 2,00

#### Assigned Courses:

**(B.A.) Grundlagenmodul 1- Einführung in das wissenschaftliche Arbeiten** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Einführung in das wissenschaftliche Arbeiten (1) (PÄD-0018)** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Einführung in das wissenschaftliche Arbeiten (2) (PÄD-0018)** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Einführung in das wissenschaftliche Arbeiten (3) (PÄD-0018)** (seminar)

*\*(hybrid/mixed) \**

**BA Grundlagenmodul 1 - Einführung in das wissenschaftliche Arbeiten (4) (PÄD-0018)** (seminar)

*\*(in attendance) \**

**BA Grundlagenmodul 1 - Einführung in das wissenschaftliche Arbeiten (5) (PÄD-0018)** (seminar)

*\*(in attendance) \**

#### Examination

**Written exam or oral exam or term paper**

term paper, graded

<b>Module PÄD-0021: Theory of Socialization</b> <i>Sozialisationstheorie</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Georg Cleppien		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 240 h 180 h (self-study) 60 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam.
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: Socialization Theory</b> <b>Mode of Instruction:</b> lecture <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>Sozialisationstheorien in erziehungswissenschaftlicher Perspektive</b> (lecture) <i>*(in attendance) *</i>		
<b>Part of the Module: Socialization Theory - Specialization</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>(B.A.) Grundlagenmodul 4 - Sozialisationstheorien - Vertiefung</b> (seminar) <i>*(in attendance) *</i> <b>(B.A.) Grundlagenmodul 4 - Sozialisationstheorien - Vertiefung</b> (seminar) <i>*(in attendance) *</i> <b>(B.A.) Grundlagenmodul 4 – Sozialisationstheorien – Vertiefung (1)</b> (seminar) <i>*(in attendance) *</i>		

**Examination**

**Written exam or oral exam or term paper**

written exam, graded

<b>Module PÄD-0023: The Development of Educational Science</b> <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		
<b>Contents:</b>		
<ul style="list-style-type: none"> <li>• Lines of development in pedagogy as a science from the 18th century to the present</li> <li>• Relationship between discipline and profession</li> </ul>		
<b>Learning Outcomes / Competences:</b>		
The students understand the history and current situation of their field of study. Against this background, they reflect their professional ethos.		
<b>Workload:</b>		
Total: 180 h 30 h (attendance) 150 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> 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**Assigned Courses:**

**BA Grundlagenmodul 6 - Die Entwicklung der Pädagogik als Wissenschaft (1) (PÄD-0023)** (seminar)  
*\*(in attendance) \**

**BA Grundlagenmodul 6 - Die Entwicklung der Pädagogik als Wissenschaft (2) (PÄD-0023)** (seminar)  
*\*(in attendance) \**

**BA Grundlagenmodul 6 - Die Entwicklung der Pädagogik als Wissenschaft (3) (PÄD-0023)** (seminar)  
*\*(in attendance) \**

**BA Grundlagenmodul 6 - Die Entwicklung der Pädagogik als Wissenschaft (4) (PÄD-0023)** (seminar)  
*\*(in attendance) \**

**Examination****Presentation**

module exam, graded

<b>Module PÄD-0027: Education in Childhood and Adolescence</b> <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		
<b>Contents:</b> - 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		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 180 h 60 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b> from 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

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

<b>Module PÄD-0028: Adult and Continuing Education</b> <i>Erwachsenen- und Weiterbildung</i>		6 ECTS/LP
Version 2.0.0 (since SoSe18) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
<b>Contents:</b> - 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		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 180 h 60 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester only in the summer term	<b>Recommended Semester:</b> 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Einführung in die Erwachsenen- und Weiterbildung</b> <b>Language:</b> German		
<b>Part of the Module: Einführung in die Erwachsenen- und Weiterbildung - Vertiefung</b> <b>Language:</b> German <b>Contact Hours:</b> 0,00		
<b>Examination</b> <b>Written or oral exam or term paper</b> written exam, graded		

<b>Module PÄD-0039: Introduction to Intercultural Education</b> <i>Grundlagen der Interkulturellen Pädagogik</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
<b>Contents:</b> 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).		
<b>Learning Outcomes / Competences:</b> The students have knowledge about the history and (life) situation of migrants as well as basic approaches and concepts of intercultural pedagogy.		
<b>Workload:</b> 210 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b> from 4.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Fundamentals of Intercultural Pedagogy</b>		
<b>Language:</b> German		
<b>Examination</b> Written or oral exam or term paper. oral exam oral exam, graded		

<b>Module PÄD-0040: Advanced knowledge in Intercultural Education</b> <i>Vertiefung</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
<b>Contents:</b> - 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)		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> 60 h (attendance) 240 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Theoretical approaches and empirical studies</b> <b>Language:</b> German		
<b>Part of the Module: Current challenges</b> <b>Language:</b> German		
<b>Examination</b> <b>Written or oral exam or term paper module exam</b> module exam, graded		

<b>Module SOW-0042: Political Theory</b> <i>Politische Theorie</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Marcus Llanque		
<b>Contents:</b> <ul style="list-style-type: none"> <li>• History of political ideas</li> <li>• Political Ethics</li> <li>• Political Education</li> <li>• Modern theories of the state/theories of political integration</li> <li>• Statehood in Transition</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been evaluated as at least "sufficient" (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	

<b>Parts of the Module</b>	
<b>Part of the Module: Political Theory</b> <b>Language:</b> German <b>ECTS Credits:</b> 9.0	
<b>Assigned Courses:</b> <b>Gleichheit und/oder Freiheit?</b> (seminar) <i>*(in attendance) *</i>	
<b>Examination</b> <b>oral examination, term paper, or portfolio</b> module exam, graded <b>Test Frequency:</b> when a course is offered	

<b>Module SOW-0043: General Sociology and Sociological Theory</b> <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		
<b>Contents:</b> <ul style="list-style-type: none"> <li>• Theories and concepts of sociology</li> <li>• History of sociology and sociological perspectives</li> <li>• Theories of the sociology of knowledge</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0)
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: General Sociology and Sociological Theory</b>		
<b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> <ul style="list-style-type: none"> <li>• Theories and concepts of sociology</li> <li>• History of sociology and sociological perspectives</li> <li>• Theories of the sociology of knowledge</li> </ul>		
<b>Assigned Courses:</b>		
<b>BA: Allgemeine Soziologie/Soziologische Theorie: Antisemitismus &amp; Antifeminismus</b> (seminar) <i>*(online/digital) *</i>		
<b>BA: Gesellschaft und Gesundheit I</b> (seminar) <i>*(in attendance) *</i>		
<b>Bridging Borders: From Sociological research to Documentary Film</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b>		
<b>Oral examination, term paper or portfolio (module exam)</b> module exam, graded		
<b>Test Frequency:</b> when a course is offered		

<b>Module SOW-0044: Comparative Politics</b> <i>Vergleichende Politikwissenschaft</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Peter A. Kraus		
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>- Democratic theory and democracy research</li> <li>- Political sociology and political culture research</li> <li>- Political actors, processes and institutions from an intercultural comparative perspective</li> <li>- Politics and society in Europe and North America</li> <li>- European integration and transnational politics</li> <li>- Policy analysis</li> </ul> <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><b>Learning Outcomes / Competences:</b></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><b>Workload:</b> Total: 270 h</p>		
<p><b>Conditions:</b> none</p>		<p><b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).</p>
<p><b>Frequency:</b> each semester</p>	<p><b>Recommended Semester:</b></p>	<p><b>Minimal Duration of the Module:</b> 1 semester[s]</p>
<p><b>Contact Hours:</b> 2,00</p>	<p><b>Repeat Exams Permitted:</b> any</p>	
<p><b>Parts of the Module</b></p>		
<p><b>Part of the Module: Themenschwerpunkt aus Demokratie, gesellschaftlicher Wandel und politische Kultur</b>  <b>Language:</b> German  <b>Contact Hours:</b> 2,00  <b>ECTS Credits:</b> 9.0</p>		
<p><b>Assigned Courses:</b></p>		

**European Integration and Its Critics: Euroscepticism(s) in Comparative Perspective** (seminar)

*\*(in attendance) \**

**Föderalismus und Gewaltenteilung in Europa und Nordamerika** (seminar)

*\*(in attendance) \**

**Selektive Solidarität** (seminar)

*\*(in attendance) \**

**Examination**

**Oral exam, term paper, or portfolio examination**

module exam, graded

**Test Frequency:**

when a course is offered

<b>Module SOW-0045: Sociology of Lifestyles and Stages of Life / Social Inequality</b> <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		
<b>Contents:</b> <ul style="list-style-type: none"> <li>• characteristics and developmental tendencies of modern lifeworlds - especially in relation to time/space (e.g. continuity and change of private forms of living)</li> <li>• (popular) culture and (new) media, leisure, consumption (e.g. media communication, sociological film and television analysis)</li> <li>• age, life course and biography</li> <li>• socialisation and intergenerational relations (especially childhood, youth)</li> <li>• politics and the shaping of life-world contexts</li> <li>• questions and problems of social inequality</li> <li>• social structure analysis</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4,0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Sociology of Lifestyles and Stages of Life / Social Inequality</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Assigned Courses:</b> <b>BA: Gesellschaft und Gesundheit I</b> (seminar) <i>*(in attendance) *</i>		

**Privatheit im Wandel: Von der Entgrenzung und Prekarität des Privaten in der fortgeschrittenen Moderne**

(seminar)

*\*(in attendance) \**

**TM: Soziologie der Lebensformen und Lebensphasen: „Auf leisen Sohlen, machtvoll: Symbolische Gewalt und die Bearbeitung gesellschaftlicher Konfliktlagen“** (seminar)

*\*(in attendance) \**

**Examination**

**Oral examination, term paper or portfolio (module exam)**

module exam, graded

**Test Frequency:**

when a course is offered

<b>Module SOW-0046: International Relations / World Politics</b> <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		
<b>Contents:</b> <ul style="list-style-type: none"> <li>Actors and structures of international relations</li> <li>Social and political aspects of globalisation/world society</li> <li>Issues of peace and conflict studies</li> <li>Approaches to foreign policy analysis</li> <li>Transnational relations, actors and conflicts</li> </ul> <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>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded, if the corresponding exam has been evaluated with at least "sufficient" (4,0.
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: International Relations / World Politics</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Assigned Courses:</b> <b>Kultur, Macht, Konflikt – Cultural Studies zur Einführung</b> (seminar) <i>*(in attendance) *</i> <b>Weltklimaspiel© : 3tägiges Rollenspiel mit politikwissenschaftlicher Reflektion</b> (seminar) <i>*(in attendance) *</i>		

