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The legally binding versions are found in the University of Innsbruck Bulletins (in German).

**Original version** published in the University of Innsbruck Bulletin of 17 June 2015, Issue 64, No. 492

**Amendment** published in the the University of Innsbruck Bulletin of 19 August 2015, Issue 81, No. 573

**Modification** published in the University of Innsbruck Bulletin of 29 June 2016, Issue 47, No. 491

**Amendment** published in the University of Innsbruck Bulletin of 20 July 2016, Issue 50, No. 506

**Modification** published in the University of Innsbruck Bulletin of 30 June 2017, Issue 47, No. 655

**Amendment** published in the University of Innsbruck Bulletin of 18 October 2017, Issue 3, No. 20

**Modification** published in the University of Innsbruck Bulletin of 23 May 2019, Issue 47, No. 471

**Modification** published in the University of Innsbruck Bulletin of 30 June 2021, Issue 89, No. 897

**Modification** published in the University of Innsbruck Bulletin of 7 May 2024, Issue 59, No. 730

**Complete version as of 1 October 2024**

Curriculum for the

**Bachelor's Programme Secondary School Teacher Training (General Education)**

joint study programme of the Kirchliche Pädagogischen Hochschule – Edith Stein, the Pädagogischen Hochschule Tirol, the Pädagogische Hochschule Vorarlberg, the University of Innsbruck and the Mozarteum Salzburg (location Innsbruck)

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- § 3 Maximum number of participants
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## **Part I: General Regulations**

### **Preliminary note**

The study programme Secondary School Teacher Training (General Education) in two school subjects or one school subject and a specialisation qualifies for teaching at secondary schools in the selected subjects and the selected specialisation and consists of a bachelor's programme and a master's programme.

### **§ 1 Allocation of the study programme**

According to §54 of the Universities Act 2002, the Bachelor's Programme Secondary School Teacher Training (General Education) is grouped among the Teacher Accreditation Study Programmes.

### **§ 2 Admission**

Admission to the study programme is granted by the rectorate's office according to the regulations of University Organisation Act 2002 in the currently valid version and on the university regulations issued based thereupon.

### **§ 3 Teaching subjects**

Students of the Bachelor's Programme Secondary School Teacher Programme (General Education) have to select either two school subjects of one school subject and a specialisation.

The following school subjects can be selected:

1. Physical Education
2. Art Education
3. Biology and Environmental Protection
4. Chemistry
5. German
6. Digital Basic Education and Computer Science
7. English
8. Nutrition and Housekeeping
9. Ethics
10. French
11. Geography and Economics
12. History, Social Studies and Political Education
13. Greek
14. Music Education - Instruments
15. Islamic Religion
16. Italian
17. Catholic Religious Education
18. Latin
19. Mathematics
20. Music Education
21. Physics
22. Russian
23. Spanish
24. Technology and Textiles

The following specialisation can be selected:

25. Inclusive Pedagogy

### **§ 3a Supplementary programmes acc. to § 54b Universities Act**

A Bachelor's Programme Secondary School Teacher Training may be expanded by an additional subject or a specialisation. This may only be completed after the completion of the School Teacher Training Programme, the expansions of which it serves. Therefore, all examinations stipulated by the curriculum of the resp. subject or specialisation in part III of this curriculum must be passed and the resp. Bachelor's Thesis must be written.

### **§ 3b Supplementary programme for graduates of six-semester teacher training programmes acc. to § 54c Universities Act**

Graduates of six-semester Bachelor's Programmes New Secondary School Teacher Training have to pass a supplementary programme before being admitted to the Master's Programme Secondary School Teacher Training (General Education). This covers 90 ECTS-Credits (45 ECTS-Credits per teaching subject). The same teaching subjects must be selected as in the six-semester Bachelor's programme. Attachment 2 lists the courses to be passed for the the offered teaching subjects.

### **§ 4 Allocation of the courses**

- (1) Compulsory modules 1 to 16 of the subject Physical Education (No. 1, as numbered in § 3) are allocated to the University of Innsbruck.
- (2) Compulsory modules 1 to 13 of the subject Art Education (No. 2, as numbered in § 3) are allocated to the Mozarteum Salzburg.
- (3) Compulsory modules 1 to 19 of the subject Biology and Environmental Protection (No. 3, as numbered in § 3) are allocated to the University of Innsbruck.
- (4) Compulsory modules 1 to 16 of the subject Chemistry (No. 4, as numbered in § 3) are allocated to the University of Innsbruck.
- (5) Compulsory modules 1 to 17 of the subject German (No. 5, as numbered in § 3) are allocated to the University of Innsbruck.
- (6) Compulsory modules 1 to 16 of the subject Digital Basic Education and Computer Science (No.6, as numbered in § 3) are allocated to the University of Innsbruck.
- (7) Compulsory modules 1 to 16 and elective modules 1 to 4 of the subject English (No. 7, as numbered in §3) are allocated to the University of Innsbruck.
- (8) Compulsory modules 1 to 16 of the subject Nutrition and Housekeeping (No. 8, as numbered in § 3) are allocated to the Pädagogische Hochschule Tirol.
- (9) Compulsory modules 1 to 8 and elective modules 1 to 6 of the subject Ethics (No. 9, as numbered in § 3) are allocated to the Pädagogische Hochschule Tirol.
- (10) Compulsory modules 1 to 18 of the subject French (No. 10, as numbered in § 3) are allocated to the University of Innsbruck.
- (11) Compulsory modules 1 to 13 of the subject Geography and Economics (No. 11, as numbered in § 3) are allocated to the University of Innsbruck.
- (12) Compulsory modules 1 to 20 of the subject History, Social Studies and Political Education (No. 12, as numbered in § 3) are allocated to the University of Innsbruck.
- (13) Compulsory modules 1 to 16 of the subject Greek (No. 13, as numbered in § 3) are allocated to the University of Innsbruck.
- (14) Compulsory modules 1.1 to 8 of the subject Music Education – Instruments (No. 14, as numbered in §3) are allocated to the Mozarteum Salzburg.
- (15) Compulsory modules 1 to 14 of the subject Islamic Religion (No. 15, as numbered in § 3) are allocated to the University of Innsbruck.
- (16) Compulsory modules 1 to 18 of the subject Italian (No. 16, as numbered in § 3) are allocated to the University of Innsbruck.
- (17) Compulsory modules 1 to 15 of the subject Catholic Religious Education (No. 17, as numbered in § 3) are allocated to the University of Innsbruck.



- (18) Compulsory modules 1 to 14 and elective modules 1 to 4 of the subject Latin (No. 18, as numbered in § 3) are allocated to the University of Innsbruck.
- (19) Compulsory modules 1 to 16 of the subject Mathematics (No. 19, as numbered in § 3) are allocated to the University of Innsbruck.
- (20) Compulsory modules 1.1 to 11 of the subject Music Education (No. 20, as numbered in § 3) are allocated to the Mozarteum Salzburg.
- (21) Compulsory modules 1 to 17 of the subject Physics (No. 21, as numbered in § 3) are allocated to the University of Innsbruck.
- (22) Compulsory modules 1 to 14 and elective modules 1 to 7 of the subject Russian (No. 22, as numbered in § 3) are allocated to the University of Innsbruck.
- (23) Compulsory modules 1 to 18 of the subject Spanish (No. 23, as numbered in § 3) are allocated to the University of Innsbruck.
- (24) Compulsory modules 1 to 10 of the subject Technology and Textiles (No. 24, as numbered in § 3) are allocated to the Pädagogische Hochschule Tirol.
- (25) Compulsory modules 1 to 10 of the Specialisation Inclusive Pedagogy (Focus Disability) (No. 25, as numbered in § 3) are allocated to the Kirchliche Pädagogische Hochschule – Edith Stein.
- (26) Compulsory modules 1 to 6 of Education Studies (Part II) are allocated to the University of Innsbruck.

## **§ 5 General qualification profile**

The Bachelor's Programme Secondary School Teacher Training (General Education) covers teaching, subject-didactic education, general education science and pedagogical-practical education.

### **(1) General Competences**

Graduates have an in-depth understanding of their educational tasks as teachers, ranging from the transfer of professional competences to the supervision and promotion of children and youths in their individual development to their participation in the shaping of society. They are able to carry out their work based on scientific findings/artistic skills and are, at the same time, aware of preliminary nature of scientific findings. They are able to refer science/arts and reflective practice to each other.

Although they will be responsible as teachers only in subfields, they understand that diverse education processes are related to each other and they are prepared, as members of a professional community, to assume responsibility for the education of future generations in a comprehensive fashion.. Graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) perceive themselves as lifelong learners and promote respective attitudes and competences of their pupils.

Graduates acquire a wide but exemplary in-depth knowledge, which can already be used within the scope of the pedagogical-practical studies. This way they create the basis for independently acquiring further subject-specific, didactical and pedagogical knowledge and use it for their teaching.

(2) Competences in Educational Science

Graduates possess basic knowledge of the design of lessons in terms of learning including diagnostic and supporting competences. Moreover, they have pedagogical knowledge and educational-scientific knowledge, in particular in the fundamentals of the development and motivation of children and youths, as well as in the promotion of learning competence in educational processes. Graduates have scientifically dealt with issues of the profession and the professional development, institutional conditions of teaching and learning, basic problems and theories of education and educational research as well as general teaching skills and empirical teaching research. In particular, they are able to integrate and reflect their own experiences and observations based on theories. Graduates are able to take a critically and well-founded position on the tasks of school and teaching as well as to main questions of teaching and learning in the teaching context of inclusive school and to take account of these issues in their own teaching practice.

They are able to realise differentiation and individualization/personalization as pedagogical principles. They are able to use competence diagnostics and learning standard and performance measurements as a basis of support and evaluation. They are prepared to handle complex requirements of pedagogical action in school and teaching as well as their consequences, and at the same time, they know about the limits of education and training. Graduates know about the current state of school and educational research and their methods and are able to reflect on empirical findings with regard to their respective teaching subjects and their practice. They have systemic knowledge of the development of school and teaching and are prepared to implement this development based on data in a cooperative context.

(3) Subject-Specific Competences

Graduates possess a founded knowledge, methods and skills in the field of their subject related to teaching in secondary schools. This includes expert knowledge, paradigmatic ways of thinking, and the command of fundamental methods as well as the introduction to scientific-theoretical and historical issues. They have the requirements for independent and lifelong learning in their teaching subjects. The subject-specific design of these competences for the respective teaching subject is outlined in part III.

(4) Subject-Didactical Competences

Graduates are able to reflect on the educational relevance of subject-specific contents against the background of subject-didactical theories and models, to transfer these contents with regard to the respective curricula and to prepare them for different target groups. They are able to initiate and control subject-specific learning and acquisition processes; They have a command of the basics of a specialised diagnostic and promoting competence. This includes the knowledge of important subject-didactical contents, theories, models, development perspectives and application fields, the skills to plan the teaching of the subjects in consideration of the learners and the situation by using modern teaching media, the skills to assess the performance levels of learners and to implement measures for individual support of learning processes. These competences have been tested and reflected within the scope of subject-related pedagogical-practical studies, where teaching is planned and implemented under supervision. The specific design of these subject-didactical competences for the respective teaching subject are outlined in part III.

(5) Interdisciplinary Competences

Graduates have acquired an inclusive attitude: the target of teaching action is to promote all pupils according to their personal abilities and possibilities. They are able to productively use the diversity of learners for their teaching, e.g. with regard to migration background, language education, gender aspects, special needs, political, cultural and religious issues, socio-economic status, educational background, expectations and requirements of the educational system. They understand the skills and specialness of learners as resources and potentials for their personal and social development. They possess the competence to deal with conflicts and to prevent violence. Graduates are aware of the dangers of stereotype attributions and are able to deal with this matter in a reflected manner. Their knowledge of social and cultural contexts enables them to recognise and consider the possibilities and limits of their actions.

(6) Scientific Vocational Preparation

Graduates of the bachelor's programme are able to orient themselves on the current state of research of the scientific disciplines, their teaching skills and educational science as well as the educational requirements of a school and society in development. Based on these fundamentals, they acquire competences which mark a successful teacher in the classroom.

(7) Interdisciplinary and Social Competences and Understanding of Professionalism

Graduates of the bachelor's programme possess theoretical and practical knowledge in order to shape social relationships and cooperative work forms. They have founded knowledge of the dynamics in learning communities and are able to promote social competences in learners, in particular teamwork. Graduates know the fundamentals of school counselling and how to deal with learners, their parents or legal guardians as well as colleagues as befits the resp. situation and age and have tested this competence in pedagogical-practical studies.

Graduates are willing to reflect on their perceived roles, their learning biography and their personal development. High-quality action in a cooperative context and interdisciplinary teamwork are the basis for the development of their profession awareness. They understand the necessity of further and continuing education and understand themselves as lifelong learners. Graduates are aware of their role model function for learners and the social environment.

(8) Access to Vocations

The Bachelor's Programme Secondary School Teacher Training qualifies graduates for vocational fields in different areas of the educational system and entitles to passing the induction stage in secondary schools.

(9) Consecutive Character

This bachelor's programme qualifies for the Master's Programme School Teacher Training (General Education).

## § 6 Scope and duration

(1) Architecture of the Programme

The Bachelor's Programme School Teacher Training (General Education) covers 240 ECTS-Credits and has a duration of eight semesters. One ECTS-Credit is equivalent to a workload of 25 hours. Modules amounting to 40 ECTS-Credits must be passed in "Education Studies". For each teaching subject and each specialisation modules corresponding to 100 ECTS-Credits must be passed; For each teaching subject at least 20 ECTS-Credits must be allocated to the respective teaching didactics. Within the scope of the 240 ECTS-Credits, 33.5 ECTS-Credits are included in pedagogical-practical studies.

	Teaching Subject 1	Teaching Subject 2	Education Studies
Subject and Subject Didactics	100 ECTS-Credits	100 ECTS-Credits	40 ECTS-Credits
of which a minimum of in Subject Didactics	20 ECTS-Credits	20 ECTS-Credits	
<i>of which pedagogical-practical studies</i>	<i>23.5 ECTS-Credits in Educational Science + 10 ECTS-Credits in Subject Didactics</i>		
Bachelor's Study Programme	240 ECTS-Credits		

(2) Pedagogical-Practical Studies

Within the scope of the Secondary School Teacher Training Programme (General Education) the Pedagogical-Practical Studies (ppS) serve the practical-orientated linking of school-practical, subject-didactical, educational science-related and subject-specific parts. Pedagogical-practical studies are composed of courses of the training institution relating to educational science and subject-didactics (or course parts resp.) and school-practical study parts. The latter take place at schools supervised by trained supervising teachers.

The parts of the training institution relating to pedagogical-practical studies can be a educational-science or subject-didactical preparation for, support for or post-wrapping of school practical courses in consideration of the latest scientific findings.

The school-practical study parts are an opportunity for the students to apply their acquired knowledge and skills in a professional school setting under supervision and corresponding to their respective level of training. Within the scope of the school-practical training the students should if possible get to know – depending on their choice of subjects – all types of schools, for which their acquire teaching authorization with their study programme. The pedagogical-practical studies are distributed over the course of the study programme in Educational Science as follows:

<i>Sem. 6.</i>	<i>Module/Courses</i>	<i>Type</i>	<i>h</i>	<i>ECTS-Credits</i>	<i>of which ped.-pract. studies in ECTS-Credits</i>	
<b>I</b>	1	Introduction to Teaching: Becoming a Professional				
		1.a. School as an Educational Institution and Role of the Teacher	VO	2	2	0
		1.b. School as an Educational Institution and Role of the Teacher	PS	2	2	2
<b>II</b>	1	Introduction to Teaching: Becoming a Professional				
		1.c. Dealing with the Challenges as a Teacher at School – Teaching Practice I	PR	2	3.5	3.5
<b>III</b>	2	Learning, Teaching and Research in the Context of Diversity				
		2.a. Learning and Teaching in the Context of Diversity	VO	2	2	0
		2.b. Learning and Teaching in the Context of Diversity	PS	1	2	1
		2.c. Educational Research and Development of School and Teaching	VO	1	1.5	0
		2.d. Educational Research and Development of School and Teaching	PS	1	2	1
<b>IV</b>	3	Diagnosing, Counselling, Educating, Teaching and Assessing				
		3.a. Diagnosing and Counselling	VO	2	2	0
		3.b. Diagnosing and Counselling	PS	2	2	1
<b>V</b>	3	Diagnosing, Counselling, Educating, Teaching and Assessing				
		3.c. Educating and Assessing – Teaching Practice II	PR	2	3.5	2.5
<b>VI</b>	4	Professional Teacher Development I				
		Acting as a Teacher	PS	2	2.5	2.5
<b>VII</b>	5	Professional Teacher Development II				
		5.a. Acting as a Teacher - Teaching Practice IIIa and IIIb	PR	2	7.5	7.5
<b>VIII</b>	5	Professional Teacher Development II				
		5.b. Integration of Professional Skills	PS	2	2.5	2
<b>I - VIII</b>	6	Current Topics in School and Education Research I				
		One of the following lectures covering 2.5 ECTS-Credits must be selected: <i>VO Gender Sensitivity in the Educational System I</i> <i>VO Inclusion and Heterogeneity in the Educational System I</i> <i>VO Multilingualism and Interculturality in the Educational System I</i> <i>VO Plurality of World-Views I</i>	VO	2	2.5	0
<b>III - VIII</b>	7	Current topics in School and Education Research II				
		Courses to advance the topics dealt with in modules 1 to 4 or on topics in education science from the accordingly marked course offer of the ILS (Institut für LehrerInnenbildung und Schulforschung).		2	2.5	0.5
		<b>total</b>		<b>27</b>	<b>40</b>	<b>23.5</b>

In addition to these 23.5 ECTS-Credits, 5 ECTS-Credits are dedicated to pps (pedagogical-practical studies) in the form of subject-specific practical courses. Altogether this results in the following share of pps: Bachelor's study programme: 23.5 ECTS-Credits in Educational Science + 10 ECTS-Credits in Subject Didactics, Total: 33.5 ECTS-Credits.

## § 7 Studies induction and orientation stage

- (1) The studies induction and orientation stage takes place in the first semester and covers the lecture School as an Educational Institution and Role of the Teacher, VO2, 2 ECTS-Credits (compulsory module 1) and in each of the selected teaching subjects or specialisations resp. the courses of the following list:

	Course Type	ECTS-Credits
<b>Physical Education</b>		
1.a. Anatomy	VO 2	4
<b>Art Education</b>		
1.b. History of Arts I	VO 2	2
2.a. Introduction to Subject-Specific Didactics for Art Education	VO 2	2
<b>Biology and Environmental Protection</b>		
3. Systematics and Evolution	VO 3	5
<b>Chemistry</b>		
1.a. Experimental Lecture General Chemistry	VO 5	6
<b>German</b>		
1.b. Survey of German Linguistics	VO 2	4
<b>Digital Basic Education and Computer Science</b>		
1.a. VO Introduction to Basic Digital Education	VO 2	3
<b>English</b>		
10.a. Introduction to English Synchronic Linguistics	VO 2	2.5
10.b. Introduction to English Phonetics and Phonology	VO 2	2.5
<b>Nutrition and Housekeeping</b>		
1.a. Principles of Housekeeping	VO 1	2
1.b. Principles of Nutrition	VO 1	2
<b>Ethics</b>		
1.a. Introduction to Philosophy	SL 2	5
<b>French</b>		
16.a. History of French Literature and Culture	SL 2	3
<b>Geography and Economics</b>		
1.a. Man and Environment I	VO 3	5
<b>History, Social Studies and Political Education</b>		
1.a. Introduction to the Study of Historical Sciences	VO 2	3
<b>Greek</b>		
6.a. Greek Literature I	VO 2	3
<b>Music Education Instruments</b>		
See Music Education		
<b>Islamic Religious Education</b>		
1.b. Introduction to Qur'an Science	VO 2	3
<b>Italian</b>		
16.a. History of Italian Literature and Culture	SL 2	3
<b>Catholic Religious Education</b>		
1.a. Introduction to the Faith of the Church	VO 2	2
<b>Latin</b>		
6.a. Roman Literary History I	VO 2	3
<b>Mathematics</b>		
1.a. Linear Algebra	VO 4	6

<b>Music Education</b>		
4.a. Introduction to Music Pedagogy	SL 2	2
5.a. Introduction to Scientific Working	SL 2	2
5.b. Music History 1	VO 2	2
<b>Physics</b>		
3.a. Physics I: Mechanics and Thermodynamics	VO 4	6
<b>Russian</b>		
5.a. Fundamentals of the Study Programme	VO 1	2.5
5.b. Culture and History of Eastern Europe	VO 2	2.5
<b>Spanish</b>		
16.a. History of Spanish Literature and Culture	SL 2	3
<b>Technology and Textiles</b>		
1.b. Fibre/Thread/Colour/Surface and Classification of Textile Techniques	SL 3	2
3.b. Visual Communication and Design Theory	SL 2	2
<b>Inclusive Education</b>		
1.a. Principles of Inclusive Education at School	VO 2	3

- (2) Before completion of the studies induction and orientation stage, further courses covering 22 ECTS-Credits may be passed.

## § 8 Types of courses and maximum number of participants

- (1) Courses without continuous performance assessment:
1. Lectures (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject.
  2. Working groups (AG) aim to provide a forum to discuss theories, methods and techniques of a subject in the form of group work. Maximum number of participants: 20
  3. Study orientation courses (SL) aim to provide the students with an outline of essential elements of the programme and its subsequent courses of study; they also aim to provide students with a solid basis on which to make personal decisions concerning their choice of study programme. Maximum number of participants 25, unless otherwise stated in part III in the respective teaching subjects.
- (2) Courses with continuing performance assessment (maximum number of participants 20, unless otherwise stated in part II and III in Education Studies and in the respective subjects or specialisations):
1. Introductory seminars (PS) introduce students interactively to scientific literature through the treatment of selected issues. They convey knowledge and methods of academic work.
  2. Tutorials (UE) focus on the practical treatment of concrete scientific tasks within an area.
  3. Seminars (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof.
  4. Lecture-tutorials (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course.
  5. Practical courses (PR) provide practical experience with concrete scientific tasks, complementing occupational and academic training.
  6. Excursions (EX) take place outside the university and serve to provide practical experiences outside the course and deepen course contents.