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**Examination**

**oral exam, term paper or Portfolio**

module exam, graded

**Test Frequency:**

when a course is offered

<b>Module SOW-0047: Sociology of Health</b> <i>Gesundheitssoziologie</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Alexandra Manzei-Gorsky		
<b>Contents:</b> <ul style="list-style-type: none"> <li>• Theories and Methods of Sociological Health Research</li> <li>• Sociological Health Services/Health Policy Research</li> <li>• Science and Technology Research in Medicine and Health Care</li> <li>• Sociology of the Body and Sex/Gender, Disability Studies, End of Live Care</li> <li>• Sociological Perspectives on Bioethics and Medical Ethics</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 3. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Sociology of Health</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Assigned Courses:</b> <b>BA: Gesellschaft und Gesundheit I</b> (seminar) <i>*(in attendance) *</i> <b>Gesundheitssoziologie: Soziologie der Pflege</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Oral exam, term paper or portfolio</b> module exam, graded <b>Test Frequency:</b> when a course is offered		

<b>Module SPK-0111: Heterogeneity and Inclusion 1</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students will: <ul style="list-style-type: none"> <li>• evaluate different special educational and pedagogical measures regarding their effectiveness and feasibility (approaches to bullying intervention, prevention of anxiety disorders, etc.).</li> <li>• describe different special educational needs.</li> <li>• identify classification criteria, causes, comorbidities, prevention, and intervention measures for selected special educational needs.</li> <li>• adopt the perspective of children with special educational needs through specific methods and develop a positive attitude towards inclusion.</li> <li>• actively search for information and materials on inclusion (sections in BayScho, articles in ICD-10, etc.).</li> </ul>		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Heterogeneity and inclusion 1</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0
<b>Literature:</b> will be announced in the seminar
<b>Assigned Courses:</b> <b>Vorsicht: Vielfalt der Schülerschaft – „Was tue ich, wenn...“ Umgang mit Herausforderungen.</b> (seminar) <i>*(in attendance) *</i> <b>Vorsicht: Vielfalt der Schülerschaft. „Was tue ich, wenn...“ Umgang mit Herausforderungen</b> (seminar) <i>*(in attendance) *</i> <b>Zukunft Lehrberuf - Inklusion als Schlüsselkompetenz</b> (seminar) <i>*(online/digital) *</i>

**Examination**

**Heterogenität und Inklusion 1**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0112: Heterogeneity and Inclusion 2</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students will: <ul style="list-style-type: none"> <li>• be familiar with and understand the concepts of exclusion, separation, integration, and inclusion, and be able to differentiate between them.</li> <li>• be aware of the historical development of inclusion.</li> <li>• have knowledge of different special educational needs.</li> <li>• be able to explain various approaches to implementing inclusion in regular schools.</li> <li>• reflect on the consequences of inclusion for regular schools.</li> </ul>		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Heterogeneity and inclusion 2</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0		
<b>Literature:</b> will be announced in the seminar		
<b>Assigned Courses:</b> <b>Inklusion – Zukunftsaufgabe für Schule und Schulsystem - Onlineseminar</b> (seminar) <i>*(online/digital) *</i> <b>Inklusion – Zukunftsaufgabe für Schule und Schulsystem - Onlineseminar</b> (seminar) <i>*(online/digital) *</i>		

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**Examination**

**Modulprüfung SPK-0112**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0113: Counselling and Communication 1</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students will: <ul style="list-style-type: none"> <li>• learn and understand the theoretical foundations of cooperation.</li> <li>• become acquainted with concrete cooperation through "collegial case discussions".</li> <li>• initiate and practice "collegial case discussions".</li> <li>• become familiar with various intra- and extra-school cooperation partners through video recordings/interviews and guest speaker presentations.</li> <li>• understand the importance of networking in relation to inclusion.</li> <li>• gain awareness of the possibilities and limitations of cooperation within and outside the classroom.</li> <li>• reflect on the role of the teacher in relation to cooperation with other professional groups.</li> </ul>		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Consulting and communication 1</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0		
<b>Literature:</b> will be announced in the seminar		
<b>Assigned Courses:</b> <b>Die Lehrkraft als Teamplayer: Netzwerke im schulischen Kontext</b> (seminar) <i>*(in attendance) *</i>		

**Examination**

**Beratung und Kommunikation 1**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0114: Counselling and Communication 2</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students: <ul style="list-style-type: none"> <li>• know and understand various theoretical foundations on the subject of communication, conversation management, and counselling.</li> <li>• learn about different school conversation situations through guest lectures.</li> <li>• discuss various objectives and approaches to different conversations.</li> <li>• practice and reflect on conversation situations independently using examples, and subsequently reflect on them.</li> <li>• reflect on their own conversation management.</li> <li>• are familiar with different questioning techniques and can apply them purposefully in practice.</li> <li>• are familiar with different disruptors and blockers of communication and can identify them.</li> <li>• know and understand the principles of nonviolent communication according to Rosenberg.</li> </ul>		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

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

**Examination**

**Modulprüfung SPK-0114**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0115: Teacher Professionalism 1</b> <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><b>Contents:</b></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"> <li>• Traveling with the school class: Student expectations</li> <li>• Implementation and content development of student trips</li> <li>• Topics, methodology, and ideas for games and leisure activities</li> <li>• Organization and financing</li> <li>• Legal and insurance issues</li> <li>• Behaviour in case of illness and emergency situations</li> </ul> <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><b>Learning Outcomes / Competences:</b></p> <p>The students:</p> <ul style="list-style-type: none"> <li>• are familiar with the legal requirements for planning and conducting hiking trips, excursions, and multi-day class trips.</li> <li>• formulate appropriate educational objectives for different forms of class trips.</li> <li>• plan a multi-day class trip to a youth hostel or school camp.</li> <li>• can prepare, conduct, and follow up on both hiking trips and excursions, as well as multi-day class trips.</li> </ul>		
<p><b>Workload:</b> Total: 90 h</p>		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<p><b>Part of the Module: Teacher professionalism 1</b></p> <p><b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0</p>		
<b>Literature:</b> will be announced in the seminar		
<p><b>Assigned Courses:</b></p> <p><b>Fit für die Klassenfahrt? Fahrten und Exkursionen: Wie macht man das? Worauf muss ich achten?</b> (seminar) <i>*(in attendance) *</i></p> <p><b>„Brave Schülerinnen oder krasse Typen?“ – Ziele, Inhalte und Praxis schulischer Wertebildung</b> (seminar) <i>*(in attendance) *</i></p>		

**Examination**

**Lehrerprofessionalität 1**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0116: Teacher professionalism 2</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students: <ul style="list-style-type: none"> <li>• Define key terms in environmental education (sustainability, environment, nature, environmental awareness).</li> <li>• Learn about the various Sustainable Development Goals (SDGs) of the Agenda 2030.</li> <li>• Develop preconception assessments tailored to specific focal points for students, conduct these assessments, and subsequently analyze the results.</li> <li>• Collaboratively plan a hands-on, action-oriented learning activity based on the assessment findings, and design appropriate learning tasks.</li> <li>• Implement the developed theoretical framework in real school classrooms, and reflect on the experience afterwards.</li> <li>• Contribute to sustainability efforts on campus by taking individual action.</li> </ul>		
<b>Workload:</b> Total: 90 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Teacher professionalism 2</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0		
<b>Literature:</b> will be announced in the seminar		
<b>Assigned Courses:</b> <b>Fernsehen macht Schule</b> (seminar) <i>*(in attendance) *</i> <b>Werteverziehung und Medienbildung im digitalen Kontext der Schule</b> (seminar) <i>*(in attendance) *</i>		

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**Examination**

**Lehrerprofessionalität 2**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0117: Problem-, person- and institutional-history 1</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students: <ul style="list-style-type: none"> <li>• know and understand different teaching and learning strategies.</li> <li>• reflect on the relevance of learning strategies.</li> <li>• know and understand the theoretical foundations of learning.</li> <li>• familiarize themselves with concepts for the practical implementation of "learning to learn" and can apply them in practice.</li> <li>• explain the structure and elements, principles, and organization of the Bavarian school system.</li> <li>• introduce various types of schools and present specific aspects and challenges.</li> <li>• apply methods to lead informed discussions on current issues in the education system.</li> <li>• critically position themselves in relation to the education system, considering their own educational biography.</li> </ul>		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Problem-, person- and institutional-history 1</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0		
<b>Literature:</b> will be announced in the seminar		
<b>Assigned Courses:</b> <b>Lernen lernen: Förderung von Methodenkompetenz</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Problem-, Personen-, Instiutionengeschichte 1</b> portfolio exam, graded <b>Test Frequency:</b> each semester		

<b>Module SPK-0118: Problem-, person- and institutional-history 2</b> <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><b>Contents:</b></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><b>Learning Outcomes / Competences:</b></p> <p>The students:</p> <ul style="list-style-type: none"> <li>• explain the structure and elements, principles, and structures of the competency based LehrplanPLUS (Curriculum Plus.)</li> <li>• apply these concepts to their own type of school and subject.</li> <li>• plan a lesson based on this framework and design corresponding learning and assessment tasks, as well as excursions or field trips.</li> <li>• discuss the opportunities and limitations of competency-based teaching within the context of their own educational concept.</li> </ul>		
<p><b>Workload:</b> Total: 90 h</p>		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<p><b>Part of the Module: Problem-, person- and institutional-history 2</b></p> <p><b>Language:</b> German</p> <p><b>Contact Hours:</b> 2,00</p> <p><b>ECTS Credits:</b> 3.0</p>		
<p><b>Literature:</b> will be announced in the seminar</p>		