7. Excursions with practical elements (EU), conducted outside the premises of the university, serve to demonstrate and deepen course contents through practical experience with concrete scientific tasks.
  8. Project studies (PJ) promote scientific collaboration of two or more fields through the treatment of multidisciplinary topics and the use of various methods and techniques.
  9. Artistic one-to-one courses (KE) aim at acquiring or advancing the artistic and artistic-practical ability and skills the development of the individual artistic talents of the resp. students.
  10. Artistic group courses (KG) are artistic-practical work with several students.
  11. Practical courses with lecture (UV) combine the theoretical introduction to a sub-field with imparting practice-oriented competences and practical skills, whereby the practical aspects dominate.
  12. Basic Course (GK) is an introductory course, in which the contents of the examination subjects are taught in a didactically prepared form, which empowers the students to largely acquire competences and contents in an independent way.
- (3) For courses that are synergistically used, the maximum numbers of students per course are to be taken from the respective curriculum of reference.

### **§ 9 Allocation of places in courses with a limited number of participants**

In courses with a limited number of participants, course places are allocated as follows:

1. Students for whom the study duration would be extended due to the postponement are to be given priority.
2. If the criterium in No 1 does not suffice, first, students for whom this course is part of a compulsory module are to be given priority, and second, students for whom this course is part of an elective module.
3. If the criteria in No 1 and 2 do not suffice, the available places are drawn by random.

### **§ 10 Stay abroad**

A stay abroad with a duration of at least one semester is strongly recommended. Apart from the subject-scientific, subject-didactical and general-educational competences, the following qualifications can be acquired and advanced by a stay abroad:

1. general and subject-specific foreign language skills,
2. knowledge of other study systems and broadening of one's own perspective,
3. intercultural competences,
4. organizational skills by independent planning of the studies in international administrative and university structures.

### **§ 11 Bachelor's Theses**

- (1) In the Bachelor's Programme Secondary School Teacher Training (General Education), a Bachelor's Thesis must be written for each teaching subject and each specialisation.
- (2) The Bachelor's Theses are independent written works which are completed within the scope of courses.
- (3) More details regarding the Bachelor's Thesis are given for each teaching subject and each specialisation in part III.
- (4) The Bachelor's Theses are to be submitted in paper form and in the digital version determined by the resp. body responsible for study law.
- (5) With the agreement of the lecturer of the course, within the scope of which the Bachelor's Thesis is written, it can also be written in a foreign language. In the teaching subjects of English, French, Italian and Spanish the Bachelor's Thesis must be written in the respective foreign language.

## **§ 12 Examination regulations**

- (1) The performance of the modules is assessed by module examinations. Module examinations are examinations which assess the knowledge and skills acquired in a module. With positive completion of all parts of a module examination, the respective module is successfully completed.
- (2) The performance of the courses of the modules is assessed by course examinations. Course examinations are
  1. Examinations which assess the knowledge and skills acquired in an individual course and which comprise a single examination held at the end of the course. The method of testing (written or oral) is to be defined and announced by the instructor before the start of the semester.
  2. Examinations for courses with continuous performance evaluation, in which the performance is evaluated based on at least two written, oral and/or practical contributions of the participants. At the start of the semester, the course instructor has to fix and announce the examination method (written and/or oral and/or practical) and the evaluation criteria.
- (3) In the foreign language subjects, courses and examinations may be held in the respective foreign language.
- (4) For examinations the regulations of the Universities Act 2002 and the study-law part of the statutes of the University of Innsbruck. Additions to the examination regulations for each teaching subject or specialisation are listed in part III of this curriculum.

## **§ 13 Academic degree**

Graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) are awarded the academic degree "Bachelor of Education", abbreviated BEd.

## **§ 14 Transitional provisions**

- (1) This curriculum applies to all students beginning the study programme as of the 2015/2016 winter semester.
- (2) Regular students who have commenced one of the following diploma programmes
  1. Secondary School Teacher Accreditation Programme at the Faculty of Humanities at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 13 September 2001, Issue 68, No 831,
  2. Secondary School Teacher Accreditation Programme at the Faculty of Natural Sciences at the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics, curriculum published in the University of Innsbruck Bulletin in the version of 11 September 2001, Issue 67, No 830,
  3. Secondary School Teacher Accreditation Programme for the subject of Catholic Religious Education at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 14 June 2002, Issue 48, No 470, before 1 October 2015 are entitled from this point in time onwards to complete the first section of this study programme within a maximum of five semesters, and the second section of this study programme within a maximum of eight semesters.
- (3) If a section of the diploma programme is not completed within the specified time, then the curriculum of the Bachelor's Programme Secondary School Teacher Training (General Education) will apply. Moreover, students are entitled to change to the curriculum of the Bachelor's Programme Secondary School Teacher Training (General Education) at any time on a voluntary basis.
- (4) Regular students, who have started the Subject Career Guidance /Life Skills, University of Innsbruck Bulletin of 17. June 2015, Issue 64, No. 492, before 1 October 2021 are entitled to finish this study programme within nine semesters at the most from this time onwards.
- (5) Regular students, who have started the Subject Computer Science, University of Innsbruck Bulletin of 17. June 2015, Issue 64, No. 492, before 1 October 2024 are entitled to finish this study programme within ten semesters at the most from this time onwards.



- (6) Regular students, who have started the Specialisation Media Pedagogy, University of Innsbruck Bulletin of 29. June 2016, Issue 47, No. 491, before 1 October 2024 are entitled to finish this study programme within ten semesters at the most from this time onwards.
- (7) The recognition of exams which have been taken within the scope of the diploma programmes
  - 1. Secondary School Teacher Accreditation Programme at the Faculty of Humanities at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 13 September 2001, Issue 68, No 831,
  - 2. Secondary School Teacher Accreditation Programme at the Faculty of Natural Sciences at the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics, curriculum published in the University of Innsbruck Bulletin in the version of 11 September 2001, Issue 67, No 830,
  - 3. Secondary School Teacher Accreditation Programme for the subject of Catholic Religious Education at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 14 June 2002, Issue 48, No 470, taken as part of the Bachelor's Programme Secondary School Teacher Training (General Education) according to § 78 Para 1 Universities Act 2002 is set out in appendix.

### **§ 15 Coming into force**

- (1) Part I and II, and section 1 to 25 of part III in the version of the University of Innsbruck Bulletin of 29 June 2016, Issue 47, No. 491 come into force on 1 October 2016 and are to be applied to all students.
- (2) Section 26 in part III in the version of the University of Innsbruck Bulletin of 29 June 2016, Issue 47, No. 491 comes into force on 1 October 2017.
- (3) § 8 Studies and Induction Period in the version of the University of Innsbruck Bulletin of 29 June 2016, Issue 47, No. 491 is to be applied to all students commencing their Teacher Training Programme as of the 2016/2017 winter semester.
- (4) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 30 June 2017, Issue 47, No. 655 come into force on 1 October 2017 and are to be applied to all students.
- (5) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 23 May 2019, Issue 47, No. 471 come into force on 1 October 2019 and are to be applied to all students.
- (6) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 30 June 2021, Issue 89, No. 897 come into force on 1 October 2021 and are to be applied to all students.
- (7) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 7 May 2024, Issue 59, No. 730 come into force on 1 October 2024 and are to be applied to all students.

## Part II: Education Studies

### Preliminary notes

Part II of the curriculum has the design of a spiral curriculum, where individual subject areas are revisited on an increased complexity level and in a differentiated form in the course of the study programme. With this cohesive-continuous extension and reflection of basics, experience and professional knowledge in the process of the training, an integrative foundation for future educational thinking and acting is laid out against the background of a professionalisation process stretching over the entire professional life. Courses accompanying the practical training courses are aimed at guaranteeing their professional preparation and follow-up. The term diversity used in the course descriptions particularly refers to the fields of gender, social background, multilingualism, special talents and the concept of inclusion, interculturality and heterogeneity as well as plurality of worldviews.

### § 1 Maximum number of participants

1. Introductory seminars (PS): 24
2. PS Integration and Development of Professional Skills – compulsory module 5b: 14
3. Practical courses (PR): 14
4. PR Teaching practice I – compulsory module 1c: 20

### § 2 Compulsory Modules

The following Compulsory Modules corresponding to 40 ECTS-Credits must be passed:

1.	<b>Compulsory Module: Introduction to Teaching: Becoming a Professional</b>	h	ECTS-Credits
<b>a.</b>	<p><b>VO School as an Educational Institution and Role of the Teacher</b> Introduction to the following topics: school as an institution in the context of formal education, alternative teaching and school concepts, learning and teaching in the institutional and social context, teaching theories and general teaching skills, lesson planning and design of learning and teaching scenarios as well as teaching environments in terms of diversity; methods for profession related / theory-based reflection, fundamentals of teaching observation and basic professionalization concepts of the teaching profession in the context of social role models of teachers.</p>	2	2
<b>b.</b>	<p><b>PS School as an Educational Institution and Role of the Teacher</b> Reflection on personal learning biography against the background of different professionalization concepts of the teaching profession taught in the lecture, exemplary in-depth discussion of the topics covered in the accompanying lecture, practising of meta-cognitive professionalizing reflection, social learning and dealing with team work experiences; discussion of own subjective theories of learning and teaching, testing of different methods for designing classes in consideration of action-oriented approaches, lesson planning, methods of classroom observation</p>	2	2
<b>c.</b>	<p><b>PR Dealing with the Challenges of Being a School Teacher – Teaching Practice I</b> The initial practical training course consists of a university part (2 ECTS-Credits) and a school part (1.5 ECTS-Credits). The school part offers the possibility to partake in school life; change from the pupils' perspective to the teachers' perspective; classroom observation; first experiences of holding and reflecting on teaching sequences; first empirical approaches to the research field of school. The university-part of the course focuses on the following contents: reflecting the practical training, reflecting on the choice of profession in the shape</p>	2	3.5

	of a theory-based, meta-cognitive reflection of the teaching practice I, continuing of the professionalisation in the sense of a further development of action-oriented, subjective concepts and theories of the teaching profession, advanced study of issues in relation to heterogeneous groups of learners, design of inclusive teaching scenarios and environments;		
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b>  Graduates of the module understand the importance of school as an educational institution and have basic knowledge in the fields of education, learning and teaching in institutional contexts. They know alternative learning concepts and school systems.  Graduates of this module are able to explain selected models of lesson planning as well as methods for teaching structures and apply them under guidance. They know theoretical teaching models, the basics of general didactics and have basic media skills.  Graduates of this module have acquired knowledge about the teaching profession, know selected professionalisation concepts and the requirement profile of the teaching profession. Moreover, they have gained insights into the professional reality. They are able to reflect their own school and learning biography.  Graduates of this module know about the fundamental importance of diversity for lesson design and implementation and have first experiences in reflecting on teaching, team work and social learning.  Graduates of this module have gained first empirical experiences in the research field school. In the practical training course they have gained experiences in the fields of classroom observation, lesson planning, holding of teaching sequences and are able to reflect on these experiences in a systematic and theory-based way.  Graduates of this module have acquired fundamental competences in the fields of presentation, rhetoric and the design of learning situations.  Graduates of this module are aware of their professional choice based on practical experiences in the field of school and can reflect on it based on profession-theoretical concepts and their own educational biography.</p>		
	<b>Prerequisites:</b> none		

2.	<b>Compulsory Module: Learning, Teaching and Research in the Context of Diversity</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Learning and Teaching in the Context of Diversity</b> Introduction to the following topics: fundamentals of learning and teaching; concepts of personalisation, differentiation and education; educational processes in the field of tension of social demands, perspectives and models; youth cultures and adolescence; developmental psychological fundamentals as well as selected concepts and theories from the field of educational psychology	2	2
<b>b.</b>	<b>PS Learning and Teaching in the Context of Diversity</b> Advanced discussion of the topics dealt with in the lecture: action-oriented discussion of examples from school practice, conscious and reflected dealing with one's own stereotypical attributions, methods for designing social relationships and cooperative forms of work in heterogeneous groups of learners;	1	2

<b>c.</b>	<b>VO Educational Research and Development of School and Teaching</b> Introduction to the following topics: quantitative and qualitative approaches and perspectives of research-methodological and scientific approaches of educational research, linking with concepts, models and theories of learning and teaching research; Discussion of current results of (evidence-based) school and educational research as well as selected methods of quality assurance and development in schools	1	1.5
<b>d.</b>	<b>PS Educational Research and Development of School and Teaching</b> Advanced study and action-oriented implementation of topics dealt with in the lecture; developing and elaboration of research questions in the context of education as well as school and teaching development; exchange of concepts and discussion of their potential for one's own profile as a teacher;	1	2
	<b>Total</b>	<b>5</b>	<b>7.5</b>
<b>Learning Outcomes:</b> The graduates of this module have advanced knowledge of learning and teaching in the context of diversity in its school-relevant importance and in the field of educational psychology. They are aware of the challenge of stereotypical attributions and reflect on it. Their knowledge of social and cultural contexts allows them to recognise and consider possibilities and boundaries of their action. They possess theoretical and practical knowledge to shape social relationships and cooperative work forms in heterogeneous learning groups. Graduates of this module have gained advanced insights in the profession-related research and development of school and teaching as well as school quality.			
<b>Prerequisites:</b> successful completion of compulsory module 1			

<b>3.</b>	<b>Compulsory Module: Diagnosing, Counselling, Educating, Teaching, and Assessing</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Diagnosing and Counselling</b> Introduction to the following topics: fundamentals and instruments of learning-process-oriented diagnosing and counselling; selected models of educational diagnosing and learning support at schools; theoretical concepts from the fields of communication and conflict management; instruments of violence prevention, counselling and mediation	2	2
<b>b.</b>	<b>PS Diagnosing and Counselling</b> Case-based discussion of the topics dealt with in the lecture; practical exercise and advanced discussion of instruments of diagnosing, communication techniques and counselling formats	2	2
<b>c.</b>	<b>PR Educating and Assessing – Teaching Practice II</b> The course consists of a university part (2 ECTS-Credits) and a school part (1.5 ECTS-Credits). University part: Imparting of fundamentals of questions on education and performance in the context of formal education processes; discussion of basic educational and psychological theories, models and concepts and elaboration of resulting action-relevant possibilities for intervention; Action-oriented imparting and application of fundamentals of performance assessment, discussion of quality criteria for performance assessment; Application of the fundamentals and methods of education and performance in the context of diversity, social learning and the cooperation with education partners; Imparting and testing of theories and models for individual learning success feedbacks, cooperative development and support planning. Discussion of	2	3.5

	<p>current concepts and models of classroom management and cooperative learning;</p> <p>School part:          Planning and implementation of teaching units with special attention to educational standards; targeted use of learning and teaching forms, dealing with school interventions; practical implementation of innovative forms of cooperative and team-oriented teaching; The students are supported by mentors with regards to planning, implementation, and reflection of their teaching.</p>		
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b>          Graduates of this module have fundamental knowledge of communication theories, learning diagnosing, counselling and mediation. They know models for promoting learning and apply them adaptively and have competences in dealing with conflicts and violence prevention. They are able, against the background of learning-process-oriented diagnostic insights, to develop first action strategies and intervention competences for the occupational area of school and implement cooperative development and support plans.          Graduates of this module are able to classify, evaluate and flexibly use strategies and methods of classroom management.          Graduates are able to apply action-oriented models of communication theory for the work field of school based on cases. Students know and understand quality criteria for performance evaluation. They know the challenges of performance assessment and evaluation and can justify their own approaches based on theory.          Graduates of this module have fundamental pedagogical knowledge and can apply it to their own tasks as teacher in everyday school life. Thanks to their continuous experiences in school life they are able to see things – corresponding to their training level - from the perspective of the teacher.          Graduates of this module have personal, social, subject-specific and methodological competences. They are able to independently plan, implement, evaluate teaching units according to given objectives and to adjust their teaching to the heterogeneity of the respective group of learners with differentiated teaching methods. They know feedback instruments for inside and outside perception of their teaching and are able to use them.</p>		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

4.	<b>Compulsory Module: Professional Teacher Development I</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>PS Acting as a Teacher</b>            Students deal in-depth and interdisciplinary with the following topics for their professional profiling and the preparation for their practical training course: school as an institution in the context of formal education; learning and teaching in the context of diversity and dynamics in (learner) groups (team development concepts, models for classroom management, parental work and counselling models); advanced study of models for planning, implementing and evaluation teaching and already familiar didactical models and diagnostic methods; examination of the importance of different action concepts (e.g. individualisation, differentiation and personalisation measures) for shaping personal educational processes; design of learning environments considering diversity; dealing with pedagogical concepts for promoting personality development (self-competence, ability to cooperate, dealing with conflicts and reflecting) from the perspective of the learners; theory-based advanced application of methods for researching school and</p>	2	2.5

	teaching and evaluating lessons. The examination of the contents is concluded by the planning of a project for research-based learning with focus on teaching quality and lesson development as well as school quality and development.		
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<p><b>Learning Outcomes:</b>  The graduates of this module have advanced knowledge of the concepts for lesson preparation, implementation and evaluation and are able to design appropriate learning designs for different groups of learners using educational, learning and pedagogical-didactic models and to apply them in their lessons. They have in-depth knowledge of the dynamics in learning communities and have the theoretical and practical knowledge for designing social relationships and cooperative work forms. They are able to plan and apply the evaluation of lessons as well as the methodical research of school and teaching.  Graduates of this module are able to use performance assessment and evaluation instruments in consideration of the resp. situation and are able to deal with feedback in a differentiated manner.  They are able to implement concepts and methods of innovative teaching forms, conflict management, classroom management and parent counselling.</p>		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

<b>5.</b>	<b>Compulsory Module: Professional Teacher Development II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>PR Acting as a Teacher – Teaching Practice IIIa and IIIb</b>  The course consists of a university part (2,5 ECTS-Credits) and two school parts (New Secondary Schools (NMS) or Polytechnische Schule (PTS) 2.5 ECTS-Credits and Secondary Academic Schools (AHS) or Secondary Vocational Schools (BMHS) 2.5 ECTS-Credits  University part for support during the teaching practice (secondary level I and secondary level II):  Theory-based reflection of one's own teaching activity and one's own professionalization path; support and evaluation of research-based learning work during the teaching practice; profession-specific reflection on the concepts used to identify individual support needs (dealing with diversity) that require special support in the school sector; reflecting on pedagogical intervention and supporting opportunities against the background of educational diagnostics and multidisciplinary cooperation; school-level or school-form-specific examination of possibilities of performance assessment and evaluation; in-depth discussion of special teaching situations experienced in practice  School part (NMS or PTS and AHS or BHS): active participation in all school activities; pre- and post-discussions of the classroom observations and teaching units held, planning, independent teaching (lessons or series of lessons) alone or in a team; independent and responsible teaching of groups or classes; application of different action concepts (eg individualisation, differentiation and personalisation measures) for the design of personal education processes with special consideration of the specific framework conditions of the school types (practice part NMS or PTS and practice part AHS or BHS); school-type specific developments and implementation of different learning environments, taking into account diversity and professional handling of special teaching situations; generation of transfer know-how in the field (service learning)</p>	2	7.5

<b>b.</b>	<b>PS Integration of Professional Skills</b> In-depth study of findings of learning and teaching research; school research and the current national and international educational research; discussion of the insights from individual projects of research learning and localisation in current expert discussions; review and reflection to one's own professional biographical educational background with special attention to one's own understanding of teaching (teaching philosophy and subjective theories) as well as self-image in current professional concepts; presentation and discussion of the results of individual research activity and localisation in current expert discussions; reflection of one's own professional development against the background of educational scientific and professional theoretical concepts and presentations of the development level of the competences acquired and formulation of personal professional development goals; the course deals with central challenges of the teaching profession such as dealing with stress, process-oriented intervention in special school situation and differentiation requirements in the context of diversity.	2	2.5
	<b>Total</b>	<b>4</b>	<b>10</b>
<p><b>Learning Outcomes:</b> The graduates are able to combine theoretical and practical knowledge and to generate insights that contribute to the further development of teaching, the learning conditions for the students and the quality of the school. They can use evaluation of teaching as well as the methodological research of school and teaching in practice and analyse and critically question it based on their experiences. They can apply concepts and methods of innovative forms of instruction, conflict management, classroom management and parental counselling. Through theory-based practice reflection, the graduates of this module can deal with their own teaching activities and further develop their own teaching concept based on learning and teaching theories. The graduates have the professional core competencies of teachers and are able to manage their own professional development. They have developed skills for process-oriented interventions and can apply educational-scientific analysis tools in complex school-related situations. They possess fundamentally required competences in education studies to be school teachers.</p>			
<b>Prerequisites:</b> successful completion of compulsory modules 2, 3 and 4			

<b>6.</b>	<b>Compulsory Module: Current Topics in School and Education Research I</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p>One of the following lectures corresponding to 2.5 ECTS-Credits must be passed:</p> <p><b>VO Gender Sensitivity in the Educational System</b> The course deals with aspects of the formal educational system with special focus on gender-related issues.</p> <p><b>VO Inclusion and Heterogeneity in the Educational System</b> The course deals with aspects of the formal educational system with special focus on the phenomenon of heterogeneity and inclusive issues.</p> <p><b>VO Multilingualism and Interculturality in the Educational System</b> The course deals with aspects of the formal educational system with special focus on intercultural issues (language, culture, values, faith ...).</p> <p><b>VO Plurality of Worldviews</b> The course deals with aspects of the formal educational system with special focus on phenomena of plurality and worldviews</p>	2	2.5

	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> The graduates of this module have advanced and shaped their skills and knowledge by selecting from the offered courses according to their interests.		
	<b>Prerequisites:</b> none		

<b>7.</b>	<b>Compulsory Module: Current Topics in School and Education Research II</b>	<b>h</b>	<b>ECTS-Credits</b>
	Courses for advanced study of the topics dealt with in modules 1 to 4 or on current topics in education science from the accordingly marked course offer	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> The graduates of this module have advanced and shaped their skills and knowledge by selecting from the offered courses a focus according to their interests.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		



## **Part III: Regulations for the Teaching Subjects**

### **Section 1: Subject Physical Education**

#### **§ 1 Subject-specific qualification profile**

##### **(1) Subject-Specific Competences**

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Physical Education

- have basic knowledge in the following fields relevant to movement and sports lessons: sports education, sports psychology, sports sociology, sports science, biomechanics; training science, sports medicine and sports economics;
- possess comprehensive knowledge of sports science which they can appropriately apply for shaping educational and teaching-learning processes by using a wide repertoire of teaching methods;
- have a well advanced level of sport skills and sport-type-specific abilities as well as a differentiated perception ability for their own body and movement actions and they are qualified to independently improve their sports-related performance and to improve the performance level of pupils with appropriate methods;
- know suitable diagnostic procedures for testing individual learning requirements and are able to apply appropriate measures for performance improvement;
- critically analyse the cultural phenomenon of sports and are able to address relevant aspects (e.g. culture, politics, economy, environment, ...) in the classroom;
- are able to critically deal with future occupational fields at schools in a reflected manner and to have their own ideas for the future development of the teaching subject;
- support the respective school's reaching out to the community and take constructive measures to promote the subject in society.
- support the design of schools as a health-promoting space with special regard to movement and sports and are committed to school sports development with different extra-curricular sports offers.

##### **(2) Subject-Didactical Competences**

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Physical Education

- guarantee a highest possible degree of safety at any time in the design of lessons by appropriate measures, and they are able to assess possible risks and dangers in the exercise of movement, games and sports as well as to take effective measures for danger prevention;
- acquire the competence to train pupils with regards to their individual performance ability in the fields defined by the school's curriculum: basics of condition and coordination for movement actions, game-oriented, experience-oriented, creative-performing as well as health-oriented-balancing movements; Moreover, they are able to implement competence-oriented educational standards for the subject movement and sports;
- inspire joy for movement and contribute to the development of a movement-oriented and health-conscious lifestyle by interdisciplinary offers;
- are able to critically reflect their own gender-specific body and movement socialization and can design co-educative lessons in a gender-sensitive fashion;
- possess knowledge and selected methods to promote processes of integration and multicultural learning by producing specific sports, game, dance and movement forms;
- have pronounced subject-didactical competences to constructively deal with heterogeneous groups of pupils (cultural background, special needs), and are able to professionally teach in a gender- and diversity-sensitive as well as inclusive fashion.

## § 2 Supplementary Examination

- (1) In addition to the general admission requirements for regular students and the admission requirements for the Bachelor Secondary School Teacher Training Programme (General Education), admission to the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Physical Education requires the positive completion of the supplementary examination for the assessment of the physical fitness and motor skills.
- (2) The supplementary examination consists of tests for assessing motor skills performance. The required performance levels are to be determined and announced by the Director of Studies.

## § 3 Numbers of participants

1. Introductory seminars (PS): 25
2. Tutorials (UE): 15–25 (depending on safety aspect)
3. Practical courses (PR): 14
4. Excursions (EX): 10–20 (depending on safety aspect, legal and organisational conditions)
5. Lectures with integrated practical parts from the field subject-specific didactics (VU): 15–20 (depending safety aspect)

## § 4 Compulsory Modules

Compulsory Modules with a total of 100 ECTS-Credits must be passed:

1.	<b>Compulsory Module: Fundamentals of Medical, Biological and Sociological Aspects in Sports</b>	h	ECTS-Credits
<b>a.</b>	<b>VO Anatomy</b> Systematic and functional anatomy of the locomotor system; anatomy of the organ and nervous system and sense organs: with regard to everyday activities and selected sports; anatomical characteristics of the organism: growth and development – endurance and adaption processes considering age and gender	2	4
<b>b.</b>	<b>VO Exercise Physiology</b> Basic principles of cell physiology, muscle and nerve function, sensory physiology; cardiovascular and respiratory physiology; metabolism, endocrinology, water and electrolyte balance, linking the basic principles to physical performance and exercise physiology: stress response, stress adaptation and health-related aspects considering age and gender;	2	4
<b>c.</b>	<b>VO Sports Sociology</b> Fundamentals of the sociology of sport; knowledge of socialisation by and with sports; sports as an instrument of integration and inclusion; understanding of gender-specific and intercultural forms of expression of movement and sports;	1	2
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have detailed knowledge of the systematic and functional anatomy of the human body from the perspective of sports movement and performance ability and fundamental knowledge of anatomical structures of the body as a basis for understanding motoric performance;</li> <li>▪ have fundamental knowledge of the physiological structures of the body as a basis of understanding stress response during training of motor abilities;</li> <li>▪ have fundamental knowledge of the sociology of sport; knowledge of socialization by and with sports; sports as an instrument of integration and inclusion.</li> </ul>		
	<b>Prerequisites:</b> none		

2.	<b>Compulsory Module: Practical Exercises and Basic Principles in Methodological Aspects in Sports I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Active Games</b> Knowledge of the diversity of active games; acquisition of a wide range of active games (working clearance, role playing, matches, cooperative games) and in-depth knowledge of the structures of basic forms of competitive and cooperative sports and active games; development of game ability on action and organization level; stating of learning environments (experimental labs) to self-organized learning;	2	2
<b>b.</b>	<b>UE Fitness Gymnastics with Music</b> Learn to know, compare and apply selected styles and trends in the field of group fitness with music; general and special music theory as well as elaborate and use special methodical/didactic working methods in the field of functional and health-oriented gymnastics; improvement of one's own performance, practice-related reflection;	2	2
<b>c.</b>	<b>UE Ice-Skating</b> Fundamental techniques of ice-skating, playful movement forms on the ice, elaboration of movement sequences individually and in groups; Knowledge of methodical steps to enhance ice-skating technique with movement analysis and error correction; Ice-skating-specific game and competition forms in consideration of safety aspects;	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have a large extent of individual experience and skills in the field of active games, group fitness and ice-skating;</li> <li>▪ have advanced skills in selected forms of active games and are able to design sports lessons diversity-sensitively and inclusion- and competence-oriented;</li> <li>▪ have knowledge of general and special aspects of music as well as special, methodical-didactical work forms and are able to apply them;</li> <li>▪ are able to instruct ice-skating specific game forms in a competence-oriented manner with special attention to safety aspects;</li> <li>▪ are able to describe and explain movement skills from the fields of group fitness, ice-skating and active games regarding movement-theoretical backgrounds and know methodical basic concepts of competence-oriented implementation.</li> </ul>		
	<b>Prerequisites:</b> none		

3.	<b>Compulsory Module: Basics of Movement Science and Specific Sports Games</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Introduction to Scientific Working</b> Research areas and methods in sports science, literature search and citation rules, term paper: structure and content, writing of a term paper and oral presentation; introduction to the methods of qualitative social research;	2	5
<b>b.</b>	<b>VO Movement Science</b> Application of basic anatomical and physiological knowledge for better understanding of movements, basic techniques of movement analyses and error correction, overview of motor abilities and skills, overview of motor development; knowledge and critical examination of methods in movement science, in particular sport motor tests, outlining of control models and their implementation for motor learning;	2	4

<b>c.</b>	<b>UE Football</b> Improvement of endurance, technical and tactical performance level and acquisition of sports specific movement techniques in football; knowledge of the rules and acting as referee; Ability to describe, demonstrate and explain basic game-specific techniques and tactical actions based on theory; Acquisition of didactical concepts for imparting sports tactics in football and of the ability to apply them in consideration of gender-aspects at and outside school.	1	1
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ know the differentiation between disciplines of sports science in consideration of competitive, recreational and school sports;</li> <li>▪ are able to use and correctly handle information sources in sports science; they understand which issues in sports science are dealt with by which methods;</li> <li>▪ are able to structure motor abilities and skills and know the ontogenesis of motor abilities and skills;</li> <li>▪ know the most important theories of motor control and regulation and movement learning, and they are able to derive appropriate consequences for movement correction and training-methodical measures;</li> <li>▪ are able to plan and implement the methodical development of basic skills in football in consideration of models in sports science as well as in consideration of safety aspects and different ages, skills, performance levels and gender differences.</li> </ul>		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Practical Exercises and Fundamentals of Sports Practice and Methodology II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Apparatus Gymnastics</b> Knowledge of specific techniques and skills in apparatus gymnastics; Knowledge of methodical-didactic principles for teaching elementary motor skills and gymnastics-specific skills; Knowledge of safety regulations and precautions; knowledge and application of safety concepts for dealing with dangers and risk situations in apparatus gymnastics; Understanding of biomechanical principles in apparatus gymnastics; Knowledge of performance badges for pupils in the field of apparatus gymnastics;	2	2
<b>b.</b>	<b>UE Swimming</b> Knowledge and acquisition of swimming techniques, improvement of performance level, knowledge of the rules; Knowledge of movement descriptions of swimming techniques and methodical principles for teaching swimming techniques; Knowledge of scientific training concepts with regards to swimming training; Recognition of imprecise performance with movement analysis and taking measures for movement correction; Understanding of biomechanical principles; Knowledge and application of safety regulations and precautions for swimming;	2	2

<b>c.</b>	<b>UE Racket Sports</b> Improvement of basic sports game specific movement techniques and the tactical behaviour in selected racket sports; Acquisition of basic technical skills for sports games and tactical measures in the field of racket sports; systematic and targeted design of training sequences in special consideration of heterogenous groups and age-,inclusion- and gender-specific requirements; Organisational forms of tournaments for large groups; Knowledge of fundamental rules of selected racket sports;	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have gained sufficient personal experience and personal skills in the field of apparatus gymnastics, swimming and racket sports;</li> <li>▪ are able to design teaching sequences for physical education in the fields mentioned above with regards to training science and biomechanical insights;</li> <li>▪ recognise incorrect performance of basic techniques in the sports mentioned above and take appropriate measures for movement correction;</li> <li>▪ are able to plan and implement the methodological development of basic skills in the sports mentioned above with special regards to safety aspects, different age groups, skills and performance levels and gender.</li> </ul>		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Fundamentals of Fundamentals of Sports Education and Training Science</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Sports Education</b> Theories and concepts of sports education; issues and methods of sports education; educational standards, competences, curricula; intercultural perspectives of sports education; historic and cultural aspects of sports education and school sports; approaches and concepts of inclusive education for differentiated and topic-oriented imparting of movement and sports in consideration of different age groups, skills, performance levels and gender groups;	2	4
<b>b.</b>	<b>VO Training Science</b> Basic terms and theoretical concepts of training science; training methods and performance diagnostic procedure of motor basic stresses of speed, power, endurance, coordination, and flexibility in recreational sports, competitive and school sports; selected concepts of training science for sports-practical and sports-theoretical teaching considering gender-specific differences;	2	4
<b>c.</b>	<b>UE Gymnastics and Dance</b> Comparing motives, effects and objectives of dance in history and today; developing knowledge and skills for teaching and applying methods as instructor and choreographer; improvement of one's own skills and expansion of the specific repertoire of movement with selected schools/trends in the field of dance and rhythmic gymnastics; practical reflection; holistic-creative work with music and different materials for improving skills in the field of expression, creativity, cooperation and the ability to work in a team;	2	4
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module		

	<ul style="list-style-type: none"> <li>▪ know the basic concepts of sports education and their relevance for school and extracurricular physical education;</li> <li>▪ know concepts of gender-sensitive and inclusive teaching and learning and are able to reflect and apply them in their teaching;</li> <li>▪ have fundamental knowledge of approaches and concepts of inclusion and are able to impart it differentiated and topic-oriented with regards to different ages, ability levels, performance levels and gender;</li> <li>▪ have fundamental knowledge of training methods and principles for improving coordination and stamina and are able to competently plan and implement training processes taking into account age and gender-specific requirements;</li> <li>▪ know procedures to evaluate motor performance and are able to apply appropriate test procedures;</li> <li>▪ have developed competence in the field of expressiveness, creativity, willingness to cooperate and teamwork in the holistic creative work with music and different materials;</li> <li>▪ have improved their skills in rhythmic gymnastics and dance</li> <li>▪ know methodical-didactical working methods for instructors and choreographers and are able to apply them for the design of their classes and can reflect on them.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 2

6.	<b>Compulsory Module: Fundamentals of Sports Practice and Methodology III</b>	h	ECTS-Credits
<b>a.</b>	<b>UE Basketball</b> Improvement of fitness, technical and tactical performance level and acquisition of sports game specific movement techniques; knowledge of the rules and acting as referee; ability to describe, demonstrate and explain basic game-specific techniques and tactical actions based on theory; acquisition of sports-didactic mediation competence for the selected sports game in special consideration of inclusion and acquisition of the ability to apply this competence for competence-oriented models for sports in and outside school;	2	2
<b>b.</b>	<b>EX Skiing</b> Improvement of the performance level in alpine skiing according to the Austrian curriculum, snow and avalanche awareness; knowledge and application of safety concepts for handling danger and risk situations in the alpine terrain; responsible heading of snow sports activities;	2	2
<b>c.</b>	<b>VU Subject Didactics Experience - Adventure</b> Knowledge of selected psychological, pedagogical and didactic concepts of risk education in physical education; responsible heading of outdoor activities; design of framework conditions to be able to design learning processes for motor and psycho-social skills in different natural environments;	1	1
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ can plan, implement and evaluate current teaching concepts as well as forms of play and exercises in basketball and skiing in consideration of age group, inclusion and gender using social-, self-, method- and subject-related evaluation procedures;</li> <li>▪ are able to design topic-oriented teaching sequences in basketball and skiing according to educational standards;</li> <li>▪ are able to plan and implement snow sports events responsibly and in consideration of appropriate safety measures;</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ recognise incorrect execution of sport type specific skills in basketball and skiing and take measures for movement correction.</li> <li>▪ know selected psychological and pedagogical concepts of experiential education and are in a position to convey them taking into account differences in age, skills, performance level and gender;</li> <li>▪ can plan selected teaching sequences in outdoor activities in consideration of safety-specific and ecological factors, and implement, analyse and evaluate them together with the pupils.</li> </ul>
	<b>Prerequisites:</b> none

7.	<b>Compulsory Module: Fundamentals of Methodical and Biomechanical Aspects in Sports</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Sports Methods and Teaching</b> Basic concepts in movement and sports didactics; selected concepts, theories and models of movement and sport didactics; sport didactical approaches of inclusion; Planning models and instruments for practical and theoretical sports lessons; theories and models of lesson planning and evaluation; forms and methods of teaching documentation; standards for recording and evaluating the pupils' performances;	2	2
<b>b.</b>	<b>VO Biomechanics</b> Definition, structure and tasks of biomechanics in sports; biomechanical characteristics and examination methods in sports; biomaterials; biomechanics of sport injuries; biomechanical aspects of sports performance; knowledge of technological possibilities of movement analysis and performance assessment;	2	4
<b>c.</b>	<b>UE Handball</b> Improvement of fitness, technical and tactical performance level and acquisition of sports game specific movement techniques; knowledge of the rules and acting as referee; Ability to describe, demonstrate and explain basic game-specific techniques and tactical actions based on theory; acquisition of sports-didactic mediation Competence for the selected sports game in special consideration of inclusion and acquisition of the ability to apply this competence for competence-oriented models for sports in and outside school;	2	2
<b>d.</b>	<b>VU Subject Didactics Acrobatic Skills</b> Imparting of the fundamental techniques of acrobatics, trampolining and parkouring as well as advancing basic techniques of apparatus gymnastics; In-depth knowledge of safety regulations and concepts for dealing with dangers and risk situations for using large apparatuses, the trampoline (safe use of jumping aids) and for parkouring; Planning of teaching sequences for apparatus gymnastics, acrobatics and trampolining according to educational standards and with regards to gender-specific aspects;	2	2
	<b>Total</b>	<b>8</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ are able to plan, implement, reflect on and evaluate learning processes and teaching structures of the subject Physical Education based on theory and in consideration of educational standards and requirements of the curriculum from several perspectives and in a targeted and differentiated way</li> </ul>		

<ul style="list-style-type: none"> <li>▪ are able to design their classes in a gender and diversity-sensitive as well as inclusive fashion;</li> <li>▪ have a command of age-group-specific and gender-specific evaluations processes with regards to social groups, the self, methods and the subject</li> <li>▪ are able to explain mechanical laws and principles regarding human motor skills and know fundamental biomechanical measurement and analysis methods and their applications;</li> <li>▪ are able to apply biomechanical knowledge in training processes and physical education;</li> <li>▪ are able to design sports specific didactical mediation concepts and game and training forms in handball with regards to age and gender and evaluate them with regards to social groups, the self, methods and the subject;</li> <li>▪ recognise incorrect execution of sport type specific skills in handball with the help of movement analysis and in consideration of biomechanical aspects and take measures for movement correction.</li> <li>▪ are able to implement didactic concepts for the teaching of "gymnastics-acrobatic" skills, with particular emphasis on heterogeneous performance groups;</li> <li>▪ are familiar with the manifold possibilities of using large-scale apparatuses to develop gymnastic-acrobatic skills with special consideration of safety aspects.</li> </ul>
<b>Prerequisites:</b> successful completion of compulsory modules 4 and 5

<b>8.</b>	<b>Compulsory Module: Fundamentals of Sports Practice and Methodology IV</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Athletics</b> Improvement of the performance level in track athletics, jumping and throwing disciplines, technique analysis, training methods; Understanding of biomechanical principles of athletic movement skills; Knowledge of subject-didactical concepts to teach running, jumping and throwing in consideration of competence models and gender-specific aspects;	2	2
<b>b.</b>	<b>UE Climbing</b> Command of basic climbing techniques, holding of grips and stable positioning of the body, rope-technical skills and their correct application in the resp. situations; different belaying devices, methodical development in consideration of the safety aspect of exercise sequences for climbing beginners; teaching structure oriented towards competence models with special regards to social competence;	1	1
<b>c.</b>	<b>UE Volleyball</b> Improvement of fitness, technical and tactical performance levels and command of movement techniques typical of the sports game; knowledge of the rules and acting as referee; ability to describe, demonstrate and explain basic game-specific techniques and tactical actions based on theory; acquisition of sports-didactic mediation competence and the ability to apply this competence in consideration of competence-oriented models for sports in and outside school;	2	2
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ can design sports-specific didactic mediation concepts and forms of play and exercise in athletics on the basis of age and gender, and evaluate them by means of social-, self-, method- and subject-related evaluation procedures;</li> <li>▪ recognise incorrect execution of sport type specific skills in athletics with the help of movement analysis and in consideration of biomechanical aspects and take measures for movement correction.</li> </ul>		



<ul style="list-style-type: none"> <li>▪ know subject-related didactical concepts for teaching climbing-specific sports offers and are able to plan and responsibly implement appropriate teaching sequences in consideration of competence models and safety measures.</li> <li>▪ are able apply sports game didactical mediation concepts in volleyball in consideration of competence models for sports in and outside of school.</li> </ul>
<b>Prerequisites:</b> successful completion of compulsory modules 2 and 4

<b>9.</b>	<b>Compulsory Module: Sport Health Effects of Physical Education and</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Fitness Training</b> Practical conduction of basic training methods for improving motor skills; planning of training units for school, popular, recreational and competitive sports; practical experiences of relevant training exercises without equipment, with small equipment and training-specific large equipment; Knowledge of procedures for assessing performance in school, popular, recreational and competitive sports;	2	2
<b>b.</b>	<b>UE Promoting Posture</b> Procedure for the assessment of muscular deficits (maximal strength tests, muscle function tests); preventive methods (strengthening, coordination and stretching methods) and movement strategies to remedy weaknesses or overuse;	1	1
<b>c.</b>	<b>VU Subject Didactics Swimming and Water Sports</b> Refining of swimming techniques: turning – starting – individual medley; coordinative training in swimming; training-methodical fundamentals of swimming; imparting of fundamental techniques of high diving, diving and water ball; acquisition of different game and training forms in the water in consideration of heterogeneous groups and limited space; knowledge and application of safety regulations and precautions for high diving and diving;	2	2
<b>Total</b>		<b>5</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ know basic concepts of methods for improving and teaching motor sports skills in special consideration of teaching subject and method competence;</li> <li>▪ are able to plan and conduct training with/without small and big equipment based on theory in consideration of age-specific and gender-specific requirements;</li> <li>▪ have acquired development-relevant knowledge of the importance of promoting posture for health and can impart basic concepts of promoting posture in a differentiated manner and subject-oriented.</li> <li>▪ can illustrate training-scientific concepts with regard to training in swimming and implement them in lessons with pupils;</li> <li>▪ are able to plan, conduct and evaluate teaching sequences in the water in consideration of educational standards;</li> <li>▪ are able to recognise errors in the execution of movements and to take appropriate corrective measures.</li> </ul>			
<b>Prerequisites:</b> successful completion of compulsory modules 1, 4 and 5			

10.	<b>Compulsory Module: Dance Theatre and Games in Physical Education and Sport</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Subject Didactics Dance Theatre</b> Advanced study and use of selected dance styles, types of gymnastics movement arts; designing creative individual and group performances with music according to the criteria of educational standards and school curricula; improving one's methodical-didactical repertoire as well as planning and teaching sequences in consideration of gender-specific differences, imparting of subject-didactical concepts and reflection on them with regards to actual teaching;	2	2
<b>b.</b>	<b>VU Subject Didactics Movement and Sports Games</b> Knowledge of concepts for developing the ability to play in consideration of the educational standards and "playful movement actions" of the curriculum for the subject of physical education; knowledge of sports games relevant for school sports (e.g. hockey, flag football, ultimate frisbee); skills for designing teaching in a coeducational, gender- and diversity-sensitive fashion;	1	
<b>c.</b>	<b>VU Subject Didactics Sports Games</b> Organising and conducting teaching sequences in popular sports games in consideration of tactical measures or/and game-specific technical elements as well as gender-specific differences; Acquisition basic technical skills and tactical measures valid for different sports games; knowledge of the rules and types of competition of selected sports games; knowledge of incorrect execution of techniques and tactical measures of different sports games and corrective measures;	1	1
<b>d.</b>	<b>VU Subject Didactics Social Education in Movement and Sports</b> Concepts of social teaching and learning; Fundamentals of ethics and concepts of implementation in different movement actions within the scope of the curriculum as well as under the perspective of educational standards and inclusion; Lesson design in the subject physical education under the aspects of fairness, equal opportunities and competition; models to describe social dynamics in groups and classes and possibilities of intervention;	1	1
<b>Total</b>		<b>5</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have in-depth knowledge of other selected directions of dance, gymnastics and the arts of movement and can apply these in a differentiated, gender- and diversity-sensitive fashion;</li> <li>▪ are able to creatively design and apply individual and group designs with music in accordance with the criteria of educational standards and the contents of the school curriculum;</li> <li>▪ are able to design teaching sequences for teaching physical education;</li> <li>▪ are able to change rules of movement and sports game as well as organisational forms of competitions together with the pupils as befits the situation;</li> <li>▪ know models for describing social dynamics and are able to plan, implement and evaluate teaching for developing social competences;</li> <li>▪ have the relevant knowledge for designing communication processes for teaching movement, sports and body-related contents;</li> <li>▪ are able to design their teaching in consideration of gender, diversity and inclusion.</li> <li>▪ know methods of instruction and evaluation to develop the acquisition of technical skills as well as the ability to play in different methodical-didactical way</li> <li>▪ are able to explain, demonstrate and correct – based on their subject-didactic competences – structures and contents of sports games in consideration of their target group.</li> </ul>			

<b>Prerequisites:</b> successful completion of compulsory modules 2, 3, 4, 5, 6, 7 and 8
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11.	Compulsory Module: Empirical Methods	h	ECTS-Credits
	<b>PS Empirical Methods</b> Object of empirical examinations in sports science; examination planning, quality criteria of data collection; methods of descriptive statistics, fundamental methods of inferential statistics (samples, significance test);	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module have a fundamental knowledge of research methods in sports science. They are able to plan and conduct empirical examinations and are able to competently apply data-specific methods of analysis.			
<b>Prerequisites:</b> none			