**Examination**

**Problem-, Personen- und Institutionengeschichte 2**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0119: Current questions and problems in school pedagogy 1</b> <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		
<b>Contents:</b> 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."		
<b>Learning Outcomes / Competences:</b> The students will: <ul style="list-style-type: none"> <li>• Define key terms related to values education in schools (value, norm, virtue, sustainability, social learning, digitalization).</li> <li>• 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.</li> <li>• Engage in discussions on various topics during lectures and present their individual standpoint.</li> <li>• Reflect on their own values and actions through exchange with others.</li> </ul>		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Current questions and problems in school pedagogy 1</b> <b>Language:</b> German <b>Frequency:</b> as needed <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0		
<b>Literature:</b> will be announced in the seminar		
<b>Assigned Courses:</b> <b>Perspektiven einer zukunftsweisenden Wertebildung</b> (lecture) <i>*(in attendance) *</i> <b>Sozialpädagogik im schulischen und außerschulischen Bereich</b> (seminar) <i>*(in attendance) *</i> <b>Sozialpädagogik im schulischen und außerschulischen Bereich</b> (seminar) <i>*(in attendance) *</i>		

**Examination**

**Current questions and problems in school pedagogy 1**

portfolio exam, graded

**Test Frequency:**

each semester

<b>Module SPK-0120: Current questions and problems in school pedagogy 2</b> <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><b>Contents:</b></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><b>Learning Outcomes / Competences:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• become familiar with the educational and pedagogical mission and reflect on the associated demands placed on teachers and participants in the education system.</li> <li>• understand the various aspects and goals of social learning in schools.</li> <li>• reflect on the relevance of social learning in schools and society.</li> <li>• enhance their communication and cooperation skills.</li> <li>• acquire and reflect on pedagogical strategies for promoting social learning in schools.</li> <li>• participate in various experiential pedagogical and other educational exercises related to social learning and reflect on them collectively.</li> <li>• 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.</li> <li>• collaboratively plan at least one school day focused on social learning and, if possible, implement it in practice.</li> </ul>		
<p><b>Workload:</b></p> <p>Total: 90 h</p>		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Seminar attendance
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 7.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Current questions and problems in school pedagogy 2</b> <b>Language:</b> German <b>Frequency:</b> as needed <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0
<b>Literature:</b> will be announced in the seminar
<b>Assigned Courses:</b> <b>Anlegen eines Insekten-Biotops</b> (seminar) <i>*(in attendance) *</i> <b>Bildung durch Handeln - ökologische Kleinprojekte mit Lernenden umsetzen</b> (seminar) <i>*(in attendance) *</i> <b>Demokratiebildung an Schulen</b> (seminar) <i>*(in attendance) *</i> <b>Interkulturelle Bildung und Schulentwicklung - Onlineseminar</b> (seminar) <i>*(online/digital) *</i> <b>Soziales Lernen in der Schule</b> (seminar) <i>*(in attendance) *</i>
<b>Examination</b> <b>Aktuelle Fragen und Probleme der Schulpädagogik 2</b> portfolio exam, graded <b>Test Frequency:</b> each semester

<b>Module SPK-1030: Preparation for didactic action in school</b> <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		
<b>Contents:</b> Learning theories, Changing childhood and adolescence, Teacher professionalism, Didactic models, Goals and content, Methods and media, The Hattie study.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 30 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Preparation for didactic action in school</b> <b>Mode of Instruction:</b> lecture <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Literature:</b> Zierer, K. (2017). Portfolio Schulpädagogik. (2.Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH
<b>Assigned Courses:</b> <b>Basismodul - Theorie und Empirie des Unterrichts</b> (lecture) <i>*(in attendance) *</i>

**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

<b>Module SPK-1031: Basic skills for teaching</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 30 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Basic skills for teaching</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Assigned Courses:</b> <b>Die Lehrkraft als Teamplayer: Netzwerke im schulischen Kontext</b> (seminar) <i>*(in attendance) *</i> <b>Werteeziehung und Medienbildung im digitalen Kontext der Schule</b> (seminar) <i>*(in attendance) *</i> <b>„Brave Schülerinnen oder krasse Typen?“ – Ziele, Inhalte und Praxis schulischer Wertebildung</b> (seminar)

*\*(in attendance) \**

**Examination**

**Basiskompetenzen**

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

**Test Frequency:**

each semester

<b>Module SPK-1032: Theory of teaching</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 30 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Theory of teaching</b> <b>Mode of Instruction:</b> lecture <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Literature:</b> Zierer, K. & Frank, N. (2018). Unterrichtstheorie mal praktisch gesehen. Baltmannsweiler: Schneider Verlag Hohengehren GmbH
<b>Examination</b> <b>Theorie des Unterrichts</b> written exam, For the scope of the examination, see the event description in Digicampus. / length of examination: 90 minutes, graded <b>Test Frequency:</b> each semester

<b>Module SPK-1033: Cross-curricular education tasks</b> <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		
<b>Contents:</b> 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".		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 120 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Cross-curricular education tasks</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Assigned Courses:</b> <b>Demokratiebildung an Schulen</b> (seminar) <i>*(in attendance) *</i> <b>Inklusion – Zukunftsaufgabe für Schule und Schulsystem - Onlineseminar</b> (seminar) <i>*(online/digital) *</i> <b>Inklusion – Zukunftsaufgabe für Schule und Schulsystem - Onlineseminar</b> (seminar) <i>*(online/digital) *</i>

**Interkulturelle Bildung und Schulentwicklung - Onlineseminar** (seminar)

*\*(online/digital) \**

**Soziales Lernen in der Schule** (seminar)

*\*(in attendance) \**

**Examination**

**Fächerübergreifende Bildungs- und Erziehungsaufgaben**

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

**Test Frequency:**

each semester

<b>Module SPK-1034: Advice, support, upbringing, education</b> <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		
<b>Contents:</b> Who is the human being?, education, teaching, counseling, socialization, inclusion		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 120 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Advice, support, upbringing, education</b> <b>Mode of Instruction:</b> lecture <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0		
<b>Literature:</b> Zierer, K. (2017). Portfolio Schulpädagogik. (2.Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH		
<b>Examination</b> <b>Beratung, Förderung, Erziehung, Bildung</b> written exam, For the scope of the examination, see the event description in Digicampus. / length of examination: 45 minutes, graded <b>Test Frequency:</b> each semester		

<b>Module SPK-1035: Behavioral problems</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.).		
<b>Workload:</b> Total: 150 h 120 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

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

<b>Module SPK-1036: Planning and analysis of teaching and learning processes</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students <ul style="list-style-type: none"> <li>- learn the elements of lesson planning and can describe them.</li> <li>- plan their own lessons based on the elements of lesson planning.</li> <li>- reflect on the basis of the seminar content the quality and success of instructional measures and design elements.</li> <li>- design lessons in the context of social interaction in groups and/or partner work. The students present their lesson plans to their fellow students.</li> <li>- 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.</li> <li>- understand the necessity of planning and structuring teaching and learning situations and know what is important when designing inclusive and multimedia learning environments.</li> <li>- apply acquired knowledge within the framework of creative conceptual work and evaluate the quality of their own work results and those of fellow students.</li> </ul>		
<b>Workload:</b> Total: 150 h 30 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 2. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Planning and analysis of teaching and learning processes</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0		
<b>Literature:</b> Zierer, K. (Hrsg.). (2017). Leitfaden Schulpraktikum. (5. Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH		
<b>Assigned Courses:</b> <b>Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht</b> (seminar) <i>*(in attendance) *</i>		

- 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)  
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- 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 - Blockseminar** (seminar)  
*\*(in attendance) \**
- Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht - Blockseminar** (seminar)  
*\*(in attendance) \**
- Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht - nur für Grund- und Mittelschullehramt!** (seminar)  
*\*(in attendance) \**
- Praktikumsmodul - Planung, Durchführung und Reflexion von Unterricht - nur für Grund- und Mittelschullehramt!** (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

<b>Module SPK-1037: Teacher behavior in conflict situations in school</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 30 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

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

<b>Module SPK-1038: School theory</b> <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		
<b>Contents:</b> Basics, The educational mission, The Bavarian school system in (international) comparison, Theories of school, School development, School quality: PISA & Co., Current issues		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> 120 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: School theory</b> <b>Mode of Instruction:</b> lecture <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Literature:</b> Zierer, K. (2017). Portfolio Schulpädagogik. (2.Auflage). Baltmannsweiler: Schneider Verlag Hohengehren GmbH
<b>Assigned Courses:</b> <b>Basismodul - Theorie und Empirie der Schule</b> (lecture)

*\*(in attendance) \**

**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

<b>Module SPK-1039: School and Teaching Research</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> The students <ul style="list-style-type: none"> <li>• become familiar with quantitative and qualitative empirical research methods and are able to describe them in a professional manner.</li> <li>• become aware of the importance of empirical educational research and are able to name advantages and disadvantages of this research paradigm.</li> <li>• plan their own research projects in groups on the basis of the knowledge imparted.</li> <li>• 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.</li> <li>• reflect on the potential of empirical educational research.</li> <li>• are able to use appropriate software and hardware in the planning and implementation of research projects in an appropriate manner.</li> </ul>		
<b>Workload:</b> Total: 150 h 120 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: School and classroom research</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Assigned Courses:</b> <b>Fernsehen macht Schule</b> (seminar) <i>*(in attendance) *</i> <b>Lernen lernen: Förderung von Methodenkompetenz</b> (seminar)

*\*(in attendance) \**

**Examination**

**Schul- und Unterrichtsforschung**

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

**Test Frequency:**

each semester

<b>Module SPK-1040: Selected Fields of Pedagogical-Didactic Action</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 120 h (self-study) 30 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Selected fields of pedagogical-didactic action</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0		
<b>Assigned Courses:</b> <b>Ausgewählte Felder pädagogisch-didaktischen Handelns (Bac NF) - Die Hattie Studie</b> <i>*(online/digital) *</i> <b>Ausgewählte Felder pädagogisch-didaktischen Handelns (Bac NF) - Die Hattie Studie (seminar)</b>		

*\*(online/digital) \**

**Ausgewählte Felder pädagogisch-didaktischen Handelns (Bac NF) - Die Hattie Studie: Dummy** (seminar)

*\*(online/digital) \**

**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

<b>Module SPK-1041: Environmental Education</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 150 h 30 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> usu. at least once per acad. year	<b>Recommended Semester:</b> 4. - 6.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Environmental education</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 5.0
<b>Assigned Courses:</b> <b>Anlegen eines Insekten-Biotops</b> (seminar) <i>*(in attendance) *</i> <b>Bildung durch Handeln - ökologische Kleinprojekte mit Lernenden umsetzen</b> (seminar) <i>*(in attendance) *</i> <b>Perspektiven einer zukunftsweisenden Wertebildung</b> (lecture)

*\*(in attendance) \**

**Examination**

**Umwelterziehung/Umweltbildung**

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

**Test Frequency:**

each semester

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

<b>Parts of the Module</b>
<b>Part of the Module: Basketball 1</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0
<b>Learning Outcome:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

<p><b>Contents:</b></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><b>Lehr-/Lernmethoden:</b></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><b>Literature:</b></p> <p>Will be announced in the course.</p>
<p><b>Examination</b></p> <p><b>SPO-9901 FMK Basketball 1</b></p> <p>combines practical and written examination, parcours and ruletest / length of examination: 20 minutes, not graded</p> <p><b>Test Frequency:</b></p> <p>only in the winter semester</p>
<p><b>Parts of the Module</b></p>
<p><b>Part of the Module: Football 1</b></p> <p><b>Language:</b> German</p> <p><b>Contact Hours:</b> 1,00</p> <p><b>ECTS Credits:</b> 2.0</p>
<p><b>Learning Outcome:</b></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><b>Contents:</b></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><b>Lehr-/Lernmethoden:</b></p> <p>Game concept, methodical series of exercises, incidental learning.</p>

<b>Literature:</b> Will be announced in the course.
<b>Examination</b> <b>SPO-9901 FMK Football 1</b> combines practical and written examination, parcours and ruletest / length of examination: 20 minutes, not graded <b>Test Frequency:</b> only in the winter semester
<b>Parts of the Module</b>
<b>Part of the Module: Volleyball 1</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0
<b>Learning Outcome:</b> 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.
<b>Contents:</b> Basic technical and tactical skills for teaching the game of volleyball.
<b>Lehr-/Lernmethoden:</b> Closed, deductive teaching methods are primarily used.
<b>Literature:</b> Will be announced in the course.
<b>Examination</b> <b>SPO-9901 FMK Volleyball 1</b> combines practical and written examination, parcours and ruletest / length of examination: 20 minutes, not graded <b>Test Frequency:</b> only in the winter semester

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

<b>Parts of the Module</b>
<b>Part of the Module: Basic Sports Games (Sports Practical Basis 1)</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0
<b>Learning Outcome:</b> The students <ul style="list-style-type: none"> <li>• explain the importance of different backstroke and duel games in physical education.</li> <li>• distinguish between different methods for introducing this content in PE lessons.</li> <li>• acquire practical sports, sports pedagogical and methodological-didactic competences in the field of backstroke and duel games.</li> <li>• describe the difficulties associated with the teaching of backstroke and duel games at school on an emotional, physical and social level.</li> </ul>
<b>Contents:</b> 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.
<b>Lehr-/Lernmethoden:</b> Closed, deductive teaching methods are primarily used.

<p><b>Literature:</b> Will be announced in the course.</p>
<p><b>Examination</b> <b>SPO-9902 Basic Sports Games (Sports Practical Basis 1)</b> mandatory attendance, compulsory attendance, not graded <b>Test Frequency:</b> only in the winter semester</p>
<p><b>Parts of the Module</b></p>
<p><b>Part of the Module: Start-up &amp; Warm-up Games (Small Games)</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0</p>
<p><b>Learning Outcome:</b></p> <p>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.).</p> <p>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.</p> <p>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>
<p><b>Contents:</b></p> <p>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.</p> <p>b) Methodological contents: Get to know and apply the principles of lesson planning, observation and organisation.</p> <p>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.</p> <p>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>
<p><b>Lehr-/Lernmethoden:</b> Closed, deductive teaching methods are primarily used.</p>
<p><b>Literature:</b> Will be announced in the course.</p>
<p><b>Examination</b> <b>SPO-9902 Start-up &amp; Warm-up Games (Small Games)</b> combines practical and written examination, Assumption of a teaching unit and written elaboration / length of examination: 20 minutes, graded <b>Test Frequency:</b> only in the winter semester</p>
<p><b>Parts of the Module</b></p>
<p><b>Part of the Module: Water Competency (water familiarisation)</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0</p>

**Learning Outcome:**

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.

**Contents:**

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. 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.

**Lehr-/Lernmethoden:**

Closed, deductive teaching methods are primarily used.

**Literature:**

Will be announced in the course.

**Examination**

**SPO-9902 Water Competency (water familiarisation)**

mandatory attendance, compulsory attendance, not graded

**Test Frequency:**

only in the winter semester

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

**Parts of the Module****Part of the Module: Trends in Sport****Language:** German**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:

- Students learn about the historical and sociological aspects of sport and trend sports.

## c) Social-personal competences:

- 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

**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.

**Contents:**

- a) Specialised content: The event is characterised by getting to know trend sports and current exercise activities.
- b) Methodological contents: References to the phenomenon of trend sports and the possibilities of mediation are addressed.
- c) Specialised practical content: Practical sports content from various sports, also with a view to the phenomenon of trend sports.
- d) Interdisciplinary content: Transfer of theories and concepts to trend sports.

**Lehr-/Lernmethoden:**

Mainly activity-orientated methods are used to provide an insight into trend sports and current sports trends. Movement activities applied.

**Literature:**

Will be announced in the course.

**Parts of the Module****Part of the Module: Optional Subject 1 (Wahlfach 1)**

**Language:** German

**Contact Hours:** 1,00

**ECTS Credits:** 2.0

**Learning Outcome:**

- a) Professional competences:
  - 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.
- 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-9903 Optional Subject 1 (Wahlfach 1)**

mandatory attendance, compulsory attendance, not graded

**Test Frequency:**

only in the winter semester

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

<b>Parts of the Module</b>
<b>Part of the Module: Experiential Education</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0
<b>Learning Outcome:</b> a) Professional competences: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students recognise the possible areas of application and fields of action for the school.</li> <li>• Students familiarise themselves with situations of experiential education with pupils in a school context and recognise the complexity of process design.</li> <li>• Students are familiar with the content of experiential education and experiential, action- and process-orientated teaching principles.</li> </ul> b) Methodological competences: <ul style="list-style-type: none"> <li>• Students learn about experiential education, activity- and process-orientated teaching principles.</li> </ul> c) Social-personal competences: <ul style="list-style-type: none"> <li>• The students are self-reflectively aware of the dimensions of experiential education. They think about the resulting consequences in physical education lessons.</li> <li>• Students analyse their own strengths and potential in the field of experiential education.</li> <li>• 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.</li> </ul>

**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

**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 swinging, 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.

<b>Parts of the Module</b>
<p><b>Part of the Module: Optional Subject 1 (Wahlfach 1)</b></p> <p><b>Language:</b> German</p> <p><b>Contact Hours:</b> 1,00</p> <p><b>ECTS Credits:</b> 2.0</p>
<p><b>Learning Outcome:</b></p> <p>a) Professional competences:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students recognise the possible areas of application of the fields of action for the school.</li> <li>• 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.</li> </ul> <p>b) Methodological competences:</p> <ul style="list-style-type: none"> <li>• Students learn subject-specific methods and are able to apply those of the elective subjects in physical education.</li> </ul> <p>c) Social-personal competences:</p> <ul style="list-style-type: none"> <li>• Students have gained differentiated experience by actively engaging with the content of the elective subjects and fields of action.</li> <li>• They think about the consequences of this in sports lessons.</li> <li>• Students analyse their own strengths and potential in the area of the elective subject or field of activity.</li> <li>• 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.</li> </ul>
<p><b>Contents:</b></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><b>Lehr-/Lernmethoden:</b></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><b>Literature:</b></p> <p>Will be announced in the course.</p>
<p><b>Examination</b></p> <p><b>SPO-9904 Optional Subject 1 (Wahlfach 1)</b></p> <p>mandatory attendance, compulsory attendance, not graded</p> <p><b>Test Frequency:</b></p> <p>only in the winter semester</p>

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

**Parts of the Module****Part of the Module: Sport didactics 1 (Lecture)****Language:** German**Contact Hours:** 1,00**ECTS Credits:** 2.0**Learning Outcome:**

- 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.
- 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.
- 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: 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

**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

**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

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

**Parts of the Module****Part of the Module: Trainings Science 1 (Lecture)****Language:** German**Contact Hours:** 1,00**ECTS Credits:** 2.0**Learning Outcome:**

- 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:**

- 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.

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

**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

<b>Module SPO-9907: Avanced didactics of Team Sports</b> <i>Grundlagen der Sportspiele für Fortgeschrittene</i>		6 ECTS/LP
Version 1.0.0 (since WS24/25) Person responsible for module: Dr. Jürgen Hofmann		
<b>Contents:</b> Familiarisation with the variety of didactic and methodological possibilities within the teaching of sports games in basketball, football and volleyball.		
<b>Learning Outcomes / Competences:</b> Students gain an insight into the advanced techniques and the corresponding didactic basis for teaching the game sports taught here.		
<b>Workload:</b> Total: 180 h 90 h (self-study) 90 h (attendance)		
<b>Conditions:</b> This module is only available to students <b>who study sports science/ didactics</b> as part of their degree at their home university! Module Basic Didactics of Team Sports (SPO-9901) - required		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 3,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Basketball 2 or Football 2 or Volleyball 2</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 4.0		
<b>Learning Outcome:</b> 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.		
<b>Contents:</b> 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.		
<b>Lehr-/Lernmethoden:</b> Methodical exercise series; game series for incidental and intentional learning.		

<p><b>Literature:</b> Will be announced in the course.</p>
<p><b>Examination</b> <b>SPO-9907 Basketball 2 or Football 2 or Volleyball 2</b> mandatory attendance, Compulsory Attendance, not graded <b>Test Frequency:</b> only in the summer semester</p>
<p><b>Parts of the Module</b></p>
<p><b>Part of the Module: Handball 1</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0</p>
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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.</li> <li>d) Interdisciplinary content: Correction of movement based on video recordings, familiarisation with and use of diagnostic procedures (recognition of motor deficits).</li> </ul>
<p><b>Lehr-/Lernmethoden:</b> 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.</p>
<p><b>Literature:</b> Will be announced in the course.</p>

**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

<b>Module SPO-9908: Advanced didactics of Practical Physical Education</b> <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		
<b>Contents:</b> 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)		
<b>Learning Outcomes / Competences:</b> Students gain an insight into the advanced didactics for teaching the content taught here.		
<b>Workload:</b> Total: 180 h 135 h (self-study) 45 h (attendance)		
<b>Conditions:</b> This module is only available to students <b>who study sports science/ didactics</b> as part of their degree at their home university!		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 3,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: Advanced Sports Games (Practical Sports Basis 2)</b> <b>Language:</b> German <b>Contact Hours:</b> 1,00 <b>ECTS Credits:</b> 2.0
<b>Learning Outcome:</b> 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.
<b>Contents:</b> 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.
<b>Lehr-/Lernmethoden:</b> Closed, deductive teaching methods are primarily used.
<b>Literature:</b> Will be announced in the course.