12.	Compulsory Module: Performance Improvement in Physical Education and Sport	h	ECTS-Credits
a.	<b>VU Subject Didactics: Performance Improvement I Apparatus Gymnastics – Parkour – Trampoline – Acrobatics</b> Advancing basic techniques of apparatus gymnastics, acrobatics, trampolining and parkouring; Knowledge of subject-didactical concepts for teaching gymnastic-acrobatic skills with special regards to parkouring; Planning and conducting of teaching sequences for acquiring badges in apparatus gymnastics as specified by educational standards;	2	2
b.	<b>VU Subject Didactics: Performance Improvement II Swimming and Athletics</b> Acquisition of sports-didactical teaching concepts for swimming, diving, high diving, playing as well as the ability to use them in consideration of the educational standards of the subject of physical education; Acquisition of diverse game and training forms in the water in consideration of heterogeneous groups and limited space; Acquisition of sports-didactical teaching concepts for teaching throwing, jumping, running as well as the ability to use them in consideration of the educational standards of the subject of physical education;	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ are qualified to plan and conduct gymnastic-acrobatic skills as well as elements of trampolining and parkouring in a competence-oriented fashion and in consideration of the age group and the different organisational forms;</li> <li>▪ are able to implement subject-didactical concepts for teaching water sports-specific skills and different game forms to heterogenous groups in consideration of competence models and the specific age group;</li> <li>▪ are able to design differentiated and competence-oriented teaching sequences in swimming despite the limits imposed by the setting;</li> <li>▪ have sufficient knowledge about achievement badges in apparatus gymnastics, swimming and athletics and are able to plan and hold appropriate teaching units;</li> <li>▪ know numerous game and training forms of athletics and are able to teach them in a competence-oriented way and in consideration of the age group.</li> </ul>			

	<b>Prerequisites:</b> successful completion of compulsory modules 9 and 10
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13.	<b>Compulsory Module: Psychology and Pedagogy for Physical Education and Sport</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Sports Psychology</b> Basic theories, models and intervention areas of sports psychology; introduction to research methods of sport psychology in consideration of gender-specific aspects; introduction to movement-related health psychological models;	1	2
<b>b.</b>	<b>PS Sports Education</b> Empirical examination of selected issues in sports education with scientific methods; Planning, developing and presenting of a course paper baser corresponding to scientific criteria; Knowledge, application and interpretation of evaluation procedures of the selected research design;	1	3
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have fundamental knowledge of the role of emotional, motivational, cognitive and social factors in sports and physical education;</li> <li>▪ are able to understand class-related learning and teaching processes against the background of psychological insights;</li> <li>▪ know important theories relating to personality, self-effectiveness, attribution and behaviour;</li> <li>▪ are able to deal with a question in sports education in a paper using appropriate research methods;</li> <li>▪ can substantiate their general and subject-specific actions and work on questions using appropriate methods on their own or in a team</li> <li>▪ are able to evaluate results of research in sports education for their relevance for the subject physical education.</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory modules 3, 5 and 11		

14.	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> Use of presentation, feedback, moderation techniques and their appropriate use in teaching sequences in the subject Physical Education; planning and implementation of teaching within the scope of the curriculum and educational standards as well as in consideration of gender-specific and intercultural perspectives; implementation of approaches of inclusion for differentiated and subject-oriented teaching of movement and sports in consideration of age group, ability, performance and gender-differences for different target groups; evaluation and documentation teaching practice in the subject Physical Education from different didactical perspectives; teaching at resp. school locations;	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ are able to plan and implement teaching sequences considering appropriate presentation, feedback and moderation techniques;</li> <li>▪ are able to reflect and develop individual learning processes and experiences;</li> <li>▪ are able to summarise the knowledge acquired within the scope of the study programme and to develop lessons in the subject Physical Education based on the curriculum and educational standards.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 12

15.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p><b>SE Bachelor's Seminar</b> Implementation of a project in sports science by using project-relevant methods of data collection and statistical evaluation procedures; application of different evaluation procedures, presentation and discussion of the results. Within the scope of the seminar a Bachelor's Thesis corresponding to 4 of the overall 5 ECTS-Credits must be written.</p>	2	1 + 4
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ have the competence to plan examinations and elaborate a written thesis according to current scientific guidelines;</li> <li>▪ have fundamental knowledge of quantitative and qualitative research methods;</li> <li>▪ understand the possibilities of application of research methods relating to movement- and sports-related phenomena in the subject physical education;</li> <li>▪ are able to work out topic for a scientific Bachelor's Thesis based on theory and in an appropriate manner regarding methodology and form.</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 3, 5, 7, 10, 11, 12 and 13		

16.	Compulsory Module: Special Topics in Sports Science	h	ECTS-Credits
	<p><b>Courses covering a total of 5 ECTS-Credits must be selected from the following courses of the Bachelor's Programme in Sports Science:</b>  <b>VO Specific Aspects of Anatomy</b> (2 h, 5 ECTS-Credits)  <b>VO Specific Aspects of Exercise Physiology</b> (2 h, 5 ECTS-Credits)  <b>VU Applied Exercise Physiology</b> (2 h, 4 ECTS-Credits)  <b>VO Specific Aspects of Training Science</b> (1 h, 2 ECTS-Credits)  <b>VU Applied Training</b> (1 h, 3.5 ECTS-Credits)  <b>VU Training Schedules</b> (1 h, 2 ECTS-Credits)  <b>VU Specific Aspects of Training</b> (1 h, 2 ECTS-Credits)  <b>VU First Aid</b> (2 h, 2 ECTS-Credits)  <b>VO Nutrition in Sports</b> (1 h, 2 ECTS-Credits)  <b>UE Applied Biomechanics</b> (1 h, 2 ECTS-Credits)  <b>VO Specific Aspects of Sports Psychology</b> (1 h, 2 ECTS-Credits)  <b>VO Specific Aspects in Sport Science</b> (1 h, 2 ECTS-Credits)  <b>VU Applied Sports Science</b> (1 h, 1 ECTS-Credit)  <b>UE Applied Sports Psychology</b> (2 h, 3.5 ECTS-Credits)  <b>VO Specific Aspects of Sports Sociology</b> (1 h, 1.5 ECTS-Credits)  <b>VO History of Sports</b> (1 h, 1 ECTS-Credit)  <b>EX Cross-Country Skiing</b> (2 h, 2 ECTS-Credits)</p>		

	<b>EX Snowboarding</b> (2 h, 2 ECTS-Credits) <b>EX Mountain Biking</b> (2 h, 2 ECTS-Credits) <b>UE Game Sports</b> (1 h, 1 ECTS-Credit) <b>UE Specialisation in a Basic Sport of your Choice: Swimming, Track and Field Athletics, Sports Games, Apparatus Gymnastics, Gymnastics and Dance</b> (2 h, 2 ECTS-Credits) or <b>Racket Games and Movement in the Water</b> (1 h, 1.5 ECTS-Credits) <b>UE Far East Movement Cultures</b> (1 h, 1 ECTS-Credits) <b>VO Inclusion in Sports</b> (1 h, 2 ECTS-Credits) <b>VO Sports and Health Tourism</b> (1 h, 2 ECTS-Credits) <b>UE Designing Studies and Statistical Analysis</b> (1 h, 2.5 ECTS-Credits) <b>UE Climbing</b> (2 h, 2 ECTS-Credits)		
	<b>Total</b>	-	<b>5</b>
<b>Learning Outcomes:</b> This module serves the expansion of the study programme and the acquisition of additional qualifications.			
<b>Prerequisites:</b> The registration requirements specified by the respective curricula must be met.			

## Section 2: Subject Art Education

### § 1 Subject-specific qualification profile

The Bachelor Secondary School Teacher Programme (General Education) for the subject of Art Education takes into account that factual knowledge is, thanks to new digital media (Internet, tablets, smartphones), almost omnipresent and readily at hand. Instead of accumulating knowledge, graduates acquire orientation knowledge. They understand education not as a possession, but as a process and practice, contribute to the expert public and actively contribute to the subject as learning system (exchange of knowledge and experience).

In the following the respective competences for the artistic, subject-scientific, subject-didactic, educational-scientific and school-practical field are elaborated.

#### (1) Artistic and subject-scientific competences

Graduates of the Bachelor Secondary School Teacher Programme (General Education) for the subject of Art Education are after the completion of the Bachelor's programme able to

- plan, realise, present and discuss own artistic pieces.
- to reflect on, present and discuss the development of arts and the definition of arts, facets of contemporary definitions of arts, theories of visual media and their importance for society and culture.
- recognise, present and discuss the differences and relationships between artistic practice, the science of arts and everyday life and the aesthetics of everyday life.
- select and use procedures and methods of artistic and scientific research with regards to the respective issue; The recognise the unclosing relationships and are able to impart their artistic position.
- use methods of arts science and cultural science for describing and analysing arts
- (historic and contemporary), aesthetics of everyday life (visual media, design and the like) and designed environments.
- present, communicate and document their artistic work in a professional manner and in different contexts (e.g. exhibitions).
- interpret, communicate and document the development of arts and the definition of arts, the facets of the contemporary definition of arts, theories of visual cultural and media in consideration of conventions in the science of arts and culture.
- independently recognise issues and problems and find individual, contemporary artistic solutions.
- to independently recognise, work on and teach issues and problems relating to arts, culture and media science.
- make artistic processes understandable in their course and development and to present them.
- depict learning processes of subject-specific contents.
- establish a connection between artistic practice and artistic work of children and youths and to select appropriate teaching concepts and methods.
- to relate findings in the science of arts and culture to the world of the pupils and the currently valid curricula.
- proof lastingly acquired knowledge and abilities of their pupils by using suitable evaluation processes.

#### (2) Subject-didactical skills

Graduates of the Bachelor Secondary School Teacher Programme (General Education) in the subject of Arts Education are after completion of the Bachelor's programme able to

- reflect on and present current theories and contents in art education and to reflect on the changing requirements of the subject with regards to issues of inclusion and diversity.
- recognise differences or relationships resp. between artistic practice, the science of arts, visual culture and subject-specific didactics and to clearly present these difference/relationships.

- to plan their art education classes according to the currently valid curriculum and in consideration of the available materials and social and cultural conditions.
- flexibly use different methodological teaching-learning-forms for their teaching as befits the situation.
- to design multi-perspective learning environments for arts and cultural education in consideration of the age, interests and social and cultural background of the students, as well as their physical and mental needs.
- use teaching media and technologies according to the needs of the pupils.
- diagnose the performance level and learning process of the learners.
- use measures for supporting learning processes as befits the situation.
- plan and implement teaching formats.
- recognise and work on subject-specific didactical issues on a scientific level, individually/in cooperation.

## **§ 2 Admission examination**

In addition to the general admission requirements for regular students and the admission requirements for the Bachelor Secondary School Teacher Training Programme (General Education), admission to the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Art Education requires acc. to the Universities Act 2002 the positive completion of the admission examination for assessing the artistic aptitude.

More detailed regulations of the admission examination, the passing of the modules and the Bachelor's Thesis are regulated by the guidelines of the curriculum committee of the Mozarteum University Salzburg (guidelines).

## **§ 3 Maximum number of participants**

1. Artistic one-to-one courses (KE): 30
2. Artistic group courses (KG): 15
3. Introductory seminars (PS): 15
4. Seminars (SE): 15
5. Tutorials (UE): 15
6. Lecture-tutorials (VU): 15
7. PR Practical courses: 14



#### § 4 Compulsory Modules

The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	<b>Compulsory Module: Orientation in the Field of Contemporary and Historical Arts</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Contemporary Art</b> Positions and schools of contemporary art, cultural activities, exhibitions, art trade, publications, players, events	3	2
<b>b.</b>	<b>VO History of Arts I</b> Overview of the development of arts in consideration of non-European cultures, epochs, organizing principles	2	2
<b>c.</b>	<b>VO History of Arts II</b> Overview of the development of arts in consideration of non-European cultures, epochs, organizing principles	2	2
	<b>Total</b>	<b>7</b>	<b>6</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ are able to discuss fundamental questions in the contemporary art scene.</li> <li>▪ are able to use the offers of cultural institutions and place their own artistic work in the context of the discourse on art.</li> <li>▪ have gained an overview of the development of art from its beginnings to the present.</li> <li>▪ are able to place works from different epochs of art history with appropriate methods with regards to time, function and politics.</li> <li>▪ recognise art as communicative medium and are able to critically deal with cliché formation, exclusion and other socio-political aspects.</li> <li>▪ are aware of the construction of social genders are able to discuss this topic in the field of contemporary art and in the context of phenomena of everyday culture.</li> <li>▪ continuously increase their knowledge about the development of European and non-European art by reading, visiting museums and exhibitions to the completion of the Bachelor's programme.</li> </ul>			
<b>Prerequisites:</b> none			

2.	<b>Compulsory Module: Orientation in Sciences of Arts and Didactics of Arts</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Introduction to Subject-Specific Didactics for Art Education</b> Basic concepts and related disciplines of art education; development of children's drawings; theories of creativity; subject-specific history; inclusion and diversity; role of the art teacher	2	2
<b>b.</b>	<b>PS Subject-Didactic Theories of Art Education</b> Current texts on art education	2	2
<b>c.</b>	<b>PS Introduction to Academic Work in the Field of Art/Cultural Studies</b> Analysis and interpretation methods in arts studies	2	3
	<b>Total</b>	<b>6</b>	<b>7</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ are able to name the tasks and functions of subject-specific didactics for art education.</li> <li>▪ know concepts of art education and can analyse and reflect on them.</li> <li>▪ understand art education against the backdrop of their biography.</li> <li>▪ understand the importance of aesthetic socialization of children and youths.</li> </ul>			

	<ul style="list-style-type: none"> <li>▪ show understanding and have respect for the learners and are sensitive towards their diversity (social, cultural, ethnical and religious background, age and developmental stage, learners with special needs) and can develop appropriate subject-didactic concepts based on this.</li> <li>▪ are able to relate their own teaching experience to basic concepts of art education and place them in their own biography;</li> <li>▪ are ready to follow the discussion on subject-didactics;</li> <li>▪ understand scientific texts of the discipline and related sciences, are able to summarise them in a structured way and link them with their own thoughts and positions;</li> <li>▪ are able to undertake research on actual issues in arts science and the didactics of arts and deal with a topic in a logical and comprehensive way.</li> </ul>
	<b>Prerequisites:</b> none

3.	<b>Compulsory Module: Artistic Practice (Orientation)</b>	h	ECTS-Credits
a.	<b>KE Artistic Fundamentals I</b> Fundamental techniques and materials for artistic practice and their individual use, supervised development of ideas and projects in different fields of arts	5	3
b.	<b>KE Artistic Fundamentals II</b> Basic terms of visual thinking, techniques and materials for artistic practice and their individual use, supervised development of ideas and projects in different fields of arts (excursions to exhibitions, work excursions)	8	5
	<b>Total</b>	<b>13</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ develop ideas and projects in different fields of arts under guidance.</li> <li>▪ are able to select and use appropriate materials and methods for their own artistic projects.</li> <li>▪ can interpret connections and their own views by drawing.</li> <li>▪ use drawing as a research method.</li> <li>▪ are able to develop, test and discuss their own ideas in different fields of arts.</li> <li>▪ are able to use artistic techniques and materials in a reflected manner.</li> </ul>		
	<b>Prerequisites:</b> none		

4.	<b>Compulsory Module: Arts Education</b>	h	ECTS-Credits
a.	<b>VO Methods of Arts Education</b> History and methods of arts education	2	2
b.	<b>UE Analysis of Individual Works of Art</b> Description, analysis and interpretation of works of art from the past and present, also compared to originals, literature in arts education	2	2
	<b>Total</b>	<b>4</b>	<b>4</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ are able to develop, realise and reflect on age- and situation-appropriate methods for teaching arts.</li> <li>▪ are able to independently develop working materials.</li> <li>▪ recognise the different needs of their target groups and are able to develop and use methods with regards to diversity.</li> </ul>		

<b>Prerequisites:</b> none
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<b>5.</b>	<b>Compulsory Module: Visual Culture</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Visual Cultures / Aesthetics of Everyday Life</b> History of visual media, theories of visual culture	2	3
<b>b.</b>	<b>VO Methodology for Teaching Visual Culture</b> Methods for creatively dealing with, examining and analysing visual cultures in consideration of current subject-specific didactical theories and models	2	2
<b>Total</b>		<b>4</b>	<b>5</b>

<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ are able to describe current and historic visual media with regards to subjective, socio-cultural and political realities;</li> <li>▪ are able to intentionally interpret the integrative and discriminating functions of the media;</li> <li>▪ are able to critically reflect on and discuss their expansive knowledge of the visual media with regards their effects;</li> <li>▪ are able to deal with aspects of visual culture irrespective of their own aesthetical and cultural preferences, deal with them in their teaching in an appropriate way and create a learning environment promoting creative implementation;</li> <li>▪ expand their knowledge about visual media and are interested in current developments in visual culture in general and children and youth cultures in particular.</li> </ul>			
<b>Prerequisites:</b> none			

<b>6.</b>	<b>Compulsory Module: Artistic Practice (Development</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Development of Artistic Practice I</b> Investigation of artistic media and processes based on one's own interests; conception and realization of artistic ideas and projects; creative thought processes	8	5
<b>b.</b>	<b>KE Development of Artistic Practice II</b> Investigation of artistic media and processes based on one's own interests; conception and realization of artistic ideas and projects; creative thought processes	8	5
<b>Total</b>		<b>16</b>	<b>10</b>

<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ understand visual-artistic thinking as basis of artistic processes.</li> <li>▪ know their preferred techniques, possibilities and materials.</li> <li>▪ know methods of advanced visual-creative work.</li> <li>▪ are able to reflect on, use and discuss artistic methods.</li> <li>▪ develop and realise artistic ideas and projects.</li> <li>▪ are able to largely independently think and act in a visual-creative way in different fields of arts.</li> <li>▪ investigate artistic media with regards to their own interests.</li> <li>▪ develop different practical and theoretical skills.</li> <li>▪ create, design and realise their own artistic ideas and projects;</li> <li>▪ are able to see their work in relation to and in the context of other artistic expressions.</li> </ul>			
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<b>Prerequisites:</b> successful completion of compulsory module 3
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<b>7.</b>	<b>Compulsory Module: Digital Image /Communication Design</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KG Perception and Drawing</b> Fundamental aspects and methods of drawing	3	2
<b>b.</b>	<b>KG Practice of Visual Semiotics</b> Visual semiotics, theories of visual media, multimodal communication, fundamentals of information design, photo- and videography, digital picture composition and manipulation, animation	4	3
<b>c.</b>	One of the following courses must be selected: <b>KG In-Depth Study of Digital Images</b> Digital photography, picture editing and manipulation, video, animation; one or several individual projects are realized in these fields.  <b>KG In-Depth Study of Information Design</b> Design of multimodal communication offers (image, sound, text), e.g. exhibitions, teaching-learning materials, Internet presences, layouts and similar by using digital media and techniques	2	3
<b>Total</b>		<b>9</b>	<b>8</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ know the fundamental functions of apparatuses and programmes for digital image and text design.</li> <li>▪ use (audio)visual media in consideration of creative aspects for producing and editing of images and multimodal information offers.</li> <li>▪ are able to substantiate the use of visual signs with semiotic and media-scientific theories and models.</li> <li>▪ follow the development of visual media with regards to technology, culture and society and expand their competences in this field and consider them appropriately.</li> <li>▪ expand their understanding of arts and media with their own practice and reflection.</li> <li>▪ are able to use their understanding of arts and media for their creative-visual and pedagogical work.</li> <li>▪ are aware of the ethical and moral implications of visual design, consider them and are able to pass this knowledge on to their pupils.</li> </ul>			
<b>Special notes:</b> The contents of the courses of this module are closely connected to the artistic practice of the students.			
<b>Prerequisites:</b> none			

<b>8.</b>	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> Preparation, holding and evaluation of classes in Art Education considering current subject-didactical theories and models; specific teaching methods of Art Education; competence-orientated assignment of tasks and individualization; consideration of the aesthetic socialization of children and youths, dealing with diversity and gender aspects; resource management; reflection on the teaching in consideration of teaching and learning; development and	1	5

	use of instruments for evaluation; the subject-specific practical course includes the getting-to-know the practical fields at school, sitting-in on classes and the holding of classes or sequences in the subject of Art Education, as well as a preparatory, supporting and follow-up phase at the university.		
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ are able to correctly and understandably prepare and plan their specific knowledge for their teaching.</li> <li>▪ are able to realise and evaluate their classes according to the principles of contemporary art didactics.</li> <li>▪ are able to reflect on art-didactic research results, theories and models in the context of teaching reality and to critically reflect on their teaching;</li> <li>▪ hand on their knowledge to their colleagues and contribute to expert discourse</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory module 2		

<b>9.</b>	<b>Compulsory Module: Sciences of Arts, Visual Culture, Didactics of Arts (Extension)</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Aspects of Image and Everyday Culture as a Topic for Teaching Art</b> Exploration of different visual cultures for teaching in consideration of current subject-specific didactical theories and models (artistic practical tasks, observation, description, analysis)	2	2
<b>b.</b>	<b>SE Exemplary Work in the Science of Arts</b> Exemplary current research perspectives in the science of arts	2	3
<b>c.</b>	One of the following courses must be selected: <b>SE Art Education with Originals</b> Independent working in the face of original works considering iconographic and iconological aspects  <b>SE Seminar in the Science of Arts/Cultural Science</b> Selected topics in the science of arts/cultural science	2	3
	<b>Total</b>	<b>6</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ know about the importance of the place or the context resp. in which the piece of art is perceived (in situ, museum, gallery) for their iconographic analysis and iconological interpretation.</li> <li>▪ can instruct pupils to observe, describe and analyse selected aspects of own or foreign visual cultures, to see them in larger cultural contexts and critically assess them.</li> <li>▪ can develop topics and tasks for creative-practical lessons considering current subject-specific didactical theories and models in the field of the science of arts and cultural science.</li> <li>▪ are able to independently develop methods for observation, description and analysis of different cultures for their teaching.</li> <li>▪ refine their terminology for describing and imparting art and advance their theory-based reflection.</li> <li>▪ are able to connect their knowledge of arts and culture with their knowledge in art education.</li> <li>▪ are able to critically reflect on arts and picture phenomena and to understand and communicate their respective cultural context.</li> </ul>		

	<ul style="list-style-type: none"> <li>independently deal with exemplary current research perspectives in arts and cultural science and are able to take up and communicate a reflected stance on the current fields in arts</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 2