**Examination****SPO-9908 Advanced Sports Games (Practical Sports Basis 2)**

mandatory attendance, compulsory attendance, not graded

**Test Frequency:**

only in the summer semester

**Parts of the Module****Part of the Module: Track & Field for Children and Adolescents (Children and Adolescents Athletics)**

**Language:** German

**Contact Hours:** 2,00

**ECTS Credits:** 4.0

**Learning Outcome:**

- a) Professional competences: Acquire basic knowledge of games and school athletics. Get to know and understand the first techniques and disciplines of athletics.
- b) Methodological competences: Implementation of the basics of games and school athletics.
- 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.

**Contents:**

- 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.
- 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.
- c) Specialised practical content: Developing elementary skills in sprinting, hurdling, relay races, high jump, long jump, shot put, impact throw and spin throw.
- d) Interdisciplinary content: Movement correction using feedback methods, familiarisation with and use of training procedures and methods in school athletics

**Lehr-/Lernmethoden:**

Closed, deductive teaching methods are primarily used; open and inductive teaching methods are used for specific topics.

**Literature:**

Will be announced in the course.

**Examination****SPO-9908 Track & Field for Children and Adolescents (Children and Adolescents Athletics)**

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

**Test Frequency:**

only in the summer semester

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

**Parts of the Module****Part of the Module: Sport and Health (Lecture)****Language:** German**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.

**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

**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: used 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

**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

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

<b>Parts of the Module</b>
<b>Part of the Module: Trends in Sport (seminar)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 3.0
<b>Learning Outcome:</b> <p>a) Professional competences:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students recognise the possible areas of application and fields of action for the school.</li> <li>• Students familiarise themselves with situations of trend sports activities with pupils in a school context and recognise the complexity of process design.</li> <li>• Students know the contents of trend sports and how to teach them.</li> </ul> <p>b) Methodological competences:</p> <ul style="list-style-type: none"> <li>• Students familiarise themselves with trend sport teaching principles and implement them in an exemplary manner.</li> </ul> <p>c) Social-personal competences:</p> <ul style="list-style-type: none"> <li>• Students are self-reflectively aware of the phenomenon of trend sports. They think about the resulting consequences in PE lessons.</li> <li>• Students analyse their own strengths and potential in the area of trend sports teaching.</li> <li>• 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.</li> </ul>

<p><b>Contents:</b></p> <p>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.</p> <p>b) Methodological contents: Theoretical content is presented in an innovative way and practical content is conveyed and reflected on in a trendy, sporty way.</p> <p>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.</p>
<p><b>Lehr-/Lernmethoden:</b></p> <p>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.</p>
<p><b>Literature:</b></p> <p>Will be announced in the course.</p>
<p><b>Examination</b></p> <p><b>SPO-9910 Advanced Trends in Sport</b></p> <p>oral exam, oral exam / length of examination: 20 minutes, graded</p> <p><b>Test Frequency:</b></p> <p>only in the summer semester</p>
<p><b>Parts of the Module</b></p>
<p><b>Part of the Module: Optional Subject 2 (Elective 2)</b></p> <p><b>Language:</b> German</p> <p><b>Contact Hours:</b> 2,00</p> <p><b>ECTS Credits:</b> 3.0</p>
<p><b>Learning Outcome:</b></p> <p>a) Professional competences:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students recognise the possible areas of application of the fields of action for the school.</li> <li>• 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.</li> </ul> <p>b) Methodological competences:</p> <ul style="list-style-type: none"> <li>• Students learn subject-specific methods and are able to apply those of the elective subjects in physical education.</li> </ul> <p>c) Social-personal competences:</p> <ul style="list-style-type: none"> <li>• Students have gained differentiated experience by actively engaging with the content of the elective subjects and fields of action.</li> <li>• They think about the consequences of this in sports lessons.</li> <li>• Students analyse their own strengths and potential in the area of the elective subject or field of activity.</li> <li>• 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.</li> </ul>

**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

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

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

**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

**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

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

<b>Parts of the Module</b>
<b>Part of the Module: Advanced Studies in Sports Science (Natural Science)</b> <b>Language:</b> German <b>Frequency:</b> jährlich nach Bedarf WS oder SoSe <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 6.0
<b>Learning Outcome:</b> 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.
<b>Contents:</b> 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.
<b>Lehr-/Lernmethoden:</b> Flipped classroom, video tutorials, H5P exercises.
<b>Literature:</b> 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

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

<b>Parts of the Module</b>
<b>Part of the Module: Advanced Studies in Sports Science (Social Science)</b> <b>Language:</b> German / English <b>Frequency:</b> jährlich nach Bedarf WS oder SoSe <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 6.0
<b>Learning Outcome:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

**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

<b>Module MUK-2502: Specialization in Journalism</b> <i>Fachjournalismus</i>		6 ECTS/LP
Version 1.1.0 (since WS15/16) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> The professional field of journalism is becoming increasingly differentiated, so that specialised journalistic profiles are emerging. The practical seminar provides an insight into the requirements of specialised journalisms and the special tasks and challenges of journalistic practice in specialised journalisms and special interest areas. Within this framework, the most important techniques and rules of the trade and required specialist qualifications are discussed.		
<b>Learning Outcomes / Competences:</b> Students should gain insights into work in specific areas of specialised journalism and implement concrete journalistic tasks in practical exercises.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 5.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

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

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

<b>Module MUK-3111: LFP1: Advanced Methods: Interviews</b> <i>LFP1: Fortgeschrittene Methoden der qualitativen Befragung</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> Existing knowledge of various forms of qualitative questioning is deepened and expanded. Within the framework of a research project, the students expand their knowledge of the conception, implementation and evaluation of studies that work with forms of qualitative questioning and are thus enabled to apply this competence in their own research project. Method and resulting findings are critically reflected and discussed in the seminar.		
<b>Learning Outcomes / Competences:</b> The students should deepen their knowledge of the qualitative survey method and expand their competences in its application. They should be enabled to work on their own questions with qualitative surveys, to implement the method independently and to evaluate, present and critically reflect on the results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS.  Please note the language of the respective courses. Some courses are offered in English, others only in German.  ATTENTION: Some courses last 2 semesters. They start in the winter semester and end in the summer semester. It is not possible to take only 1 semester.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Good knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular	<b>Recommended Semester:</b> 1. - 2.	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP1: Fortgeschrittene Methoden der qualitativen Befragung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Assigned Courses:</b> <b>MA Qualitative Methoden: Kontroverse Wissenschaftsfelder und ihre öffentliche Wahrnehmung (Teil 1)</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Modul examination LFP1: Advanced Methods Qualitative Interviews</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-3112: LFP1: Advanced Methods: Qualitative Content Analysis</b> <i>LFP1: Fortgeschrittene Methoden der qualitativen Inhaltsanalyse</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> Existing knowledge of various forms of qualitative analysis of media content is deepened and expanded. Within the framework of a research project, the students expand their knowledge of the conception, implementation and evaluation of studies that work with forms of qualitative content analysis and are thus enabled to apply this competence in their own research project. Method and resulting findings are critically reflected and discussed in the seminar.		
<b>Learning Outcomes / Competences:</b> The students should deepen their knowledge of the method of qualitative content analysis and expand their competences in its independent application. They should be enabled to work on their own questions with qualitative content analyses, to implement the method independently and to evaluate, present and critically reflect on results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German. ATTENTION: Some courses last 2 semesters. They start in the winter semester and end in the summer semester. It is not possible to take only 1 semester.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Good knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular	<b>Recommended Semester:</b> 1. - 2.	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: M1: Fortgeschrittene Methoden der qualitativen Inhaltsanalyse</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Modul examination LFP1: Advanced Methods Qualitative Content Analysis</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-3121: LFP2: Advanced Methods: Surveys</b> <i>LFP2: Fortgeschrittene Methoden der Befragung</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> Existing knowledge of survey data collection and analysis techniques is deepened and expanded. A survey study is designed, carried out and evaluated within the framework of a teaching research project. In the process, scientific questions are empirically implemented and advanced methods of data collection as well as advanced evaluation methods are applied, discussed and reflected on the basis of the survey data collected.		
<b>Learning Outcomes / Competences:</b> The students should deepen their knowledge of the quantitative survey method and expand their competences in its application. They should be able to work on their own questions with quantitative surveys, implement the method independently and evaluate, interpret and critically reflect on results.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS  Please note the language of the respective courses. Some courses are offered in English, others only in German.  ATTENTION: Some of the courses last 2 semesters. They start in the winter semester and end in the summer semester. It is not possible to take only 1 semester.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Good knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular	<b>Recommended Semester:</b> 1. - 2.	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module: LFP2: Fortgeschrittene Methoden der Befragung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00
<b>Assigned Courses:</b> <b>MA Quantitative Methoden: Digital Health Communication in Times of Generative AI (Part 1)</b> (seminar) <i>*(in attendance) *</i>

<b>Examination</b> <b>Modul examination LFP2: Advanced Methods Survey</b> module exam, Research report, case work, portfolio, graded
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<b>Module MUK-3122: : LFP2: Advanced Methods: Experimental Designs</b> <i>LFP2: Fortgeschrittene experimentelle Designs</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> In this course, knowledge of the research method of the quantitative experiment is deepened and expanded. The focus is on the planning and implementation of an independent experimental study, in which the students apply and intensify acquired knowledge on the design of experiments, scientific quality criteria and systematic data analysis. The focus is on the evaluation of the collected data with appropriate analysis methods of inferential statistics, as well as the interpretation of the results.		
<b>Learning Outcomes / Competences:</b> Students should expand and deepen their knowledge of the method of social science quantitative experimentation. Within the framework of a teaching research project, the competence is to be acquired to adequately and theoretically soundly conceive and implement even complex research designs and to evaluate them with statistical methods.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS. Please note the language of the respective courses. Some courses are offered in English, others only in German. ATTENTION: Some courses last 2 semesters. They start in the winter semester and end in the summer semester. It is not possible to take only 1 semester.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Good knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular	<b>Recommended Semester:</b> 1. - 2.	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP2: Fortgeschrittene experimentelle Designs</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Modul examination LFP2: Advanced Methods Experimental Designs</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-3123: LFP2: Advanced Methods: Quantitative Content Analysis</b> <i>LFP2: Fortgeschrittene Methoden der Inhaltsanalyse</i>		12 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> Existing competences in the field of content analysis are expanded and supplemented by acquiring knowledge of advanced content-analytical (evaluation) procedures. In the context of a research project, students deepen their knowledge of the conception, implementation and evaluation of studies that aim to analyse media content and should thus be enabled to apply this competence in their own research project. Method and any resulting findings are critically reflected and discussed in the seminar.		
<b>Learning Outcomes / Competences:</b> The students deepen their existing knowledge of quantitative content analysis and learn advanced content analysis procedures. The aim is to enable the students to work independently on scientific questions using content analysis, to meaningfully evaluate the data collected and to critically reflect on the results obtained.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS  Please note the language of the respective courses. Some courses are offered in English, others only in German.  ATTENTION: Some of the courses last 2 semesters. They start in the winter semester and end in the summer semester. It is not possible to take only 1 semester.		
<b>Workload:</b> Total: 360 h		
<b>Conditions:</b> Good knowledge of empirical social research and in communication science.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> irregular	<b>Recommended Semester:</b> 1. - 2.	<b>Minimal Duration of the Module:</b> 1-2 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: LFP2: Fortgeschrittene Methoden der Inhaltsanalyse</b> <b>Language:</b> German / English <b>Contact Hours:</b> 4,00		
<b>Examination</b> <b>Modul examination LFP2: Advanced Methods Content Analysis</b> module exam, Research report, case work, portfolio, graded		

<b>Module MUK-3211: V1: Knowledge Transfer and Media Realities</b> <i>V1: Medienrealitäten und mediale Wissensvermittlung</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilanzic		
<b>Contents:</b> This module focuses on an in-depth examination of the emergence, (re)production and shaping of media realities. The significance of media-constructed "reality" for the recipients' perception of reality as well as the social and psychological processes that play a role in this are examined. In addition, the medial representation and communication of knowledge and bodies of knowledge are dealt with in their significance for the construction of individual and collective ideas of reality.		
<b>Learning Outcomes / Competences:</b> Critical analysis of the individual and social conditions under which media realities emerge, the shape(s) of media realities and their significance for the formation and change of images of reality. Media knowledge transfer is considered an important aspect in the construction of images of reality.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Good knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: V1: Medienrealitäten und mediale Wissensvermittlung</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00		
<b>Examination</b> <b>Module examination V1: Media realities and medial knowledge transfer</b> module exam, Term paper, presentation with written elaboration, project work in written form, graded		

<b>Module MUK-3224: V2: Journalism Research and Media Change</b> <i>V2: Neue Forschungsfelder zu Kommunikatoren, Öffentlichkeit und Medien im Wandel</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Susanne Kinnebrock		
<b>Contents:</b> This module focuses on an in-depth and critical examination of different public sphere concepts, their theoretical premises and the forms of public sphere they describe. The focus is on how media change also makes it necessary to adapt concepts of the public sphere and which models of society and research perspectives are associated with different concepts of the public sphere. In particular, (partial) public spheres of specific social groups as public spheres from below, transnational public spheres and counter-public spheres can be addressed here.		
<b>Learning Outcomes / Competences:</b> Critical theoretical reflection and empirical application of different public sphere concepts. Be familiar with the historical and social conditions under which and for which public sphere concepts have been formulated, be able to assess them and take them into account in research work.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Good knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: V2: Neue Forschungsfelder zu Kommunikatoren, Öffentlichkeit und Medien im Wandel</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 6.0		
<b>Examination</b> <b>Module examination V2: New fields of research on communicators, public sphere and media change</b> module exam, Term paper, presentation with written elaboration, project work in written form, graded		

<b>Module MUK-3236: Health Communication: Specific fields of application</b> <i>Gesundheitskommunikation: Spezifische Anwendungsfelder</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> The module focuses on the examination of current, application-oriented issues in health communication. In particular, current developments in digitalisation and new technologies (e.g. health communication in social media, use of digital technologies in patient communication and care, acceptance of new medical technologies) as well as new health topics (e.g. changes in vaccination recommendations) are addressed. Existing theoretical and empirical findings on current topics of health communication are discussed and/or project-related research work is carried out in the respective area.		
<b>Learning Outcomes / Competences:</b> Students should become familiar with theoretical models and empirical research results in a concrete field of application of health communication, interpret them and be able to independently apply them to subject-specific questions. Existing empirical findings should be able to be explained and reflected upon. They should be able to design and implement empirical analyses in the field of health communication.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Good knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Gesundheitskommunikation: Spezifische Anwendungsfelder</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 6.0		
<b>Assigned Courses:</b> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Furchtappell, Fallbeispiel oder Framing? Die experimentelle Erforschung prosozialer Medieneffekte</b> (seminar) <i>*(in attendance) *</i> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i>		

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**Examination**

**Health communication: specific fields of application**

module exam, Presentation with written paper, term paper Project work in written form, graded

<b>Module MUK-3238: Environmental Communication: Specific Fields of Application</b> <i>Umweltkommunikation: Spezifische Anwendungsfelder</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> The modules focus on the examination of current, application-oriented issues of climate and environmental communication. In particular, this includes the medial thematisation of environmental and climate-related issues, as well as current developments in the reception and impact of medial environmental and climate communication (e.g. virtual climate demonstrations, environmental communication in social media). Existing theoretical findings and empirical findings are discussed on a current topic area of environmental communication and/or project-related research work is carried out in the respective topic area.		
<b>Learning Outcomes / Competences:</b> Students should become familiar with theoretical models and empirical research results in a concrete field of application of environmental and climate communication, interpret them and be able to independently apply them to subject-specific questions. Existing empirical findings should be able to be explained and reflected upon. They should be able to design and implement empirical analyses in the field of environmental and climate communication.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Good knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Umweltkommunikation: Spezifische Anwendungsfelder</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 6.0		
<b>Assigned Courses:</b> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Furchtappell, Fallbeispiel oder Framing? Die experimentelle Erforschung prosozialer Medieneffekte</b> (seminar) <i>*(in attendance) *</i> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i>		

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**Examination**

**Environmental communication: specific fields of application**

module exam, Presentation with written paper, term paper Project work in written form, graded

<b>Module MUK-3240: Science Communication: Specific Fields of Application</b> <i>Wissenschaftskommunikation: Spezifische Anwendungsfelder</i>		6 ECTS/LP
Version 2.0.0 (since WS22/23) Person responsible for module: Prof. Dr. Helena Bilandzic		
<b>Contents:</b> The modules focus on the examination of current, application-oriented issues of science communication. This includes in particular the medial thematisation of scientific questions and findings, as well as current developments in the reception and impact of medial science communication (e.g. forms of scientific evidence in online discourses, science blogs, lay understanding of new scientific findings). Existing theoretical findings and empirical findings are discussed on a selected topic area and/or project-related research work is carried out in the respective topic area.		
<b>Learning Outcomes / Competences:</b> Students should become familiar with theoretical models and empirical research results in a concrete field of application of science communication, interpret them and be able to independently apply them to subject-specific questions. Existing empirical findings should be able to be explained and reflected upon. Students should be able to design and implement empirical analyses in the field of science communication.		
<b>Remarks:</b> Online registration for the course via Digicampus, for the examination in STUDIS Please note the language of the respective courses. Some courses are offered in English, others only in German.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Good knowledge in communication science or in other social sciences.		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Wissenschaftskommunikation: Spezifische Anwendungsfelder</b> <b>Language:</b> German / English <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 6.0		
<b>Assigned Courses:</b> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Furchtappell, Fallbeispiel oder Framing? Die experimentelle Erforschung prosozialer Medieneffekte</b> (seminar) <i>*(in attendance) *</i> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Science, Health, Environment, and Risk Communication (COM SHER)</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Science communication: Specific fields of application</b> module exam, Presentation with written paper, term paper Project work in written form, graded		

<b>Module MUK-3991: Advanced Statistics</b> <i>Fortgeschrittene statistische Verfahren in der Kommunikationswissenschaft</i>		6 ECTS/LP
Version 1.0.0 Person responsible for module: Prof. Dr. Helena Bilanzic		
<b>Contents:</b> The module focuses on advanced statistical methods of data preparation and analysis in communication science. Students learn statistical methods and apply them independently to their own data sets. Advantages and disadvantages of different methods are critically discussed. The selection of procedures includes multi-factorial and multivariate procedures of mean value comparisons as well as mediation and moderation analyses or path models.		
<b>Learning Outcomes / Competences:</b> Acquisition of in-depth knowledge regarding the selection and application of complex statistical evaluation procedures. Students should become familiar with analysing and discussing existing empirical data evaluations as well as to independently evaluate quantitative data sets with multi-factorial and multivariate procedures.		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the overall module examination with at least sufficient (4.0).
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b> 2. - 4.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>
<b>Part of the Module:</b> <i>Fortgeschrittene statistische Verfahren in der Kommunikationswissenschaft</i> <b>Language:</b> German <b>Contact Hours:</b> 2,00
<b>Assigned Courses:</b> <b>MA Brückenkurs: Einführung in die Quantitative Datenanalyse mit SPSS</b> (lecture) <i>*(in attendance) *</i> <b>Strukturgleichungsmodelle in Theorie und Praxis</b> (seminar) <i>*(in attendance) *</i>

<b>Examination</b> <b>Advanced statistical methods in communication science</b> module exam, Term paper, portfolio, oral examination, graded
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<b>Module PSY-5111: Theoretical Approaches to Research on Learning and Instruction</b> <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		
<b>Contents:</b> 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		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b> 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".		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic Knowledge in Research of Learning and Instruction		<b>Credit Requirements:</b> Passing module exam
<b>Frequency:</b> annually	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Theoretical Approaches to Research on Learning and Instruction</b> <b>Language:</b> English / German		
<b>Lehr-/Lernmethoden:</b> Teacher presentations , student presentations, small group collaboration, reading scientific literature		
<b>Literature:</b> 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.		
<b>Assigned Courses:</b>		