10.	Compulsory Module: Architecture for Arts Educators	h	ECTS-Credits
a.	<b>VO Architecture for Environmental Design</b> Planning strategies and methods in architecture, environmental planning and product/industrial design; social, cultural, economic, ecological and political conditions of architectures, environmental design and product/industrial design	2	3
b.	<b>SE Didactics in Design and Architecture</b> Methods for describing, analysing and creative-practical elaboration of buildings, designed environments and public spaces with selected examples in consideration of current subject-didactical theories and models	2	3
	<b>Total</b>	<b>4</b>	<b>6</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>are able to describe and critically discuss public and private buildings and rooms and examples of product and industrial design from a social, functional, cultural, economic, political and ecological perspective.</li> <li>are able to develop teaching models (reflecting and creative) on issues in public and private building appropriate for the age of the pupils.</li> <li>understand designed environments as condition for living together, also in relation to inclusion and diversity, e.g. barrier-free access, and are able to teach this correlations.</li> <li>follow the design of public spaces and discuss their conditions and effects regularly in class.</li> </ul>		
	<b>Prerequisites:</b> none		

11.	Compulsory Module: Artistic Practice (Extension) I	h	ECTS-Credits
	<b>KE Artistic Practice (Extension) I</b> Realization of and reflection on works of own's own artistic works; further development and realization of working techniques, concepts, ideals and projects; reflection on own's own work in the context of art discourse and relevance for society	8	5
	<b>Total</b>	<b>8</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>know the main focus of their own artistic work.</li> <li>know the relationships between idea, technique and realization of their own artistic work.</li> <li>know the artistic methods required for their own artistic work.</li> <li>know the theoretical context of their own artistic work.</li> <li>work independently.</li> <li>independently realise and reflect on their work in the main field of their artistic practice.</li> <li>are able to adequately select and apply working techniques and materials.</li> <li>develop and realise concepts, ideas and projects.</li> <li>are able reflect on and present their own work in the context of art discourse and their relevance for society.</li> <li>independently realise artistic work.</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ independently experiment and research with artistic media and methods;</li> <li>▪ are able to critically discuss their own artistic work and the work of others.</li> <li>▪ are able to impart creative-visual thinking, artistic concepts, ideas and projects to learners.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 6

12.	<b>Compulsory Module: Artistic Practice (Extension) II</b>	h	ECTS-Credits
	<b>KE Artistic Practice (Extension) II</b> Realization of and reflection on works of owns own artistic works; further development and realization of working techniques, concepts, ideals and projects; reflection on own's own work in the context of art discourse and relevance for society	10	6
	<b>Total</b>	<b>10</b>	<b>6</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ know the main focus of their own artistic work.</li> <li>▪ know the relationships between idea, technique and realization of their own artistic work.</li> <li>▪ know the artistic methods required for their own artistic work.</li> <li>▪ know the theoretical context of their own artistic work.</li> <li>▪ work independently.</li> <li>▪ independently realise and reflect on their work in the main field of their artistic practice.</li> <li>▪ are able to adequately select and apply working techniques and materials.</li> <li>▪ develop and realise concepts, ideas and projects.</li> <li>▪ are able reflect on and present their own work in the context of art discourse and their relevance for society.</li> <li>▪ independently realise artistic work.</li> <li>▪ independently experiment and research with artistic media and methods;</li> <li>▪ are able to critically discuss their own artistic work and the work of others.</li> <li>▪ are able to impart creative-visual thinking, artistic concepts, ideas and projects to learners.</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory module 11		

13.	<b>Compulsory Module: Artistic Practice (Extension) III</b>	h	ECTS-Credits
	<b>KE Artistic Practice (Extension) III</b> Realization of and reflection on works of owns own artistic works; further development and realization of working techniques, concepts, ideals and projects; reflection on own's own work in the context of art discourse and relevance for society	10	6
	<b>Total</b>	<b>10</b>	<b>6</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ know the main focus of their own artistic work.</li> <li>▪ know the relationships between idea, technique and realization of their own artistic work.</li> <li>▪ know the artistic methods required for their own artistic work.</li> <li>▪ know the theoretical context of their own artistic work.</li> <li>▪ work independently.</li> <li>▪ independently realise and reflect on their work in the main field of their artistic practice.</li> <li>▪ are able to adequately select and apply working techniques and materials.</li> <li>▪ develop and realise concepts, ideas and projects.</li> <li>▪ are able reflect on and present their own work in the context of art discourse and their</li> </ul>		

	relevance for society. <ul style="list-style-type: none"> <li>▪ independently realise artistic work.</li> <li>▪ independently experiment and research with artistic media and methods;</li> <li>▪ are able to critically discuss their own artistic work and the work of others.</li> <li>▪ are able to impart creative-visual thinking, artistic concepts, ideas and projects to learners.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 12

14.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	Providing the availability of places, courses corresponding to 9 ECTS-Credits can be chosen from one's subject and/or other curricula of Bachelor or Diploma programmes at the Mozarteum Salzburg/location Innsbruck and the University of Innsbruck, with the exception of the other teaching subject, as well as from offers of other post-secondary educational institutions home and abroad. It is recommended to choose courses from the school-practical field and on gender-specific aspects and inclusive educational science.  Attending the following course is also recommended: KE Artistic Practice (Extension) (7 hrs./5 ECTS-Credits)		9
	<b>Total</b>		<b>9</b>
	<b>Learning Outcomes:</b> This module aims at advancing and expanding the study programme by acquiring additional qualifications..		
	<b>Prerequisites:</b> The registration prerequisites of the respective curricula must be met.		

15.	Compulsory Module: Bachelor's Thesis Seminar	h	ECTS-Credits
	<b>SE Bachelor's Thesis Seminar</b> Theoretical and methodological discussion of research questions from the field of art education; introduction of the research project. Within the scope of this seminar a Bachelor's Thesis corresponding to 6 of altogether 7 ECTS-Credits must be written.	2	1 + 6
	<b>Total</b>	<b>2</b>	<b>7</b>
	<b>Learning Outcomes:</b> The graduates of this module are able to deal with a subject-specific or didactic subject with a connection to the practical field of school in a methodical correct manner and to present the result of this examination in a well-understandable written and oral form.		
	<b>Prerequisites:</b> successful completion of compulsory modules 2 and 4		



## Section 3: Subject Biology and Environmental Protection

### § 1 Subject-specific qualification profile

#### (1) Subject-Specific Competences

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Biology and Environmental Protection are able to impart the knowledge acquired to pupils in secondary schools (according to the ‘Schulunterrichtsgesetz’ School Education Act) in a competent manner with regards to the contents of the subject and subject-didactics and with this they awaken the pupils’ interest in different aspects of biology.

They have a well-founded knowledge in all main fields of biology (with special regards to the curricula of secondary schools) and are able to apply this knowledge in the respective context and interdisciplinary combine biological disciplines with the fundamentals of natural science.

They have a command of biological work techniques in the laboratory and in the field and understand the fundamental principles of research in natural science (planning, implementation, report, presentation).

They understand the principles of sustainability and are able to impart a sense of responsibility for nature and environment and to teach appropriate ways of acting.

#### (2) Subject-Didactical Competences

Graduates are able to prepare biological contents according to the individual needs of the pupils and for learning together in consideration of heterogeneity and inclusion. They are able to support the pupils in their understanding of contents and to apply this knowledge in new contexts.

They are able to include current research results of biology in teaching, connect biological contents to the pupils’ world of experience and to illustrate them with interesting experiments and practical assignments in the classroom and during field excursions.

They have acquired a fundamental knowledge of subject-didactical theories and models of biology lessons and theory-based gender competence and are able to use this knowledge effectively in the classroom and to evaluate and question their actions appropriately.

### § 2 Maximum number of participants

PR Practical Courses: 14

### § 3 Compulsory Modules

#### (1) Compulsory Modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Fundamentals of Natural Sciences	h	ECTS-Credits
a.	<b>VO Applied Mathematics and Statistics</b> Basic concepts of mathematics; simple equation systems; linear and polynomial functions; linear interpolation and regression; basic concepts of descriptive statistics; correlation, regression and variance analysis	1	1.5
b.	<b>VO Inorganic and Organic Chemistry for Biologists</b> Fundamentals of atoms, molecules and ions, electron structure of atoms; basic concepts of chemical bonding; characteristics of solutions, equilibrium of acids and bases; introduction to organic chemistry with regard to biologically relevant compound classes and reaction types	1	2
c.	<b>VO Geology, Origin of Life, Geological Eras</b> Fundamentals of the formation of the earth, structure and composition of the earth crust; exogenous and endogenous dynamics; minerals and rocks, geochronology, overview of the formation and appearance of different life forms in different geological eras	1	1.5
<b>Total</b>		<b>3</b>	<b>5</b>

	<p><b>Learning Outcomes:</b>  Graduates of this module understand natural scientific fundamentals of biology and are able to teach and apply them. They have acquired the skill to autonomously work on similar contents. They know about the natural scientific fundamentals of biology, understand important connections between biology and chemistry on the one hand, and biology and geology in the other hand, and they are able to describe and analyse biological connections with mathematical methods.</p>
	<p><b>Prerequisites:</b> none</p>

2.	Compulsory Module: General Biology 1	h	ECTS-Credits
a.	<p><b>VO Cell Biology and Cell Physiology</b>  Construction and function of prokaryotic and eukaryotic cells and their elements, such as cell wall, plasma membrane, cell nucleus, mitochondria, chloroplasts, golgi-apparatus, vesicles, flagella; cell physiological fundamentals, such as cell respiration, transport mechanisms, cellular communication; C- and N-metabolism; cell cycle</p>	2	2.5
b.	<p><b>VO Biochemistry</b>  Fundamentals of biochemistry: nucleic acids, amino acids, protein structures, biochemical methods, functions and regulations of enzymes, mechanisms of signal transduction; central metabolic pathways: glycolysis, citric acid cycle, respiratory chain, ATP-synthesis, oxidation of fatty acids</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module have the skills to teach the contents of this module and to autonomously work on similar contents. They know about the structure and function of animal, plant and microbe cells.</p>		
	<p><b>Prerequisites:</b> none</p>		

3.	Compulsory Module: General Biology 2	h	ECTS-Credits
	<p><b>VO Systematics and Evolution</b>  Principles of systematics, overview of the diversity of organisms, their systematic classification as well as important evolutionary relationships based on selected examples from different organisational levels.</p>	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module understand the contents of the lecture and have the competence to teach and apply them. They are able to autonomously work on similar contents. They know about diversity, the systematic classification of organisms and important trends in evolutionary development and recognise different organismic organisation levels.</p>		
	<p><b>Prerequisites:</b> none</p>		

4.	Compulsory Module: Botany 1	h	ECTS-Credits
a.	<b>VU Plant Anatomy</b> Structure of plant cells, structural characteristics of plant tissues and the most important anatomical blueprints of seed plants; microscopic analysis of cell and tissue structures of plants and the blueprints of the plant organs; basic knowledge of working with the microscope and making of simple microscopic preparations.	2	2.5
b.	<b>VO Plant Physiology for Prospective Teachers</b> Physiological, biochemical and biophysical fundamentals of life processes and expressions of plants; metabolic physiology; carbon, water and mineral balance; developmental physiology with internal and external control factors; effect of abiotic environmental factors (radiation, temperature, water and minerals) on physiological processes; habitat-specific physiological adaptations; fundamentals of plant resistance	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module know the most important construction principles of basic organs of plants, the main metabolic processes of plants, the development of plants and they are able to evaluate the influence of abiotic factors on the life of plants.			
<b>Prerequisites:</b> none			

5.	Compulsory Module: Botany 2	h	ECTS-Credits
a.	<b>VO Flora and Vegetation in Central Europe</b> Overview of the vegetation types in Central Europe (deciduous forests, coniferous forests, vegetation at the forest line, alpine vegetation, meadows, moors, lakeshores) and determining environmental factors; valuable species groups and their ecological importance	1	1.5
b.	<b>EU Diversity of Domestic Plants</b> Practical examination of photo-synthetic active native organism groups with examples (algae, mosses and vascular plants); characteristic family characteristics of important flowering plants; plant species in their natural environment in selected habitats	2	2
c.	<b>VO Global Agricultural Plants</b> Issues of global food security; measures for maximizing productivity; classification, morphology, anatomy, ingredients, ecological requirements, cultivation, profit situation and use of cash crops from the tropics, subtropics and temperate zones; classification of crop plants according to their use for human nutrition and according to their products for technical utilization (food crops, spice plants, stimulant plants, industrial crops); basic concepts of merchandises	1	1.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module are able to categorise the vegetation types in Central Europe, address the most important representatives and know the most important types of algae, mosses, lichens and flowering plants. They know the most important crops and agricultural crops in consideration of ecological and cultivation issues for global food security.			
<b>Prerequisites:</b> successful completion of compulsory module 3			

6.	Compulsory Module: Microbiology 1	h	ECTS-Credits
a.	<b>VO Introduction to Microbiology: Significance of Microorganisms</b> Characteristics of viruses, bacteria archaea and fungi; basic aspects of microbial growth and physiological characteristics of microorganisms; ecological significance of microorganisms in particular for material cycles; mineralisation, nitrogen fixation; eu- and dysbiosis	2	3
b.	<b>VO Applied Microbiology &amp; Biotechnology</b> Biotechnological production of microbial products such as organic acids, pharmaceutical products, microbial polymers and enzymes; use of microorganisms in food and animal feed industry and environmental microbiology	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module have fundamental knowledge of general microbiology and the ecological importance of microorganisms. They are able to assess the role of microorganisms in different habitats for global nutrient cycles and know application possibilities of microorganisms in different fields of (environmental)biotechnology and nutritional microbiology.			
<b>Prerequisites:</b> none			

7.	Compulsory Module: Microbiology 2	h	ECTS-Credits
a.	<b>VU Microbial Working Techniques</b> Different methods of microbiology are discussed in theory and practically applied: sterile working; methods for determining microbial cell numbers and mass from different matrices; quantification and influence of microbial growth; specific detection of pathogen microorganisms; food microbiology	3	4
b.	<b>VO Medical Microbiology &amp; Hygiene</b> Relationship between microbes and humans, local and systemic infections, infectious disease control (antimicrobial therapy, vaccinations, hygiene measures), selected infectious diseases, fundamentals of diagnostics of infectious diseases, fundamentals of hygiene with main focus on nosocomial infections and food hygiene.	1	1
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module know how to safely handle microorganisms and have the skills to apply fundamental microbial working techniques in the microbiological laboratory. They understand the fundamentals of medical microbiology and infectious diseases and know theoretical and practical aspects of hygiene.			
<b>Prerequisites:</b> successful completion of compulsory module 1			

8.	Compulsory Module: Zoology 1	h	ECTS-Credits
a.	<b>VO Anatomy and Body Plans of Animals</b> Introduction to the phylogenetic systematics; overview of the body plans and the diversity of animals with special regards to local groups; basic basal patterns of protozoa and metazoa (porifera, coelenterata, mollusca, annelida, arthropoda, deuterostomia, craniota)	2	2.5

<b>b.</b>	<b>UE Anatomy and Body Plans of Animals</b> Overview of the body plans of important animal groups including morphology, anatomy, biology and way of living of selected representatives of different taxa such as protozoa, annelida, gastropoda, arthropoda, teleostei	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module understand the body plans of important animal groups and are able to compare them. They have the competence to independently elaborate and practically apply similar contents.		
	<b>Prerequisites:</b> none		

<b>9.</b>	<b>Compulsory Module: Zoology 2</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Animal Physiology</b> Fundamentals of substance transport and of the energy metabolism in animal organisms; depiction of the structure and function of the organ systems of animals, in particular on the organs of vertebrates	2	3.5
<b>b.</b>	<b>VO Developmental Biology</b> Embryonic development in model organisms (caenorhabditis, drosophila, chicken, mouse) and humans; creation of gametes, mechanism of fertilisation, creation of blastula and gastrulation; regeneration and stem cell systems	1	1.5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module know and understand the fundamentals of substance transport and the energy metabolism and possess know about the developmental biology of important model organisms. They have the competence to independently elaborate and practically apply similar contents.		
	<b>Prerequisites:</b> none		

<b>10.</b>	<b>Compulsory Module: Ecology 1</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Introduction to Ecology</b> Organisms and their environment; populations; interactions between organisms; relationships; ecosystems; complexity of current global environmental issues (e.g. greenhouse effect, global change and biodiversity crisis)	2	3
<b>b.</b>	<b>VO Structure and Function of Selected Ecosystems</b> Flow of energy, substances and information of selected aquatic and terrestrial ecosystems (e.g. lake, flowing waters, forest, grassland ecosystem); ecosystem dynamics and their driving forces	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to present and explain the fundamentals of ecology and structure and function of ecosystems. They have the competence to independently elaborate and practically apply similar contents.		
	<b>Prerequisites:</b> none		

11.	Compulsory Module: Ecology 2	h	ECTS-Credits
a.	<b>PJ Biodiversity of Native Habitats</b> Botanical, limnologic and terrestrial-zoological excursions and samplings in local habitats; knowledge of forms of native flora and fauna and determination of collected organisms in the laboratory; ecological requirements and adaptations of organisms; integration and function of plants and animals as well as effects and dependencies in biocenosis; oral presentation and written paper on a selected topic	3	4
b.	<b>VO Environmental and Nature Protection</b> Legal framework and fundamentals of environmental and nature protection; global, European, national and local requirements; examples of problem-oriented application and practical implementation, management and monitoring; importance and sustainability of environmental and nature protection in the society	1	1
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module are able to present and explain the diversity, ecological requirements and the niches and functions of plants and animals of selected native habitats as well as the fundamentals of environmental and nature protection. They have the competence to independently elaborate and practically apply similar contents.			
<b>Prerequisites:</b> none			

12.	Compulsory Module: Human Biology	h	ECTS-Credits
a.	<b>VO Human Anatomy, Biology and Nutrition</b> Fundamentals of anatomy and physiology of humans; construction and function of organs, organ systems and tissues; nervous and circulation system, neurophysiology, reproductive biology, nutrition, digestive system and metabolism of humans	2	4
b.	<b>VO Pathology</b> Discussion of the concept: a molecule – a disease; different aspects of pathology: from wound healing to diabetes to different forms of cancer	1	1
c.	<b>VO Psychosomatics</b> Interrelation of psychological reactions, procedures and diseases with bodily processes and conditions; treatment of special topics such as eating disorders, adolescence, (auto-)aggressive behaviour, traumatisation	1	1
d.	<b>VO Immunobiology</b> Molecules, cells and organs of the immune system; molecular and cellular mechanisms of the recognition of self and foreign; different components within the framework of immune responses	1	1.5
	<b>Total</b>	<b>5</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Graduates of this Module understand the contents of the lectures and have the competence to reflect on them. They have the competence to independently elaborate and practically apply similar contents. They have knowledge of the biology, the anatomy, the physiology, the nutrition, the pathology, the psychosomatics and the sexuality of humans.			
<b>Prerequisites:</b> none			

13.	Compulsory Module: Molecular Biology	h	ECTS-Credits
a.	<b>VO Molecular Biology for Prospective Teachers</b> Basic concepts of molecular biology; molecular structure of DNA, RNA, proteins, genetic code, structure and function of chromatin; regulation and mechanics of DNA-replication, transcription and translation; fundamental methods for examining DNA, RNA and proteins; application and importance of biomolecular methods beyond the field of biology	1	2
b.	<b>UE Exercises in Molecular Biology for Prospective Teachers</b> Selected model tests on basic approaches and principles of molecular biology: isolation of genomic DNA from animal cells and from plasmid DNA from <i>E. coli</i> ; transformation of plasmid-DNA; quantitative and qualitative analysis of DNA; protein isolation from tissues, protein detection with western blot	2	2.5
c.	<b>VO Genetics</b> Fundamentals of genetics: Mendel and the birth of genetics, chromosome theory of inheritance; molecular genetics: structure of chromosomes; DNA-recombination, mutations and their causes, repairs of DNA-damages; genetic methods in biological and medical research, gene mapping and cloning	1	1.5
d.	<b>VO Genetic Engineering</b> Genetically modified organisms: restriction endonuclease, ligase, plasmid cloning, gene synthesis; recombinant production of proteins: heterologous expression in bacteria, scaling and fermenting, eukaryotic expression systems, transfection and selection methods, in-vitro translation; transgene animals and plants; reproductive cloning of mammals; gene therapy; stem cells	1	1.5
	<b>Total</b>	<b>5</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lectures and have the competence to reflect on them. They have the competence to independently elaborate and practically apply similar contents. They have an overview of functions and structures of DNA, RNA and proteins as well as the regulation of translation, transcription and DNA-replication. They possess fundamental knowledge of methods and procedures of molecular biology, classical and molecular genetics and genetic engineering.		
	<b>Prerequisites:</b> successful completion of compulsory module 2		

14.	Compulsory Module: Global Change and Environment	h	ECTS-Credits
a.	<b>VO Global Ecology</b> Effects of global change on terrestrial and aquatic ecosystems; interaction between social and natural systems in the context of globalisation, global change; sustainable development with regard to commodities; future cultivation of ecosphere; biosphere in politics	2	2.5
b.	<b>SE Global Ecology</b> Discussion, in-depth treatment and exercise of the contents of the lecture	1	1
c.	<b>VO Pollution of Habitats and Environmental Toxicology</b> Global pollution of habitats by pollutants and their ecological effects: aromatic hydrocarbons and crude oil products; pesticides and herbicides; dibenzo-dioxins and furans; polychlorinated biphenyls; heavy metals; environmental stress by combination effects of contaminants and other (biological and anthropogenic) stress factors; methods of quantification of toxic and	1	1.5

	ecotoxic effects		
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to present and explain the fundamentals of global ecology (in particular global changes and their interrelations with ecological processes, the conflict of ecology-economy, sustainable development, human ecology) and environmental toxicology. They have the competence to independently elaborate and interpret similar contents.		
	<b>Prerequisites:</b> none		

15.	Compulsory Module: Teaching Biology	h	ECTS-Credits
a.	<b>VO Introduction to Teaching</b> Teaching Biology as a science; basic education/educational goals of natural sciences, basic concepts and principles of biology lessons, competence model/competence-oriented teaching, models of subject-specific teaching; gender-appropriate teaching	1	1
b.	<b>SE Methods of Teaching Biology</b> Annual plans for teaching the subject matters, design of individual lessons, teaching materials, promoting of a scientific way of working, possibilities of evaluation; gender aspects	1	1.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Graduates of this module have an overview of national and European educational goals of the subject of Biology and Environmental Protection, are familiar with main theories of teaching biology and are able to classify and interpret expert knowledge within a subject-didactical context. They have gained insights into the planning and designing of competence-oriented biology lessons and are able to link subject-didactical theoretical knowledge with reflections of teaching practice.		
	<b>Prerequisites:</b> none		

16.	Compulsory Module: Learning Outside the Classroom	h	ECTS-Credits
	<b>EU Learning Outside the Classroom</b> Principles and theories of learning outside the classroom (e.g. zoological and botanical gardens, school gardens, museums), concrete planning, implementation and reflection of teaching units	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> The graduates of this module are familiar with the principles and theories of learning outside the classroom and are able to apply this knowledge practically. They are familiar with different places for learning outside the classroom and know their potential for teaching and are able to prepare and follow-up these learning experiences in regular lessons in a meaningful fashion.		
	<b>Prerequisites:</b> none		



17.	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> Research topics with direct practical relevance; research-driven teaching planning and implementation; pupils' presentations of biological processes; metaphors; conceptual change	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of this module are able to prepare expert knowledge correctly and comprehensibly in terms of biology lessons and to plan, implement and evaluate their teaching based on the principles of modern biology teaching. They take account of the learners' heterogeneity and consider didactical aspects of inclusion. They are able to reflect on research in the didactics of biology teaching in the context of their teaching practice and to critically reflect their own teaching.		
	<b>Prerequisites:</b> successful completion of compulsory module 15		

18.	<b>Compulsory Module: Research-Oriented Learning in the Biology Classroom</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Didactical Basics of Research-Oriented Learning</b> Teaching methodology and practice of research-oriented learning, planning, implementation and reflection of a minimum of two teaching units, writing of a scientific paper as a preparation for the "Vorwissenschaftliche Arbeit" ("prescientific paper").	2	2
<b>b.</b>	<b>UE Biological Project</b> Planning of a biological research project (question, hypothesis, choice of study system and methods, reflections in terms of sample size and reproducibility); implementation, statistical analysis of results, interpretation, critical questioning of one's own results and discussion of specialist literature; written documentation in form of a scientific report; All steps of the project are carried out under supervision.	1	3
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of this module are familiar with the fundamentals of the way of working in natural sciences and the characteristics of finding processes in natural sciences (nature of science, theory of science and research ethics). They are able to efficiently accompany a research project within the scope of the practical-oriented "prescientific" papers of pupils (i.e. formulate hypothesis, plan appropriate reviews, analyse and present collected data as well as discuss and present results in the context of specialist literature). They are able to research, critically read and process literature and are familiar with correct citation formats. Moreover, they are able to independently write a scientific text and to support pupils to structure and elaborate scientific texts. They are familiar with different teaching methods for promoting research-oriented teaching in class.		
	<b>Prerequisites:</b> successful completion of compulsory module 15		

19.	<b>Compulsory Module: Teaching Biology: Research and Practice</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VO Introduction to Research of Teaching Biology</b>            Research-theoretical fundamentals for making experiments in biology lessons; experimental design (questions, hypotheses, choice of study systems and methods); methods of didactical research in biology: developing of strategies, integrating biological experiments in their school teaching in consideration of subject-specific and didactical issues and in consideration of one's own experiences; gender-relevant aspects, heterogeneity and inclusion</p>	1	1
<b>b.</b>	<p><b>Two Practical Courses with a total of 4 ECTS-Credits must be selected:</b>  <b>UE Botanical Experiments in the Classroom<sup>1)</sup></b> (2 h, 2 ECTS-Credits)            Simple experiments giving insights into the most important vital functions of plants (growth and development, photosynthesis, respiration, water balance and nutrient reception) and suitable for classroom teaching  <b>UE Zoological Experiments in the Classroom<sup>2)</sup></b> (2 h, 2 ECTS-Credits)            Simple experiments from the fields of zoology and human biology, which are suitable for classroom teaching  <b>UE Microbiological Experiments in the Classroom<sup>3)</sup></b> (2 h, 2 ECTS-Credits)            Simple experiments demonstrating the characteristics, ecological role, potential pathogenicity and biotechnological application possibilities of bacteria and fungi in school lessons  <b>UE Molecular Biology Experiments in the Classroom<sup>4)</sup></b> (2 h, 2 ECTS-Credits)            Simple experiments in DNA-analysis: DNA-extraction, DNA-restriction, PCR, gel electrophoresis, transformation and selection, working with databases, virtual cloning, sequence analysis; everyday practical application examples for school lessons  <b>UE Ecological Experiments in the Classroom<sup>5)</sup></b> (2 h, 2 ECTS-Credits)            Simple ecological experiments suitable for classroom teaching  <b>UE: Agriculture and the Classroom<sup>5)</sup></b> (2 h, 2 ECTS-Credits)            Dealing with the topic of agriculture as specified by the curriculum including the design and testing of teaching materials and units suitable for demonstrating different aspects of agriculture in the classroom</p>	4	4
	<b>Total</b>	<b>5</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            The graduates of this module are familiar with common research methods of the didactics of teaching biology, are able to explicitly address differences in research paradigms and plan a subject-didactical research project (questions, choice of methods etc.).            They are able to integrate experiments in biology lessons considering the age of their pupils, practical aspects and findings of cognitive science and learning theory.</p>		
	<p><b>Prerequisites:</b>            none</p>		

#### § 4 Bachelor's Thesis

A Bachelor's Thesis amounting to 5 ECTS-Credits must be written in the teaching subject of Biology and Environmental Protection. Having completed their Bachelor's Thesis students are able to independently deal with subject-specific and didactical issues in biology and to appropriately present their results in writing. The Bachelor's Thesis is delivered in addition to the course, within the scope of which it is written. It can be written within the scope of every course with continuous performance assessment from a compulsory module in the teaching subject of Biology and Environmental Protection.

## Section 4: Subject Chemistry

### § 1 Subject-specific qualification profile

#### (1) Subject-Specific Competences

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Chemistry have acquired the following subject-specific competences:

- a theoretically and methodically well-founded specialist knowledge supported by laboratory practice in inorganic chemistry, analytical chemistry, biochemistry, organic chemistry, physical chemistry and theoretical chemistry;
- experimental skills and a command of chemical working techniques and practice for using chemical substances and responsibly handling chemicals in class;
- ability to independently think in a scientific way, to independently make experiments and to document and present the results of the experiments in a scientific way.
- ability to use one's observation power to derive general laws of chemistry from experiments and to use them for explaining observations of everyday life.
- awareness for a sustainable development and sustainable use of materials and energy resources.
- ability to demonstrate advantages and disadvantages of technical use of chemical products as well as to evaluate their risks for humans and the environment and to create an awareness for these matters;
- ability to independently acquire knowledge with regards to the subject matter and didactics.

#### (2) Subject-Didactical Competences

The subject-specific didactical training during the Bachelor Secondary School Teacher Programme for the subject of Chemistry aims at imparting the following subject-didactical competences:

- knowledge of subject-didactical theories and models and the ability to use them for their teaching in an effective way..
- ability to select, test and evaluate teaching methods and media based on insights of current subject-didactical research as well as their gender competence, based on gender theory, for realizing subject-specific goals.
- ability to design teaching materials for the requirements of their pupils and to select suitable experiments to arouse their interest in chemistry and to show the subjects close relationship with biology, physics, pharmacy and ecology.

### § 2 Numbers of participants

1. Practical courses (PR): 10
2. PR Subject Related Practical Courses: 14

### § 3 Compulsory Modules

Compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: General Chemistry A	h	ECTS-Credits
a.	<b>VO Experimental Lecture General Chemistry</b> Atomic theory, chemical formulas and equations, energy conversion in chemical reactions, electronic structure and properties of atoms, ionic and covalent bonding, molecular structure, molecular orbitals, basics of chemical thermodynamics, gases, liquids, solids, solutions, reactions in aqueous solution, chemical kinetics, chemical equilibrium, acids and bases, acid-base equilibria, solubility product and complex formation equilibria, electrochemistry, nuclear chemistry	5	6

<b>b.</b>	<b>VO Chemistry in Aqueous Solution</b> Theoretical preparation of the laboratory course in chemistry in aqueous solution: reactions of salts and metals with water, acids, bases and molten salts; group and identification reactions of ions; parallel chemical equilibria; ions in water: source and removal; important inorganic reactions in aqueous solution in nature and industry	1	1.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Graduates of this module understand the fundamental concepts of general chemistry.			
<b>Prerequisites:</b> none			

2.	<b>Compulsory Module: Inorganic Chemistry</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Experimental Lecture Main Group Chemistry</b> Introduction to main group chemistry (groups 1-2 and 13-18); description, properties and reactivity of s-block and p-block elements; importance of main group chemistry with regards to fundamental research and industrial processes and critical discussions of ecological and toxicological connections	2	2.5
<b>b.</b>	<b>VO Chemistry of Subgroup Elements</b> Chemistry of subgroup elements focusing on d-block elements: general characteristics; basics, compound models, reactivity of coordination compounds; sources, winning, characteristics of d-metals; important compound classes; technologically important processes, bioinorganic aspects, chemistry of lanthanides and actinides	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module know the most important substance classes and basic concepts of inorganic chemistry and know about the application of inorganic materials in environment and technology.			
<b>Prerequisites:</b> none			

3.	<b>Compulsory Module: Subject Didactics A</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VU Didactic Basics for Teaching Chemistry</b> The subject of chemistry in different school types in consideration of gender aspects and heterogeneity, differentiation and diversity of pupils; history of chemistry and teaching chemistry and nature of science in chemistry; curriculum-orientation, educational standards, competence models and curricula for the subject chemistry; goals of chemistry lessons; models of subject-specific teaching; teaching and learning materials for elaborating chemical subject content	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
<b>Learning Outcomes:</b> Graduates of this module have fundamental knowledge of basic subject-didactical topics. They are able to name fundamental goals and contents of chemistry lessons and link subject-didactical concepts to issues from school practice.			
<b>Prerequisites:</b> none			

4.	Compulsory Module: General Chemistry B	h	ECTS-Credits
a.	<b>VO Chemical Calculations</b> Significant digit, molecules and ions, empirical formula, mole, percentage of compounds, deduction of chemical formula, chemical equation, balancing redox equations, limiting reactants, yield of chemical reactions, concentration of solutions, stoichiometric treatment of two and three component mixtures, gas equilibria, pH-calculations, weak acids and bases, di and tri-basic acids, salts of weak acids and bases, buffer solutions, solubility product, precipitation reactions	2	3
b.	<b>VO Laboratory Safety</b> Rules of conduct for working in a chemical laboratory, safety and hazardous material labelling, precarious experimental work, personal safety equipment, hazardous materials, fire prevention, first aid	1	1.5
c.	<b>PR Laboratory in Chemistry in Aqueous Solution for Prospective Teachers</b> Linking of elements of the lecture General Chemistry with the chemistry of substances: experiments on dissolution/precipitation reactions, acids/bases and redox reactions; properties, chemical reactions and experimental examination of inorganic salts, metals, acids and bases in aqueous solution	1	1.5
d.	<b>PS General Chemistry</b> Discussion, in-depth study and practising of school-relevant general and environmental chemical contents of the modules 1–4 as well as linking these contents with real-life chemical processes and phenomena with regards to efforts of green chemistry as well as chemistry of global challenges, e.g. ozone problem or greenhouse effect; training scientific argumentation and presentation	2	2.5
	<b>Total</b>	<b>9</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to apply stoichiometric conditions situation-appropriately, have general knowledge of safe working in the chemical laboratory and for responsibly dealing with hazardous substances and have first practical laboratory skills. They have acquired the skills for independently studying similar contents. They are able to discuss chemical aspects of global challenges and the sustainable use of material and energy resources.		
	<b>Prerequisites:</b> none		

5.	Compulsory Module: Analytical Chemistry	h	ECTS-Credits
a.	<b>VO Analytical Chemistry I</b> Basics (chemical equilibrium, concentration), analytical instruments (balance, volume measurement devices), sample preparation and digestion, gravimetry, volumetric analysis, optical analysis processes, separation mechanisms (precipitation, distribution, ion exchange, chromatography, electrophoresis)	3	4.5
b.	<b>PR Basic Practical Course in Analysis for Prospective Teachers</b> Fundamental analytical operations (volume measurement, weighing, precipitation, filtration, ignition), safety and quality control in an analytic laboratory, gravimetric and titrimetric analysis (neutralization, complex-formation, redox titrations), potentiometric and photometric endpoint detection, con-	3	4

	ductivity titration) pH- measurement of buffers, statistical evaluation of analytical data		
<b>c.</b>	<b>PS Analytical Chemistry</b> Discussion, in-depth study and practice of school-relevant analytical-chemical contents of the module 5; elaboration of the contents with actual competence-oriented examples in consideration knowledge, abilities and skills from other disciplines; practice of scientific argumentation and presentation	1	1.5
	<b>Total</b>	<b>7</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module have a knowledge of the fundamentals of analytical chemistry. They have acquired the skills for independently studying similar contents. They are able to apply the most important concepts of analytical chemistry as befits the situation.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

<b>6.</b>	<b>Compulsory Module: Organic Chemistry A</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Organic Chemistry I</b> Structure, compounds, fundamentals of conformity and stereochemistry, nomenclature of organic compounds; materials and chemical reactions; selected school-relevant organic reactions and their mechanisms	2	2.5
<b>b.</b>	<b>VO Organic Chemistry II</b> Basic knowledge of macromolecular chemistry and the (industrial) use of organic-chemical products, materials and chemical reactions of biomolecules according to the curriculum, fundamentals of the chemistry of natural materials, renewable raw materials	2	2.5
<b>c.</b>	<b>PS Organic Chemistry</b> Discussion, in-depth study and practice of school-relevant organic contents of the module 6, in particular from the fields of food, polymer and petrochemistry with particular consideration of aspects of green chemistry, sustainable technical use of chemical products as well as use of renewable raw materials; practice of scientific argumentation and presentation	2	2.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to describe and explain theoretical fundamentals of the structure and reactivity of organic matter. They are able to generalize this fundamental knowledge of organic chemistry, to relate structure and characteristics of molecules, to independently study similar contents and to present them in consideration of their target group at school. With the acquisition of fundamental skills of industrial use of chemical products as well as the use of renewable raw materials they are able to evaluate the advantages and disadvantages of (industrial) technical use of chemical products and to create an awareness for sustainable use of material and energy resources.		
	<b>Prerequisites:</b> none		

7.	Compulsory Module: Subject Didactics B	h	ECTS-Credits
a.	<b>SE Methods for Teaching Chemistry</b> Cause and effects of structures and method diversity in teaching chemistry; action forms, social forms and teaching procedures in the subject of chemistry; inclusion of relevant results of talent and gender research; theory and practice-orientation in teaching chemistry: theory development and empiricism; ways from phenomena to abstraction: model and media use in teaching chemistry	2	2.5
b.	<b>SE Planning, Developing and Reflecting Chemistry Lessons</b> Importance of subject competence; didactical reduction; diagnosis of pre-teaching ideas of the learners for creating a teaching concepts; sections of teaching planning (articulation schemes); the importance of chemical experiments in the classroom; adaption of conservative and innovative teaching concepts from the research of teaching	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<p><b>Learning Outcomes:</b> The graduates of this module are able to plan and prepare teaching units in consideration of concept- and process-related competence development. They can select experiments, reason their use, create relations to the basic concepts of school chemistry and place experiments in the curriculum. They are able to analyse and reflect teaching and learning processes of individual teaching units and develop alternative action possibilities. The graduates of this module possess a repertoire of methods for preparing modern chemistry lessons. The choice of methods is also made against the background of competence development as well as in consideration of aspects of differentiation and individualization in heterogeneous learning groups. They know common models, plan their targeted use and recognise and teach their limits. They are able to use topic-related specialist media in the classroom in a targeted way.</p>			
<b>Prerequisites:</b> none			

8.	Compulsory Module: Subject Didactics C	h	ECTS-Credits
a.	<b>PR Practical Course Chemical Experiments at School 1</b> Classification of experiments; didactical-methodical functions of experiments in chemistry lessons; reasonable selection of experiments; planning, implementation and evaluation of experiments by pupils and demonstration experiments for the secondary school level I; safety in chemistry lessons; chemical backgrounds of phenomena from the learners' everyday lives	3	3.5
b.	<b>PR Practical Course Chemical Experiments at School 2</b> Planning, implementation and evaluation of experiments by pupils and demonstration experiments for the secondary school level II; safety in chemistry lessons, didactic and theoretical aspects	4	4
c.	<b>SE Evaluation of Chemistry Lessons and Diagnostic Skills</b> Evaluation and criteria of quality evaluation in chemistry lessons; survey of pupils' ideas; learning-promoting performance feedback, performance evaluation and assessment; reflection and feedback in the subject of chemistry of teachers and pupils; interdisciplinary chemistry lessons with main focus on chemistry; teaching projects outside of school	2	2.5
	<b>Total</b>	<b>9</b>	<b>10</b>

	<p><b>Learning Outcomes:</b>          Graduates of this module are able to select school experiments for their target groups and plan them in consideration of current safety standards, implement and evaluate them with the pupils or demonstrate them during the chemistry lessons. They have learned about methods and have developed observation criteria for evaluating the quality of chemistry lessons in a founded way. They have got to know diagnosis and feedback methods for promoting learning and are able to use different forms of performance evaluation and assessment. They know possibilities for interdisciplinary and project-oriented teaching and are able to plan and implement selected examples.</p>
	<p><b>Prerequisites:</b> successful completion of compulsory modules 1, 2 and 4</p>

9.	Compulsory Module: Organic Chemistry B	h	ECTS-Credits
	<p><b>PR Laboratory Course in Organic Chemistry for Prospective Teachers</b>            Synthesis and characterization of simple organic compounds; practical implementation of esterification, hydrolyses, condensation, electrophile substitutions of aromatics, oxidation and reduction reactions</p>	6	5
	<b>Total</b>	<b>6</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Graduates of this module are able to demonstrate the experiment-based way of working in organic chemistry and are able to independently conduct, evaluate and record fundamental experiments in classical organic synthesis and characterisation of simple organic compounds. Besides of practical-experimental competences, they possess interdisciplinary key competences in teamwork as well as oral and written communication skills.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 6</p>		

10.	Compulsory Module: Physical Chemistry A	h	ECTS-Credits
a.	<p><b>VU Energetics, Thermodynamics and Statistical Mechanics</b>            Equation of state of the ideal gas, temperature concept, molecular movement, 0<sup>th</sup> law of thermodynamics; internal energy, first law, enthalpy, entropy (classical, statistical), second law, free enthalpy and free energy; phase concept, phase transition and phase diagrams of single compounds; chemical equilibrium; colligative characteristics, capillary effects (surface tension);            Special emphasis is placed on the application of the principles on important every day and technical processes.</p>	2	2.5
b.	<p><b>VU Kinetics and Electrochemical Basics</b>            Chemical formal kinetics (1<sup>st</sup> and 2<sup>nd</sup> order), Maxwell's velocity distribution, elements of kinetic gas theory, activation energy/catalysis; Nernst equation, electrochemical cells, electrolysis;            Special emphasis is placed on the application of the principles on important every day and technical processes.</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Graduates of this module have learned the fundamentals of physical chemistry within the scope of a lecture with practical elements with selected practice- and application-oriented examples as well as tasks with special school didactical focus. They understand the contents of the lecture and are able to give an account of them. They are able to independently explore similar contents</p>		



	and to apply the most important concepts of physical chemistry in consideration of the respective situation.
	<b>Prerequisites:</b> none

11.	Compulsory Module: Biochemistry	h	ECTS-Credits
a.	<b>VO Biochemistry for Biologists</b> Chemical fundamentals of biological systems, catabolism and energy metabolism, anabolism, coordination of the metabolism, fundamentals of molecular genetics, genetic engineering	3	4,5
b.	<b>PR Biochemical Practical Course for Prospective Teachers</b> DNA sequence analysis; RNA preparation and separation; DNA synthesis and DNA modification; nucleic acids hybridization; protein DNA interactions; protein expression and purification; function of proteins; molecular cloning; preparation of macromolecular DNA	3	3
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates of this module know chemical fundamentals and components of living matter, metabolism and energy metabolism and have methodical knowledge of protein and nucleic acid biochemistry as well as genetic engineering and enzymology. They understand the contents of the lecture and are able to give an account of them. They are able to independently explore similar contents and to apply the most important concepts of biochemistry in consideration of the respective situation.		
	<b>Prerequisites:</b> none		

12.	Compulsory Module: Subject Didactics D	h	ECTS-Credits
	<b>SE Professional Approach to Teaching Chemistry</b> Development and design of learning and performance tasks; competence-oriented formulation of tasks; conception of teaching units for heterogeneous groups of learners; explorative learning – teaching evaluation and teaching design with of action research	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> The graduates of this module know the main functions of task design for teaching chemistry. They develop competence-related tasks, use them in the lessons and evaluate their effectiveness. The reasonable selection of contents, teaching forms, methods and experiments and their use are documented in addition to the subject-related practical course. Chemistry lessons are reflected and documented based on subject-didactical criteria. The graduates are able to develop instruments for data collection for smaller teaching-learning-related research questions and to evaluate and interpret the data.		
	<b>Prerequisites:</b> successful completion of compulsory modules 3 and 7		

13.	Compulsory Module: Practical Course in Chemistry	h	ECTS-Credits
	<b>PR Subject-Related Practical Course</b> Preparation, implementation and evaluation of chemistry lessons; use of different teaching methods and social forms, in particular regarding competence-orientation and individualization of teaching chemistry; strategies of class management and the organisation of learning groups, in particular with regards to the implementation of experiments by the pupils; reflection on the chemistry lessons with regards to teaching and learning; development and use of instruments for performance evaluation	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to plan teaching units according to given objectives and with support of mentors, to implement them in practice and reflect on the chemistry lessons. They have tested different teaching methods and social forms with regard to the heterogeneity of groups of learners and gained first experience with performance feedback promoting learning, appraisal and evaluation. They are able to reflect on their teaching and to use different feedback instruments.		
	<b>Prerequisites:</b> successful completion of compulsory modules 3, 4 and 7		

14.	Compulsory Module: Physical Chemistry B	h	ECTS-Credits
	<b>PR Practical Course in Physical Chemistry for Prospective Teachers</b> Experimental examples to the topics of the lectures close to actual practice (e.g. kinetics of a first saponification, boiling and vapour pressure diagram, melting diagram, solubility as a function of temperature, cryoscopy, gas chromatography, fuel cells and corrosion, spectroscopy)	4	5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to demonstrate the experiment-based way of working in physical chemistry and to independently make, evaluate and document fundamental experiments close to actual practice. Besides of practical-experimental competences, they possess interdisciplinary key competences in teamwork as well as oral and written communication skills.		
	<b>Prerequisites:</b> successful completion of compulsory module 10		

15.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> Presentation of one's own Bachelor's Thesis and expert discussion of the bachelor's theses presented by other students. Within the scope of the seminar a Bachelor's Thesis must be written, which corresponds to 4 (of altogether 5) ECTS-Credits. The topic for the Bachelor's Thesis can be freely chosen from the field of chemistry or subject-related didactics.	1	1 + 4
	<b>Total</b>	<b>1</b>	<b>5</b>

	<p><b>Learning Outcomes:</b>  Graduates of this module are able to independently write a practical-experimental thesis on a subject-related or subject-didactical topic in the field of chemistry, to present the results in writing and within the scope of a scientific presentations and defense. They have acquired interdisciplinary key competences in oral and written communication, presentation techniques and time and project managements.</p>
	<p><b>Prerequisites:</b> none</p>

16.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	Providing the availability of places, courses corresponding to 7.5 ECTS-Credits can be freely chosen from the curricula of the Bachelor's programmes offered at the the Faculty of Biology and/or Mathematics, computer science and Physics of the University of Innsbruck, with the exception of the second teaching subject.		7.5
	<b>Total</b>		<b>7.5</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module have acquired additional qualifications in other subjects of natural science. They are able to independently explore similar contents and to relate them to the subject of chemistry. They are able to apply the most important concepts according to the respective situation.</p>		
	<p><b>Prerequisites:</b> The prerequisites specified by the respective curricula must be met.</p>		

## Section 5: Subject German

### § 1 Subject-specific qualification profile

(1) In the teaching subject German the following competence and skills are acquired:

1. The graduates are able to deal with the German language and literature in a scientifically reflected (method- and theory-driven) way.