**Theoretical approaches to learning and instruction / Zugänge zur Lehr-Lernforschung (seminar)**

*\*(in attendance) \**

**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

<b>Module PSY-5112: Core Skills within Research on Learning and Instruction</b> <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.		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b> 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".		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in research of learning and instruction		<b>Credit Requirements:</b> Passing modul exam
<b>Frequency:</b> annually	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Core Skills within Research on Learning and Instruction</b> <b>Language:</b> English / German		
<b>Lehr-/Lernmethoden:</b> 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.		
<b>Literature:</b> 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.		
<b>Assigned Courses:</b>		

**Core skills within research on learning and instruction** (seminar)

*\*(in attendance) \**

**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.

<b>Module PSY-5114: Recent Findings of Research on Learning and Instruction</b> <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.		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b> 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".		
<b>Workload:</b> Total: 180 h		
<b>Conditions:</b> Basic knowledge in research of learning and instruction		<b>Credit Requirements:</b> passing module exam
<b>Frequency:</b> annually	<b>Recommended Semester:</b> from 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Recent Findings of Research on Learning and Instruction</b>		
<b>Language:</b> English / German		
<b>Lehr-/Lernmethoden:</b> Research talks with discussion, separate discussions with presenters and guests		
<b>Literature:</b> 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.		
<b>Assigned Courses:</b>		

**Colloquium „Research on Learning and Instruction“** (seminar)

*\*(online/digital) \**

**Psychological Research Colloquium** (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.

<b>Module PSY-5122: Measurement and Assessment Methods</b> <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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b> 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".		
<b>Workload:</b> Total: 240 h		
<b>Conditions:</b> Basic knowledge of empirical research methods		<b>Credit Requirements:</b> passing module exam
<b>Frequency:</b> annually	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Measurement and Assessment Methods</b> <b>Language:</b> English / German		
<b>Lehr-/Lernmethoden:</b> Teacher presentations, student presentations, small group collaboration, flipped classroom elements, reading scientific literature		
<b>Literature:</b> 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.		
<b>Assigned Courses:</b> <b>Measurement and assessment methods</b> (seminar) <i>*(in attendance) *</i> <b>Tutorium: Measurement and assessment methods</b> () <i>*(in attendance) *</i>		

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**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.

<b>Module PÄD-0001: General Foundations of Education Science 1</b> <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.		
<b>Contents:</b> - Metatheories of education - Basics of understanding texts and text interpretations		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b> The module and associated parts are offered exclusively in the winter semester.		
<b>Workload:</b> Total: 300 h 240 h (self-study) 60 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam.
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Metatheories of education</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> MA Grundlagenmodul 1 - Metatheorien von Erziehung und Bildung (PÄD-0001) (seminar) <i>*(in attendance) *</i>		
<b>Part of the Module: Basics of text indexing and interpretation</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> MA Grundlagenmodul 1 - Grundlagen der Texterschließung und Interpretation (PÄD-0001) (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Written or oral exam or term paper</b> term paper, graded		

<b>Module PÄD-0004: Research Methods of Educational Science 1</b> <i>Forschungsmethoden der Erziehungswissenschaft 1</i>		8 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
<b>Contents:</b> Fundamentals of qualitative and quantitative research methods in Educational Science.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 240 h 60 h (attendance) 180 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam.
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Fundamentals of Quantitative Educational Research Methods</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>M.A. Methodenmodul 1 - Qualitative Forschung</b> (seminar) <i>*(in attendance) *</i>		
<b>Part of the Module: Fundamentals of Qualitative Educational Research Methods</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>(M.A.) Methodenmodul 1 - Quantitative Forschung</b> (seminar) <i>*(in attendance) *</i> <b>(M.A.) Methodenmodul 1 - Quantitative Forschung</b> (seminar) <i>*(online/digital) *</i>		
<b>Examination</b> <b>Written exam or oral exam, or term paper</b> term paper, graded		

<b>Module PÄD-0005: Research Methods of Educational Science 2</b> <i>Forschungsmethoden der Erziehungswissenschaft 2</i>		10 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
<b>Contents:</b> · Application-oriented specialization (qualitative methods / quantitative methods / triangulation) · Evaluation in pedagogical fields		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Remarks:</b> 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.		
<b>Workload:</b> Total: 300 h 240 h (self-study) 60 h (attendance)		
<b>Conditions:</b> A prerequisite for attending this module is the successful completion of the module "Research Methods in Educational Science 1".		<b>Credit Requirements:</b> Passing the modul exam.
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b> from 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	

<b>Parts of the Module</b>		
<b>Part of the Module: Application-oriented Specialisation: Qualitative research methods</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Part of the Module: Application-Oriented Specialisation: Quantitative Methods</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Part of the Module: Evaluation in Pedagogical Fields</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Examination</b> <b>Written exam or oral exam or term paper</b> term paper, graded		

<b>Module PÄD-0006: Diversity in Education 1</b> <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		
<b>Contents:</b> · Introduction · Heterogeneity in pedagogical areas of action - educational meeting places		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 240 h 60 h (attendance) 180 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam.
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 1.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Introduction</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>(M.A.) Schwerpunktmodul 1 - Einführung in die Heterogenität</b> (seminar) <i>*(in attendance) *</i>		
<b>Part of the Module: Heterogeneity in pedagogical fields of action - educational meeting places with the Education- and Educational Practice</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Assigned Courses:</b> <b>(M.A.) Schwerpunktmodul 1: Begegnungen mit der Bildungspraxis (1)</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>oral exam or written exam or term paper</b> oral exam, graded		

<b>Module PÄD-0008: Processes of Education and Socialization in the Pedagogy of Childhood and Youth 1</b> <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		
<b>Contents:</b> - Theory of education and socialization - Education and socialization research		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 180 h 60 h (attendance) 120 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b> from 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Theory of Education and Socialization</b> <b>Mode of Instruction:</b> seminar <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Part of the Module: Educational and Socialization Research</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00		
<b>Examination</b> <b>Written exam or oral exam, or term paper</b> oral exam, graded		

<b>Module PÄD-0009: Processes of Education and Socialization in the Pedagogy of Childhood and Youth 2</b> <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		
<b>Contents:</b> Research projects on educational and socialization processes		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 300 h 60 h (attendance) 240 h (self-study)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Research projects on educational and socialization processes</b>		
<b>Mode of Instruction:</b> seminar		
<b>Language:</b> German		
<b>Contact Hours:</b> 4,00		
<b>Assigned Courses:</b> <b>(M.A.) Vertiefungsmodul 2: Projektarbeit im Bereich Bildungs- und Sozialisationsprozesse in der Pädagogik</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>oral exam or term paper</b> module exam, graded		

<b>Module PÄD-0014: Adult and Continuing Education 1</b> <i>Erwachsenen- und Weiterbildung 1</i>		6 ECTS/LP
Version 2.0.0 (since SoSe18) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
<b>Contents:</b> Fundamentals and basic problems in adult and continuing education; Adult and continuing education in international perspective.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 180 h 120 h (self-study) 60 h (attendance)		
<b>Conditions:</b> Fundamentals and basic problems in adult and continuing education; Adult and continuing education in international perspective.		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b> from 2.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Fundamentals and basic problems of adult and continuing education</b> <b>Language:</b> German		
<b>Part of the Module: Adult and continuing education in an international perspective</b> <b>Language:</b> German		
<b>Part of the Module: Optional additional: Tutorial</b> <b>Language:</b> German		
<b>Examination</b> <b>written or oral exam or term paper</b> oral exam, graded		

<b>Module PÄD-0015: Adult and Continuing Education 2</b> <i>Erwachsenen- und Weiterbildung 2</i>		10 ECTS/LP
Version 2.0.0 (since SoSe18) Person responsible for module: Prof. Dr. Elisabeth Meilhammer		
<b>Contents:</b> <ul style="list-style-type: none"> <li>• Selected problems of adult education</li> <li>• Selected problems of continuing education and human resources development</li> <li>• Optionally additionally: Current questions in adult and continuing education</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 300 h 240 h (self-study) 60 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b> from 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Selected problems in adult education</b> <b>Language:</b> German		
<b>Assigned Courses:</b> <b>(M.A.) Vertiefungsmodul 2: Ausgewählte Probleme der Erwachsenenbildung</b> (seminar) <i>*(in attendance) *</i>		
<b>Part of the Module: Selected Problems in Continuing Education and Human Resources Development</b> <b>Language:</b> German		
<b>Assigned Courses:</b> <b>(M.A.) Vertiefungsmodul 2 Schwerpunktmodulgruppe C: Erwachsenen- und Weiterbildung: Ausgewählte Probleme der Weiterbildung und Personalentwicklung</b> (seminar) <i>*(in attendance) *</i>		
<b>Part of the Module: Optional additional: Current questions in adult and continuing education</b> <b>Language:</b> German		
<b>Examination</b> student research project or oral exam oral exam, graded		

<b>Module PÄD-0111: Research on Media of Teaching and Education 1</b> <i>Unterrichts- und Bildungsmedienforschung 1</i>		6 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Eva Matthes		
<b>Contents:</b> <ul style="list-style-type: none"> <li>Theoretical Foundations of Instruction and Educational Media Research</li> <li>Methods of school and extracurricular research in instruction and educational media research</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> 120 h (self-study) 60 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Theoretical Foundations of Instruction and Educational Media Research</b> <b>Language:</b> German		
<b>Part of the Module: Methods of school and extracurricular research in instruction and educational media research</b> <b>Language:</b> German		
<b>Examination</b> <b>Written or oral exam or term paper</b> module exam, Mündliche Prüfung, graded		

<b>Module PÄD-0112: Research on Media of Teaching and Education 2</b> <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		
<b>Contents:</b> <ul style="list-style-type: none"> <li>Heterogeneity as a didactical challenge</li> <li>Analysis of educational media</li> </ul>		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> 240 h (self-study) 60 h (attendance)		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Passing the module exam.
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 4,00	<b>Repeat Exams Permitted:</b> according to the examination regulations of the study program	
<b>Parts of the Module</b>		
<b>Part of the Module: Heterogeneity as a didactical challenge</b> <b>Language:</b> German		
<b>Assigned Courses:</b> <b>MA Vertiefungsmodul 2 - Schwerpunktmodulgruppe B (1): Heterogenität als didaktische Herausforderung (PÄD-0112)</b> (seminar) <i>*(in attendance) *</i>		
<b>Part of the Module: Analysis of educational media</b> <b>Language:</b> German		
<b>Assigned Courses:</b> <b>MA Vertiefungsmodul 2 - Schwerpunktmodulgruppe B (2): Analyse von Bildungsmedien (PÄD-0112)</b> (seminar) <i>*(in attendance) *</i>		
<b>Examination</b> <b>Oral exam or student research project</b> module exam, Mündliche Prüfung, graded		

<b>Module SOW-4200: Theories of Political Science (a)</b> <i>Politikwissenschaftliche Theorien (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Marcus Llanque		
<b>Contents:</b> 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?		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Theories of Political Science (a)</b>		
<b>Language:</b> German		
<b>Contact Hours:</b> 2,00		
<b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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?		
<b>Assigned Courses:</b>		
<b>HS (M.A.): Einführung in Theorien der Partizipation</b> (advanced seminar) <i>*(in attendance) *</i>		
<b>Liberalismus im Zeitalter der Kontingenz</b> <i>*(in attendance) *</i>		
<b>MA Hauptseminar "Hannah Arendt und die Idee des Politischen"</b> in Kombination mit Forschungsseminar (advanced seminar) <i>*(in attendance) *</i>		
<b>MA Seminar: "Machiavelli in der Moderne"</b> (advanced seminar)		

*\*(in attendance) \**

**Umweltbewegung, Umweltpolitik und Nachhaltigkeit** (seminar)

*\*(in attendance) \**

**Examination**

**module exam**

module exam, graded

**Test Frequency:**

when a course is offered

**Description:**

Possible forms: Term paper, presentation, portfolio

<b>Module SOW-4201: Theories of Political Science (b)</b> <i>Politikwissenschaftliche Theorien (b)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Marcus Llanque		
<b>Contents:</b> 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?		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4.0).
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Theories of Political Science (b)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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?		
<b>Assigned Courses:</b> <b>HS (M.A.): Einführung in Theorien der Partizipation</b> (advanced seminar) <i>*(in attendance) *</i> <b>Liberalismus im Zeitalter der Kontingenz</b> <i>*(in attendance) *</i> <b>MA Hauptseminar "Hannah Arendt und die Idee des Politischen"</b> in Kombination mit Forschungsseminar (advanced seminar) <i>*(in attendance) *</i> <b>MA Seminar: "Machiavelli in der Moderne"</b> (advanced seminar)		

*\*(in attendance) \**

**Umweltbewegung, Umweltpolitik und Nachhaltigkeit** (seminar)

*\*(in attendance) \**

**Examination**

**module exam**

module exam, graded

**Test Frequency:**

when a course is offered

**Description:**

Possible forms: Term paper, presentation, portfolio

<b>Module SOW-4300: Social Theories and Theories of Society (a)</b> <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.		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0)
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Social Theories and Theories of Society (a)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>Klassiker der Umweltethik</b> (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

<b>Module SOW-4301: Social Theories and Theories of Society (b)</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.		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0)
<b>Frequency:</b> each semester	<b>Recommended Semester:</b> 1. - 3.	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Social Theories and Theories of Society (b)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>Klassiker der Umweltethik</b> (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

<b>Module SOW-4400: Power and Violence (a)</b> <i>Macht und Gewalt (a)</i>		9 ECTS/LP
Version 1.0.0 (since WS15/16) Person responsible for module: Prof. Dr. Christoph Weller		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding exam has been evaluated with at least "sufficient" (4,0)
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Power and Violence</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>Liberalismus im Zeitalter der Kontingenz</b> <i>*(in attendance) *</i> <b>MA Seminar: "Machiavelli in der Moderne"</b> (advanced seminar) <i>*(in attendance) *</i>		

**Migration und Identitätspolitik** (advanced seminar)

*\*(in attendance) \**

**Violence against Children: Doing research in urban peripheries – Findings and unfolds** (seminar)

*\*(in attendance) \**

**Examination**

**modul exam**

module exam, graded

**Test Frequency:**

when a course is offered

**Description:**

Oral examination, term paper or portfolio

<b>Module SOW-4401: Power and Violence (b)</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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding exam has been evaluated with at least "sufficient" (4,0)
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Power and Violence</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>Liberalismus im Zeitalter der Kontingenz</b> <i>*(in attendance) *</i> <b>MA Seminar: "Machiavelli in der Moderne"</b> (advanced seminar) <i>*(in attendance) *</i>		

**Migration und Identitätspolitik** (advanced seminar)

*\*(in attendance) \**

**Violence against Children: Doing research in urban peripheries – Findings and unfolds** (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

<b>Module SOW-4500: Knowledge and Discourse (a)</b> <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.		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4,0).
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	

<b>Parts of the Module</b>		
<b>Part of the Module: Knowledge and Discourse (a)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>Individualisierungsdiskurse – Freiheitsgewinn oder Risiko</b> (seminar) <i>*(in attendance) *</i> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Furchtappell, Fallbeispiel oder Framing? Die experimentelle Erforschung prosozialer Medieneffekte</b> (seminar) <i>*(in attendance) *</i>		

**MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Science, Health, Environment, and Risk Communication (COM SHER)** (seminar)

*\*(in attendance) \**

**MA Vertiefung Medien und Gesellschaft: Narrative der Macht: Opferstatus und Widerstandsmymthen im digitalen Diskurs** (seminar)

*\*(in attendance) \**

**MA Vertiefung Medien und Gesellschaft: Zwischen Information, Ideologie und Panik: Umweltkommunikation im digitalen Zeitalter** (seminar)

*\*(in attendance) \**

**The Heritages of Slavery in Brazil** (seminar)

*\*(in attendance) \**

### Examination

#### Module exam

module exam, graded

#### Test Frequency:

when a course is offered

#### Description:

Oral examination, term paper or portfolio

<b>Module SOW-4501: Knowledge and Discourse (b)</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.		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been evaluated with at least "sufficient" (4,0).
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	

<b>Parts of the Module</b>		
<b>Part of the Module: Knowledge and Discourse (b)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>Individualisierungsdiskurse – Freiheitsgewinn oder Risiko</b> (seminar) <i>*(in attendance) *</i> <b>MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Furchtappell, Fallbeispiel oder Framing? Die experimentelle Erforschung prosozialer Medieneffekte</b> (seminar) <i>*(in attendance) *</i>		

**MA Vertiefung Gesundheits-, Umwelt- und Wissenschaftskommunikation: Science, Health, Environment, and Risk Communication (COM SHER)** (seminar)

*\*(in attendance) \**

**MA Vertiefung Medien und Gesellschaft: Narrative der Macht: Opferstatus und Widerstandsmymthen im digitalen Diskurs** (seminar)

*\*(in attendance) \**

**MA Vertiefung Medien und Gesellschaft: Zwischen Information, Ideologie und Panik: Umweltkommunikation im digitalen Zeitalter** (seminar)

*\*(in attendance) \**

**The Heritages of Slavery in Brazil** (seminar)

*\*(in attendance) \**

### **Examination**

#### **Module exam**

module exam, graded

#### **Test Frequency:**

when a course is offered

#### **Description:**

Oral examination, term paper or portfolio

<b>Module SOW-4600: Institutions and Culture (a)</b> <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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).
<b>Frequency:</b> each winter semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Institutionen und Kultur (a)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>BLOCKSEMINAR: Die Debatte um die "große Transformation" von Karl Polanyi im Kontext der Umwelt- und Klimakrise</b> (seminar) <i>*(in attendance) *</i>		

**Blockveranstaltung: Institutionen und Kultur/ Prozesse und Institutionen der Konfliktbearbeitung**

**(SOW-4600/01 SOW-6305/06)** (seminar)

*\*(in attendance) \**

**The Heritages of Slavery in Brazil** (seminar)

*\*(in attendance) \**

**The Intersectionality of Conflicts and Peacebuilding Efforts: The Role and Responsibility of Facilitators**

**(SOW-4600/01 SOW-6305/06)** (seminar)

*\*(in attendance) \**

**Welt(system)theorien: Weltbegriffe und Welttheorien** (seminar)

*\*(online/digital) \**

**Examination**

**term paper, presentation or portfolio examination**

module exam, graded

**Test Frequency:**

when a course is offered

**Description:**

Mögliche Formen: Hausarbeit, Referat, Portfolio

<b>Module SOW-4601: Institutions and Culture (b)</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		
<b>Contents:</b> 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.		
<b>Learning Outcomes / Competences:</b> 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.		
<b>Workload:</b> Total: 270 h		
<b>Conditions:</b> none		<b>Credit Requirements:</b> Credit points are awarded if the corresponding examination has been assessed as at least "sufficient" (4.0).
<b>Frequency:</b> each summer semester	<b>Recommended Semester:</b>	<b>Minimal Duration of the Module:</b> 1 semester[s]
<b>Contact Hours:</b> 2,00	<b>Repeat Exams Permitted:</b> any	
<b>Parts of the Module</b>		
<b>Part of the Module: Institutionen und Kultur (b)</b> <b>Language:</b> German <b>Contact Hours:</b> 2,00 <b>ECTS Credits:</b> 9.0		
<b>Contents:</b> 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.		
<b>Assigned Courses:</b> <b>BLOCKSEMINAR: Die Debatte um die "große Transformation" von Karl Polanyi im Kontext der Umwelt- und Klimakrise</b> (seminar) <i>*(in attendance) *</i>		

**Blockveranstaltung: Institutionen und Kultur/ Prozesse und Institutionen der Konfliktbearbeitung**

**(SOW-4600/01 SOW-6305/06)** (seminar)

*\*(in attendance) \**

**The Heritages of Slavery in Brazil** (seminar)

*\*(in attendance) \**

**The Intersectionality of Conflicts and Peacebuilding Efforts: The Role and Responsibility of Facilitators**

**(SOW-4600/01 SOW-6305/06)** (seminar)

*\*(in attendance) \**

**Welt(system)theorien: Weltbegriffe und Welttheorien** (seminar)

*\*(online/digital) \**

**Examination**

**term paper, presentation or portfolio examination**

module exam, graded

**Test Frequency:**

when a course is offered

**Description:**

Mögliche Formen: Hausarbeit, Referat, Portfolio