Fundamental competence in German studies covers besides of the situation-appropriate and correct use of the language the knowledge about and understanding of the language and literature and their current and historic developments. This includes the dealing with different cultural, communicative, medial and literature-artistic forms of expression of the German language and insight into intercultural and interlingual relationships.

2. By combining the study of the subject and its didactics, graduates acquire the ability to teach by connecting subject-specific issues with science-based methods and practices. This includes skills for promoting language proficiency and for teaching in a differentiated way with an awareness for dealing with multilingualism in the school context.
3. The competences mentioned under (2) are taught in the subject-specific and subject-didactical training for the teaching subject of German.

(2) Subject-Specific Competences

1. The graduates have
  - theory- and method-oriented specialist knowledge,
  - subject-related scientific analysis and problem-solving skills,
  - gender and diversity competence,
  - fundamental, structured and expandable knowledge in the sub-disciplines of the subject.
2. The graduates are able
  - to reflect, modify and present important subject-specific scientific contents, theories, development perspectives and application fields,
  - to present and substantiate the social and historical importance of linguistic, literary and media education to different groups of persons,
  - to recognise differences and connections between sub-disciplines of the subject and to make them explicit,
  - to use subject-specific procedures and methods as appropriate for the respective situation,
  - to interpret, communicate and document subject-specific contents and insights in accordance to the subject's conventions,
  - to independently/in cooperation with others recognise and work on subject-specific scientific issues,
  - to present processes of acquisition of subject-specific contents,
  - to independently explore new and unfamiliar aspects of the subject by receiving and using research results in literary, linguistic and subject-didactical research results,
  - to link specialist knowledge of language and communication, literature and media as well as their history in consideration of children and youths,
  - to understand language as a culture-bound and culture-transporting medium.
3. The graduates are familiar
  - with main issues of the subject as well as appropriate subject-specific methods and working techniques,
  - with theories and concepts of multilingualism with special regard to German as a second language,
  - with theories and concepts of cultural action, in particular in the use with the own and foreign, and they are sensitized for the various aspects of culture- and gender-specific communication,

- with expandable orientation knowledge of concepts, methods and results of the development of linguistic and literary competences of learners of the respective school type.

(3) Subject-Didactical Competences

The graduates are able

- to reflect, modify and present main subject-didactical contents, theories and development perspectives and application fields,
- to present, analyse and evaluate concepts, objectives and tasks of German lessons then and now,
- to recognise differences and connections between sub-disciplines of the subject and to make them explicit,
- to apply theories and concepts of multilingualism in the classroom with special regard to German as a second language in consideration of the respective target group and learning processes,
- to use their own intercultural competence for teaching,
- to reflect on their own (subject-specific) learning process: own experience of correction, as a reader and writer, as consumers and reviewers of literature, as consumers and reviewers of language,
- to plan and implement teaching of the subject in consideration of the curriculum, the situation, competence-based and with regards to the target group,
- to use different methodical teaching-learning-forms in the classroom flexibly, situation-, competence- and target group-oriented,
- to prepare subject-relevant learning environments in consideration of the target group,
- to use teaching media and technologies in consideration of the target group and learning processes,
- to evaluate and diagnose formative assessment and learning processes of learners,
- to develop, evaluate, modify and use assessment criteria for different written forms,
- to take, evaluate and adapt measures for supporting learning processes in consideration of the situation, the age and the group,
- to plan and implement differentiated and individualized teaching forms under supervision,
- to recognise and explore subject-didactical issues under supervision in consideration of current scientific discourse,
- to recognise the learning potential and motivation of pupils and to respond in a didactically versed fashion,
- to create, implement and critically reflect on teaching concepts of areas of the subject chosen from the respective curriculum in consideration of learning group specifics (with regards to age, gender, social and cultural backgrounds).

(4) Interdisciplinary Competences

- The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: German are able to further develop their knowledge and understanding in the field of German.
- The graduates are able to critically reflect on the results of research and to interpret them in consideration of social, scientific and/or ethical aspects.
- The graduates are able to transfer information, ideas, problems and solutions in the field of the teaching subject of German to experts and laypersons alike.

**§ 2 Numbers of participants**

1. Introductory seminars (PS): 30
2. Tutorials (UE): 30
3. Seminars (SE): 30

4. Lecture-tutorials (VU): 30
5. Practical courses (PR): 14

### § 3 Compulsory Modules

The following Compulsory Modules including the Bachelor's Thesis corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Orientation German Studies	h	ECTS-Credits
a.	<b>VO Survey of German Literary Studies</b> Introduction to central areas of German literature studies and their relevance for society; overview of basic literary concepts and tasks; main focus: theories and most important genres, literary methods and theories	2	4
b.	<b>VO Survey of German Linguistics</b> The course introduces to important sub-disciplines in German linguistics and their relevance for society; overview of linguistic approaches on the different levels of language (phoneme – word – text/conversation); emphasis: semiotics, phonetics/phonology, graphemics, morphology, lexicology/semantics and pragmatics	2	4
c.	<b>VU Writing Competence I</b> Analysis and reflection of one's own writing behaviour; norms of written language	1	2
	<b>Total</b>	<b>5</b>	<b>10</b>
<b>Learning Outcomes:</b> Ability to name and explain the subject and its areas in overview; students are able to present the complexity of human communication; competence to recognise and critically reflect on the norms of written language.			
<b>Prerequisites:</b> none			

2.	Compulsory Module: Literary Studies	h	ECTS-Credits
a.	<b>VO Theory, Methodology and Systematics of Literary Studies</b> Introduction to theories and methods in literary studies and related questions; reflection on scientific and historic-societal interrelations of theory and methodology and their importance for text interpretation; introduction to the systematics of literary studies (e.g. genres, poetics, rhetoric and stylistics) and reflection on their importance for practical work in literary studies; introduction to the conceptualisation of literary studies as cultural and media science	2	2.5
b.	<b>PS Text Analysis and Interpretation</b> Application and advanced use of methods of analysis and interpretation for analysing a systematic or literary-history-based selection of text examples of different genres	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Students are able to explain and assess literary theories and theoretical-methodological paradigms of literary science. They are aware of the simultaneousness and continuous differentiation of conceptualisations of literary theory and methodology. Ability of the skill to reflect on hermeneutic and semiotic processes and to independently explore and substantiate theoretical-methodical approaches for analysing literary texts.			

<b>Prerequisites:</b> none
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<b>3.</b>	<b>Compulsory Module: Linguistics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Development of Linguistic Competences</b> Overview of the process of verbal and written (first) language acquisition from childhood to adulthood in consideration of gender issues, cognitive development, social aspects; special developmental issues (e.g. dyslexia). Main emphasis: development of speaking and listening, reading and writing in childhood and adolescence as well as the role of school on this process	2	2.5
<b>b.</b>	<b>VU Grammar of Contemporary German</b> Overview of the grammar of words, sentences and texts; analysis of texts in contemporary German with regard to grammatical categories and reflection on their functions	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Competence to recognise, scientifically describe and critically evaluate linguistic structures; skills to adequately assess the pupils' language performances with the acquired analysis competence; Fundamental knowledge of gender-, age-specific and age-atypical development of the receptive and productive linguistic competences of listening, reading, talking and writing with main focus on the ages between 10 and 18; awareness of linguistic challenges for learners; knowledge of appropriate ways of intervention for typical problems of language acquisition			
<b>Prerequisites:</b> none			

<b>4.</b>	<b>Compulsory Module: Subject Didactics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Horizons of Subject Didactics</b> Overview of fundamental subject-didactical concepts and subjects of language and literature teaching, institutional frameworks and range of the teaching subject German of different school levels and types, competence fields, methods and goals of the subject as well as subject-didactics, current tendencies and aspects, and with special regard to integrative/inclusive pupil-oriented cooperation with other teaching subjects	2	2.5
<b>b.</b>	<b>PS Language Didactics</b> Didactical, conceptual and methodical issues of grammar teaching and language reflection beyond system-linguistic issues within communication-oriented German lessons: language criticism, reflection on language norms, reflection on the influence of different varieties (e.g. specialised language, youth language, media language), reflection on one's own language(s) and the pupils' language(s), gender aspects in language behaviour, multilingualism	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Competence to present and reflect on main subject-didactical contents, theories, development perspectives and application fields; fundamental knowledge of language didactics			
<b>Prerequisites:</b> none			

5.	<b>Compulsory Module: Modern German Literature</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO History of Modern German Literature</b> Introduction to interrelations and epochs in German literary history in consideration of (inter)cultural, societal or gender-specific as well as historic aspects and gaining of insights into the respective canon formation processes and mechanisms of literary evaluation	2	2.5
<b>b.</b>	<b>PS Modern German Literature</b> Advanced study of the contents of the lecture with actual examples; independent text analysis based on scientific principles and with regard to (inter)cultural, social or gender-specific and historical connections	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Students are able to name interrelations of literary and cultural history with the example of representative authors, works and genres. They are able to describe the processes of canonisation. They can outline the interactions developments in society, literature and cultural history (e.g. gender-specific developments) and are able to independently analyse and interpret literary texts based on scientific standards.			
<b>Prerequisites:</b> successful completion of compulsory module 1			

6.	<b>Compulsory Module: Contemporary German</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Recent History of the German Language</b> Aspects of recent language history; influence of the different varieties (e.g. specialised language, youth language, media language) and communication media on language change; language change and multilingualism etc; insights into different theories of language change; creating an awareness of linguistic changes and their mechanisms in the present time.	2	2.5
<b>b.</b>	<b>PS Core Areas of Linguistics</b> Advanced study of one fundamental topic in linguistics with relation to school: e.g. linguistic varieties, stylistics, pragmatics, sociolinguistics, psycholinguistics, cognitive linguistics, semantics/lexicology, grammar, language change/history, language of the media; independent analysis based on linguistic criteria and methods of the respective area.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The students are able to reproduce advanced knowledge of a special area of German linguistics and can work scientifically and independently on a certain topic; fundamental knowledge of the mechanisms and factors of language change; competence to recognise and evaluate current language changes from a linguistic perspective.			
<b>Prerequisites:</b> successful completion of compulsory module 1			



7.	<b>Compulsory Module: Literature and Language in Historical Context</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO History of Contemporary Literature</b> Aspects of literary historical connections and epochs in the German-speaking area, in particular of the 18th to the mid of the 19 <sup>th</sup> century with regard to (inter)cultural, social or gender-specific and historical aspects as well as insights into the appropriate canonization processes and mechanisms of literary evaluations	2	2.5
<b>b.</b>	<b>VO History of Medieval Literature</b> Basic knowledge of German literature of the Middle Ages and the early modern age (authors, motifs, genres, reception, literary centres); focus on selected texts from the 8 <sup>th</sup> to the 17 <sup>th</sup> century and consideration of the respective historic situation and socio-historical conditions.	2	2.5
<b>c.</b>	<b>VO History of Medieval German</b> Aspects of ancient language history; exemplary study of stages or phenomena such as the beginnings of the German language; courtly poetic language; Luther language; factors of language change (e.g. influences of foreign languages, political, economic, technical, religious etc. circumstances, medial changes)	2	2.5
<b>d.</b>	<b>PS Literature in Historical Context</b> The introductory seminar (Ancient or Contemporary Literature) completes and deepens the knowledge of literary history with actual examples and exercises the skills to independently interpret texts from the resp. time with regard to (inter)cultural, social or gender-specific and historical connections according to scientific principles.	2	2.5
	<b>Total</b>	<b>8</b>	<b>10</b>
	<b>Learning Outcomes:</b> Ability to explain and scientifically compare literature- and culture-historical connections with the examples of the respective epochs; familiarity with important canonized texts and appropriate canonization processes, knowledge of tools used in literary history.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

8.	<b>Compulsory Module: Written German</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Linguistics of Writing</b> Introduction to the field of text linguistics; text linguistic analysis of written texts with different foci: e.g. system, variation, function, stylistics and pragmatics, text typology (e.g. text types in schools, media text types).	2	2.5
<b>b.</b>	<b>VU Writing Competence II</b> Introduction to methods and routines of scientific writing and reading; theory and practice of the differentiation of process, procedure and product; exercising of planning, formulation and revision strategies; correction and optimization of texts.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Knowledge of fundamental concepts, methods and results of text linguistics; skill to independently analyse linguistic processes, expression forms and competences, also under the aspect of their development, as well as critical reflection on underlying norms; ability to reflect on writing processes; knowledge and ability to use fundamental strategies of (scientific) text		

	production.
	<b>Prerequisites:</b> successful completion of compulsory module 1

<b>9.</b>	<b>Compulsory Module: Studying Literature in Schools</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Contexts of Literature</b> Analysis of literary texts in new (medial) connections; observation of the interrelations of literature and other arts and media.	2	2.5
<b>b.</b>	<b>PS Teaching Literature</b> Age- and type-specific aspects of literary texts and their medial diversity in the context of the curricula and educational standards; questions of the canon or the roles of literature history and children and youth literature; methods and models of teaching literature in German lessons.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Skills to define and use methods of transfer for teaching literature in German lessons; competence to prepare, modify and reflect contemporary literature teaching.		
	<b>Prerequisites:</b> successful completion of compulsory module 2		

<b>10.</b>	<b>Compulsory Module: Linguistics in Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO German as Second Language in the Context of Multilingualism</b> Fundamentals of second language acquisition and the development of multilingualism; survey of the acquisition of linguistic competence (speaking, listening, reading, writing) in the second language; reflection on the role of “inner” (varieties of a language) and “outer multilingualism” (different languages) in school and society (multilingualism imparted by the world we are living in or learned at school); importance of multilingualism for school.	2	2.5
<b>b.</b>	<b>VU Methods and Didactics German as Second Language</b> Language and migration; language acquisition under conditions of migration; legal framework in Austria (integration regulations); cultural and linguistic identities; gender-specific aspects in migration contexts; bilingual learning in schools.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Skills to present and explain connections between language and cognition, language and society and thus another skill of linguistic variation and variability (social, medial, spatial, temporal); competence in using language varieties and multilingualism; skills to independent analysis of linguistic processes, expression forms and competences, also under the aspect of their development; skills of application in the classroom.		
	<b>Prerequisites:</b> successful completion of compulsory module 3		

11.	Compulsory Module: Practically Relevant Aspects in German Language Education	h	ECTS-Credits
a.	<b>PS Didactics of Writing – German</b> Different writing situations, occasions and arrangements in their diversity and various school uses; complexity of writing processes and the aspect of writing motivation (Which writing competence are to be trained in which writing situation? Which support by the teacher, which writing strategies are important for the respective writing process? Which types of text are to be combined with which writing arrangement? What are the evaluation and assessment possibilities? Which evaluation criteria are to be considered?); promoting writing.	2	2.5
b.	<b>PS Didactics of Reading – German</b> Reflection of one’s own reading socialisation and habits; which factors mark the reading behaviour, which influence do German lessons have? Critical examination of the results of the PISA study and comparable tests for the field of reading competence; reading and new media; possibilities and strategies for improving reading competence; promoting reading.	2	2.5
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Knowledge of course catalogues and competence guidelines, evaluation criteria and grids for teaching German; competence to reflect reading and writing processes of pupils in their development; gaining safety in writing arrangements (and corresponding learning possibilities); knowledge of current studies on reading behaviour of children and youths, ability to promote reading and writing competences and reading motivation as well as the diagnosis of reading and writing weaknesses and appropriate compensation strategies.			
<b>Prerequisites:</b> successful completion of compulsory module 4			

12.	Compulsory Module: Spoken German	h	ECTS-Credits
a.	<b>VO Linguistics of Speech</b> Main theories and research results of linguistics of speech and spoken language research; important concepts of linguistic pragmatics; insights into variety linguistics (in particular dialectology and issues of standardization of spoken language), gender linguistics of speech as well as selected fields of applied linguistics of speech.	2	2.5
b.	<b>UE Speaking Skills</b> Physiological fundamentals of the functional circle of breath-voice-speaking; improvement of vocal-articulatory skills; vocal hygienic measures for preventing dysphonia; perception training; listening exercises, in particular targeted training of functional hearing.	2	2.5
c.	<b>UE Rhetoric Skills</b> Fundamentals of rhetoric communication; genres of speech and conversation; production process of a rhetoric task; fundamentals of argumentation; target group-oriented presentation of scientific issues; interaction-related basic processes such as listening and asking questions; moderation.	2	2.5
<b>Total</b>		<b>6</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Knowledge of the fundamental methods and results of conversation linguistics; skills to apply it to the analysis and evaluation of actual communicative genres in the field of spoken language;			

	awareness of the differences between written and spoken language as a consequence of different production and reception conditions; knowledge of the functions and style characteristics of spoken language; skills to reflect on norms in the field of oral communication; reflection on own and foreign linguistic behaviour; strengthening individual capacity to act in spoken communication; ability to make presentations in consideration of the target group, the situation and the target for reflecting on presentation situations as well as analysing and evaluating of rhetorical results.
	<b>Prerequisites:</b> successful completion of compulsory module 1

13.	Compulsory Module: Advanced Topics in Teaching German	h	ECTS-Credits
	<b>SE Advanced Topics in Teaching German</b> In-depth study of special aspects of German lessons, e.g. reading-spelling weaknesses: diagnostics and promotion, inclusion in German lessons, intercultural learning, teaching German as a second language, teaching media, teaching speech, theatre education in German lessons, children and youth literature, special needs (highly talented pupils, special education needs) in German teaching, diversity in German teaching.	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Skills to deal with and critically reflect on the current research standard of subject didactics; ability to use this knowledge for actual subject-didactical issues; subject-related skills in diagnosis and support; ability to write a seminar paper, which presents results in a conclusive way and corresponds to scientific standards.		
	<b>Prerequisites:</b> successful completion of compulsory module 4 and 9		

14.	Compulsory Module: Advanced Topics I	h	ECTS-Credits
	<b>One course (not from the same field as Advanced Topics II) corresponding to 5 ECTS-Credits must be selected from the following courses:</b> <b>SE Contemporary German Language</b> (2 h, 5 ECTS-Credits) In-depth study of special issues of contemporary German linguistics based on a selected topical area <b>SE Contemporary German Literature</b> (2 h, 5 ECTS-Credits) In-depth study of special issues of contemporary German literature based on a selected topical area <b>SE Medieval German Language and Literature</b> (2 h, 5 ECTS-Credits) In-depth study of special issues of ancient German language and literature based on a selected topical area	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Ability to deal with and critically reflect on the current state of research with regards to a selected topic; skill to use this knowledge for an actual question in literary science or linguistics; ability to analyse texts and expressions with regards to different perspectives of literary-science and linguistics; ability to write a seminar paper, which presents results in a conclusive way and corresponds to scientific standards.		
	<b>Prerequisites:</b> successful completion of compulsory modules 5, 6 and 7		

15.	Compulsory Module: Advanced Topics II	h	ECTS-Credits
	<p><b>One course (not from the same field as Advanced Topics I) corresponding to 5 ECTS-Credits must be selected from the following courses:</b></p> <p><b>SE Contemporary German Language</b> (2 h, 5 ECTS-Credits) In-depth study of special issues of contemporary German based on a selected topical area</p> <p><b>SE Contemporary German Literature</b> (2 h, 5 ECTS-Credits) In-depth study of special issues of contemporary German literary studies based on a selected topical area</p> <p><b>SE Medieval German Language and Literature</b> (2 h, 5 ECTS-Credits) In-depth study of special issues of ancient German language and literature based on a selected topical area</p>	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> Ability to deal with and critically reflect on the current state of research with regards to a selected topic; skill to use this knowledge for an actual question in literary science or linguistics; ability to analyse texts and expressions with regards to different perspectives of literary-science and linguistics; ability to write a seminar paper, which presents results in a conclusive way and corresponds to scientific standards.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory modules 5, 6 and 7</p>		

16.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<p><b>PR Subject Related-Practical Course</b> Practical experience in a school: observation, planning, implementation and reflection of German classes; if possible, participation in projects, educational conferences and other school events; accompanying course to reflect on the practical training course.</p>	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> Knowledge of teaching observation, analysis and evaluation as well as planning and implementation of teaching units in consideration of the specifics of the group of learners (with regard to age, gender, social and cultural backgrounds); reflection on own teaching performances on those of others; competence to recognise, analyse and modify under supervision subject-didactical issues in terms of the current scientific discourse.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory modules 4, 9 and 10</p>		

17.	<b>Compulsory Module: Bachelor's Thesis</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>SE Seminar with Bachelor's Thesis</b> Theoretical and methodical discussion of research questions in German Studies (Ancient and Contemporary Literature, Ancient and Contemporary Linguistics, Teaching); A Bachelor's Thesis corresponding to 6.5 (of altogether 7.5 ECTS-Credits) must be written within the scope of the seminar.	1	1 + 6.5
	<b>Total</b>	<b>1</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> The graduates are able to apply theoretical and methodical instruments of German studies to a specific topic.		
	<b>Prerequisites:</b> successful completion of compulsory module 14		

## Section 6: Digital Basic Education and Computer Science

### § 1 Subject-specific qualification profile

#### (1) Subject-specific competences

Graduates are able to

- present knowledge of media education and computer science in an understandable way and structure and communicate learning and educational programmes appropriately at secondary school level;
- understand and apply the basics of computer science, which have an equivalent at secondary level, in an experienced way and implement simple software systems in line with requirements;
- present, critically reflect on and modify key scientific content, concepts, theories, methods and areas of application;
- research, structure, document and critically evaluate subject-specific information offers and perform tasks in media-supported knowledge organisation on an individual and institutional level;
- integrate conceptual, methodical, theory-based, networked and problem-solving orientated thinking and combine approaches of critical, informatic, creative and playful thinking;
- critically assess the social and cultural significance of media dynamics and digital transformation processes and access up-to-date, specialised sources of knowledge and information;
- inform about legal issues in school media work and the handling of data;
- teach the practical use of computer science in work and everyday life and the social significance of computer science;
- act as a media expert in schools and lessons, take on management and decision-making responsibility in media and school development projects and contribute to the analysis and design of media formats in terms of inclusive, gender-sensitive and target group-orientated design.

#### (2) Subject-didactic competences

Graduates are able to

- design and apply didactic concepts of media education, design and computer science as well as subject-specific media didactics and computer science didactics in school and extracurricular teaching contexts.
- assess the quality of teaching materials, teaching aids and open educational resources (OER), create or select them in an age- and target group-appropriate manner and use them critically.
- design and apply didactic concepts of basic digital education and computer science and evaluate the use of media and information technologies for learning and teaching.
- design communication in school and cross-school, taking into account all groups involved (pupils, teachers, parents, administration, representatives of the school authorities, co-operating institutions etc.).
- Arouse interest in subject-specific topics, applications and interdisciplinary issues.

#### (3) Interdisciplinary competences

Graduates are able to

- critically and creatively work on tasks in the area of gender and diversity competences with media, data and IT competences.
- develop media concepts and IT concepts for school and extracurricular activities.
- contribute media skills and IT skills wherever conceptual creativity and the independent development and processing of knowledge and information sources are required under the conditions of medialisation and digitalisation.
- critically scrutinise new research findings and interpret them from a scientific and ethical perspective.
- independently develop interdisciplinary issues at the interfaces of educational science, media science, communication science and computer science and demonstrate the relevance of media and technological developments for interdisciplinary topics such as education for sustainable

development, language education, educational, vocational and life orientation, entrepreneurship education, health promotion, intercultural education, political education, reflective gender education and gender equality, sex education, environmental education for sustainable development, transport and mobility education or economic and consumer education.

## § 2 Numbers of participants

1. Seminars (SE): 25
2. Lecture-tutorials(VU): 25
3. Tutorials (UE): 25
4. Introductory seminars (PS): 25
5. Practical courses (PR): 14

## § 3 Compulsory Module

Compulsory modules covering a total of 100 ECTS-Credits are to be passed:

1.	Compulsory Module: Education in Cultures of Digitality	h	ECTS-Credits
a.	<b>VO Introduction to Basic Digital Education</b> The course provides an overview of the contexts in which basic digital education emerged and developed, as well as the tasks and concepts of basic digital education in the light of national and international developments at the interfaces between media education and computer science education.	2	3
b.	<b>VU Media Education and Media Culture</b> In this course, concepts and models of media education and media culture are discussed and illustrated based on practices in the media.	2	4,5
c.	<b>PS Fundamentals and Practice of Scientific Work</b> The course teaches scientific working techniques that are necessary for understanding research results, writing scientific papers independently and successfully organising your studies.	2	2,5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students will have knowledge of the contexts in which basic digital education emerged and developed, as well as the tasks and concepts of basic digital education in national and international contexts They have knowledge of selected theories and concepts of media education and media culture and are able to apply the basics of academic work, particularly in the areas of researching, documenting, reading, excerpting, writing and citing. Students are familiar with the standards of good scientific practice, understand the structure and creation process of a scientific paper, know the principles of good scientific writing style and can create and deliver scientific presentations.		
	<b>Prerequisite/s:</b> none		

2.	Compulsory Module: Media Socialization and Media Change	h	ECTS-Credits
a.	<b>VO Media Socialisation</b> The course deals with models, concepts and results of empirical and theoretical media socialisation research. Aspects of the plurality of media cultures and lifestyles, the interactions between identity development and media use, the family constellation, socio-economic status and milieu as well as gender aspects and migration backgrounds are considered.	2	3
b.	<b>SE Media Change and Diversity</b>	2	4,5



	Based on evolutionary, revolutionary and co-evolutionary concepts of media change, questions of different approaches to diversity are addressed. On the one hand, the diversity of plural life worlds is analysed using different categories (e.g. age, social background, ethnic origin, milieu, gender, sexual orientation, disability, religion or ideology) in media contexts. On the other hand, historical and current technological expectations and promises as well as the role of digitalisation programmes, AI and machine learning are critically examined.		
	<b>Total</b>	<b>4</b>	<b>7,5</b>
	<b>Learning Outcomes:</b> Students are able to name the main features of media socialisation and concepts of media change as well as the significance and consequences of growing up in media cultures, deal with questions of diversity and gender in media and socio-technical contexts, know specific forms of media use and preferences as well as the associated preferred cultural techniques in the everyday lives of pupils and to draw conclusions from this for educational institutions, competent educational action and concepts suitable for target groups. In addition, students are able to critically question technology-positivist digitalisation dynamics in the education sector.		
	<b>Prerequisite/s:</b> none		

<b>3.</b>	<b>Compulsory Module: Media, Data and Information Literacy</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Media and Information Skills</b> The course deals with theoretical and practical aspects of media and information literacy. Students are taught the ability to reflect on the definition of media and its theoretical foundations. The differences between information and knowledge play a role here, as does the weighing up of information sources.	2	2,5
<b>b.</b>	<b>VU Data und Critical Data Literacy</b> The course deals with approaches and concepts of data literacy, digital literacy research and critical data studies. Relevant topics include big data and privacy, datafication in education, data literacy/ies and critical (big) data literacy as well as learning analytics.	2	2,5
<b>c.</b>	<b>VU Media Law and Media Ethics in Educational Contexts</b> In this course, topics and problems relating to media law and the ethics relating to media, information and machines are discussed and illustrated using media and IT practices in educational contexts. Basic knowledge of ethical positions and the legal situation with regard to school-relevant issues of data protection and applicable personal rights and copyrights (including fair use and creative commons) are taught.	2	2,5
	<b>Total</b>	<b>6</b>	<b>7,5</b>
	<b>Learning Outcomes:</b> Students understand the most important concepts of media, data and information literacy and are able to apply them. They are able to assess and critically evaluate the significance of big data and datafication in education. They have basic knowledge of media, information and machine ethics as well as the legal situation with regard to school-relevant issues of data protection, personal rights and copyright and are able to implement these in educational work at school.		
	<b>Prerequisite/s:</b> none		

4.	Compulsory Module: Introduction to Computer Science	h	ECTS-Credits
	<b>VU Introduction to Programming</b> The course teaches the basics of programming. This includes an introduction to basic control flow constructs (branches and loops), data types, algorithms and techniques of systematic software development, such as code-based documentation, debugging, testing and refactoring.	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students understand the basic concepts of programming and are able to apply them. They are able to understand and create simple programmes.		
	<b>Prerequisite/s:</b> none		

5.	Compulsory Module: Introduction to Theoretical Computer Science	h	ECTS-Credits
<b>a.</b>	<b>VO Introduction to Theoretical Computer Science</b> The course teaches the basics of propositional logic, circuits, grammars, Chomsky hierarchy, formal models, computability, equation logic and programme verification.	2	3
<b>b.</b>	<b>PS Introduction to Theoretical Computer Science</b> Discussion, consolidation and practice of the contents of the lecture.	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students understand the concept of computability and various formal calculation models as well as their differences. They can also reduce information to the essentials, represent it abstractly and carry out formal proofs.		
	<b>Prerequisite/s:</b> none		

6.	Compulsory Module: Algorithms and Data Structures	h	ECTS-Credits
<b>a.</b>	<b>VO Algorithms and Data Structures</b> The course deals with efficient algorithms for sorting, searching in sets, trees and graphs as well as the associated data structures. In addition, algorithms are analysed (e.g. effort quantification, efficiency ...).	2	3
<b>b.</b>	<b>PS Algorithms and Data Structures</b> Discussion, consolidation and practice of the contents of the lecture.	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students understand the most important data structures and algorithms and can apply elementary analysis methods with regard to correctness and resource requirements. They are able to use data structures and algorithms in their own programmes.		
	<b>Prerequisite/s:</b> none		

7.	<b>Compulsory Module: Database Systems</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VU Database Systems</b> This course teaches the basics of relational database systems. Topics such as database modelling, relational query languages, physical data organisation and index structures are covered.	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students know and understand the concepts of database systems and are able to apply them. In addition, they are able to model data in an application-oriented way and formulate data queries.		
	<b>Prerequisite/s:</b> none		

8.	<b>Compulsory Module: Computer Architecture</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Computer Architecture</b> The course covers the design, structure and operation of digital computers, the architectural principles and organisational forms of modern computer hardware, the interaction of hardware and software, machine-oriented programming and approaches to the evaluation and comparison of computer components and systems.	2	3
<b>b.</b>	<b>PS Computer Architecture</b> Discussion, consolidation and practice of the contents of the lecture	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students understand the architectural principles and organisational forms of modern computers and are able to create simple programs in assembler.		
	<b>Prerequisite/s:</b> none		

9.	<b>Compulsory Module: Computer Networks and Internet Technology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Computer Networks and Internet Technology</b> The course discusses the basic concepts of network architecture and protocols as well as practical applications.	2	3
<b>b.</b>	<b>PS Computer Networks and Internet Technology</b> Discussion, consolidation and practice of the contents of the lecture	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students understand the most important concepts of computer networks and Internet technology and can apply them. They have acquired the ability to work out similar content themselves. They are able to analyse network technology problems and solve these problems using programming techniques.		
	<b>Prerequisite/s:</b> none		

10.	<b>Compulsory Module: Assessing, Conceptualizing and Designing Multimedia</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Media Formats, Design Techniques and Design Principles</b> Theoretical questions of media technology and design; media-typical design principles; practical processes for the design, development and production of digital media: image, layout, print, web, audio, video.	2	3
<b>b.</b>	<b>UE Media Practice: Conception, Production and Distribution of Media Artefacts</b> Taking into account the contents of the lecture: conception and production of media artefacts; publication in suitable media formats and channels.	2	3
	<b>Total</b>	<b>4</b>	<b>6</b>
<b>Learning Outcomes:</b> Students are able to plan, produce, edit and publish media products, taking into account technical and design conditions. They are able to apply layout principles and typographical concepts in the design of print and digital media and can utilise the principles of image, sound and video design for the creation and distribution of multimedia content. They are also able to differentiate between, compare and evaluate different media formats and editing techniques			
<b>Prerequisite/s:</b> none			

11.	<b>Compulsory Module: Multimedia and target group-oriented Design: Assessment and Designing</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Design for an Aesthetic, Sustainable and Inclusive Media Design</b> Comprehensive overview of design-based media product creation; consideration of ethical, aesthetic, sustainable and inclusive aspects; focus on target group needs; teaching of design methods and techniques; development of effective design strategies.	2	3
<b>b.</b>	<b>UE Co-creative Conceptualisation, Design and Reflection on Multimedia</b> Media product design based on lecture content; co-creative creation of multimedia products aimed at different target groups; analysis and reflection on the impact of media and its ethical, aesthetic, sustainable and inclusive dimensions.	2	3
	<b>UE Development of Software Systems</b> Implementation of simple software systems, taking into account basic methods and techniques of software development.	2	3
	<b>Total</b>	<b>6</b>	<b>9</b>
<b>Learning Outcomes:</b> Students are able to critically reflect on different media formats and differentiate between them in the context of globalisation, digitalisation and medialisation. They are able to create inclusive, environmentally and gender-sensitive visual media formats. They are also able to analyse and reflect on media from an ethical, aesthetic, sustainable and inclusive perspective and design multimedia products with different target groups in mind. They are also able to create simple web-based software applications with the help of libraries.			
<b>Prerequisite/s:</b> none			

12.	<b>Compulsory Module: Didactics of Computer Science</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Didactics of Computer Science</b> The course deals with computer science as a teaching subject. It deals with the basic didactic principles of computer science teaching, more recent approaches to didactics of computer science, methods of concept orientation, lesson planning, monitoring learning objectives, guiding methodological principles of lesson organisation and instructional design.	4	5
<b>b.</b>	<b>PS Planning and Implementing Lessons in Computer Science</b> In this course, students learn how to plan and implement computer science lessons, including the necessary teaching materials and technologies.	2	2,5
	<b>Total</b>	<b>6</b>	<b>7,5</b>
<b>Learning Outcomes:</b> Students can explain approaches, concepts, theories and principles of didactics in computer science in a scientifically sound manner, assess and argue their effectiveness in the classroom and apply them in the context of teaching computer science or basic digital education.			
<b>Prerequisite/s:</b> none			

13.	<b>Compulsory Module: Subject Didactics of Media Education and of Basic Digital Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Introduction to the Didactics of Basic Digital Education</b> Discussion of didactic concepts of basic digital education; consideration of media education challenges in the context of the Frankfurt Triangle; comparison of research results from related disciplines; reflection on competence models in the curriculum; design of teaching concepts to promote media competence; development of didactic scenarios and feedback methods.	2	2,5
<b>b.</b>	<b>UE Media Education and Media Didactics: Concepts and Applications</b> Concept development for the use of digital media in the classroom; analysis of teaching media; design of multimedia learning environments; creation of instructional videos and other teaching media; implementation of media competence, media ethics and media law concepts; lesson planning.	2	2,5
<b>c.</b>	<b>UE Design Skills: Concepts and Applications</b> Selection of digital learning environments; design of teaching-learning scenarios; teaching media analysis and design skills, as well as communication and presentation techniques; lesson planning for teaching design skills.	2	2,5
	<b>Total</b>	<b>6</b>	<b>7,5</b>
<b>Learning Outcomes:</b> Students are able to describe the challenge of media education in the context of the Frankfurt Triangle and to name and compare models, concepts and results of empirical and theoretical research in related disciplines. Based on their interpretation of the curriculum, they can develop methodological concepts and didactic scenarios and create plans for lessons. Furthermore, they are able to analyse, design and use multimedia learning environments as well as evaluate, plan and create teaching media. They are also able to develop and implement concepts for teaching media and information skills to students and create corresponding lesson plans			
<b>Prerequisite/s:</b> none			

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p><b>SE Seminar with Bachelor's Thesis</b>            Presentation of one's own Bachelor's Thesis and professional discussion of the Bachelor's Theses presented by other students; a Bachelor's Thesis must be written as part of the seminar, to which 4 (of a total of 5) ECTS-Credits are allocated. The topic of the Bachelor's Thesis can be freely chosen from all modules of the subject-specific training or the modules of subject-specific didactics.</p>	2	1+4
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Students can independently write a paper on a topic from the field of basic digital education or computer science that meets the requirements of good scientific practice.</p>		
	<p><b>Prerequisite/s:</b> positively passed compulsory module 13</p>		

15.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p><b>PR Practical Training</b>            Practical experience at school: observation, planning, implementation and reflection of media aspects in lessons, in school development and in public relations for schools; if possible, participation in media projects, educational conferences and other school events; accompanying course for reflection and documentation of the practical training.</p>	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Students are able to prepare selected content of basic digital education, taking into account age, ability, performance, cultural and gender differences in different target groups for school lessons, taking into account media and computer science didactic and design-related concepts, and to convey and reflect on these in school lessons in a situation-appropriate manner.</p>		
	<p><b>Prerequisite/s:</b> positively passed compulsory modules 12 and 13</p>		

16.	Compulsory Module: Interdisciplinary Competencies	h	ECTS-Credits
	<p>Provided that places are available, courses from the curricula of the bachelor's programmes offered at the cooperating institutions of "Verbund LehrerInnenbildung West" (Teacher Education West) covering 5 ECTS-Credits can be freely selected, but not from the subject Digital Education and Computer Science was combined with. With regard to professional practice, we particularly recommend courses on interdisciplinary issues at the interfaces of educational science, media science, communication science and computer science as well as interdisciplinary topics such as education for sustainable development, language education, educational, vocational and life orientation, entrepreneurship education, health promotion, intercultural education, political education, reflective gender education and gender equality, sex education, environmental education for sustainable development, transport and mobility education and business and consumer education; subject-specific design skills, media and IT didactics and media excursions.</p>		5
	<b>Summe</b>	<b>-</b>	<b>5</b>

	<b>Lernergebnisse:</b> Die Studierenden verfügen über zusätzliche und vertiefende Kompetenzen, Fertigkeiten und Zusatzqualifikationen. Sie können die Zusammenhänge zu ihrem eigenen Fachwissen herstellen und sind in der Lage, ihr wissenschaftliches Profil durch den Erwerb von Zusatzqualifikationen zu individualisieren und zu vertiefen.
	<b>Anmeldungsvoraussetzung/en:</b> keine

## Section 7: Subject English

### § 1 Subject-specific qualification profile

The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: English understand their interest in English-speaking countries, acquaintances with local people there and in particular stays in English-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

#### (1) Objectives

1. Bachelor's Secondary School Teacher Training Programme (General Education) with a modern foreign language as subject is a scientifically founded vocational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect on and comprehend texts in a critical way, have an extensive repertoire of methods, flexibility and the ability to coordinate and motivate. They are able to creatively and competently design learning processes in language teaching and thus perform a leading, advisory and evaluating role. The graduates can apply the competences acquired in the study programme for enabling learners to speak English as a foreign language with regards to the situation, the learners' age and the respective performance level (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the respective language in its verbal and written form as befits the respective situation and age.
3. From their linguistic education, future teachers get insights into the functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods for their correctness and according to their suitability for a respective situation.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks specified by the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately teach reading strategies and analysis methods in an appropriate way.
5. Against the background of their cultural-scientific education, graduates are able to provide insights into the countries, where the target language is spoken.

#### (2) Skills

##### 1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communicate;
- Spoken language skills in different communication situations and roles (monologic and interactive);
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions;
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit;
- Written language skills for different text types;
- Wide range of knowledge in the fields of vocabulary and idiomology. This makes it possible to participate in communication on many different topics; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language;
- Language mediation: The different forms of expression and the different structures of the mother tongue and the foreign language are recognised in a contrastive way.



- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use, but are also able to use them for transfer, correction and assessment in teaching.

## 2. Linguistics and Linguistic Reasoning

In the field of linguistics and linguistic reasoning the graduates theoretically permeate the knowledge acquired in the command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronous linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of the historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

## 3. Literary Studies and Text Analysis

The field of literary studies develops different approaches to texts in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

## 4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

## 5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macromethods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be

transformed to first practical routines within the scope of subject-related practical courses.

Subject-didactical competences are not only taught in relevant courses, but also dealt with in subject-specific courses, which also focus on scientific study of a certain topic. In addition, the connection between subject-specific knowledge and subject didactics is considered in course examinations.

## § 2 Numbers of participants

1. Tutorials (UE): 25
2. Practical courses (UE) CM 1.b., CM 3.b.: 20
3. Lecture-tutorials (VU): 30
4. Lecture-tutorials (VU) CM 1.a., CM 3.a.: 20
5. Introductory seminars (PS): 30
6. Introductory seminars (PS) CM 2.a.: 20
7. Study orientation courses (SL): 25
8. PR Practical training courses: 14

## § 3 Compulsory and elective modules

- (1) If combined with another modern foreign language (French, Italian, Russian, Spanish) there are joint compulsory courses (1.a., 3.a.). Those must be compensated by the courses 1.c and 3.c. Students with other combinations pass only courses 1. a and 1.b in compulsory module 1 and only the courses 3.a and 3.b in compulsory module 3.
- (2) The following compulsory modules (including the Bachelor's thesis) with a total of 95 ECTS-Credits must be passed:

### A. Subject Didactics (20 ECTS-Credits)

1.	<b>Compulsory Module: Foundations in Modern Language Teaching and Learning</b>	h	ECTS-Credits
<b>a.</b>	<b>VU Introduction to Teaching Foreign Languages</b> Familiarization with theories and methods of foreign language teaching at schools with regards to the curricular of the respective school type and the <i>Common European Framework of Reference – CEFR</i> ; , integration of approaches of multilingualism and interculturality; considering of motivational and affective factors of foreign language teaching with regards to inclusiveness and diversity	2	3
<b>b.</b>	<b>UE Language-Specific Introductory Course in Teaching English</b> Language-specific course, which accompanies the introduction course and puts the theoretical content presented in this course into practice, reflects on the contents and introduces to planning processes for teaching. The students' own biography of learning is considered for getting first insights into multilingualism.	2	2
<b>c.</b>	<b>VU Selected Aspects for Advanced Study of the Introduction to Modern Language Teaching and Learning</b> Advancing the fundamentals and theories of teaching and learning of foreign languages in the school context with reference to school-specific curricula and the <i>Common European Framework of Reference for Languages</i> ; multilingualism, interculturality, factors of motivation and affective factors in foreign language teaching	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields		

	mentioned above. They are able to explain, analyse and discuss them based on research findings as well as to apply this knowledge for teaching English at school with regards to the target group and the age of the pupils.
	<b>Prerequisites:</b> successful completion of compulsory module 5

2.	<b>Compulsory Module: Competence Orientation in Modern Language Teaching and Learning</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Learning/Teaching Languages</b> The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject English and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives	2	2
<b>b.</b>	<b>SE Learning/Teaching Languages</b> In-depth study of selected theories of teaching and learning of foreign languages in the school context. The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context. They are able to include multilingualism-didactic, inclusive and diversity-specific aspects in English lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject English and have acquired first action routines.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

3.	<b>Compulsory Module: Evaluation of Modern Language Competences</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Introduction to Testing and Assessing in Teaching Foreign Languages</b> Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2

<b>b.</b>	<b>UE Language-Specific Course for Testing and Assessing English</b> Preparation of test formats and tasks on productive and receptive skills as well as linguistic competences in the teaching subject English (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
<b>c.</b>	<b>VU Selected Aspects for Advanced Study of the Introduction to Testing and Assessing in Foreign Language Teaching</b> Types and kinds of testing and assessing of language skills and linguistic competences in foreign language teaching; differentiated performance assessment (e.g. dynamic testing); introduction to statistic calculations for item and test modification	2	2
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject English.			
<b>Prerequisites:</b> successful completion of compulsory module 2			

<b>4.</b>	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> (Topic-)specific observation of teaching processes: planning, implementation and evaluation of English lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
<b>Total</b>		<b>1</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module are familiar with English teaching practice; they have tested, critically reflected on and evaluated own teaching approaches by means of procedures and methods of English teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in English lessons and acquire fundamental professional understanding for their occupational field.			
<b>Prerequisites:</b> successful completion of compulsory modules 2 and 8			

#### B. Command of Language (30 ECTS-Credits)

<b>5.</b>	<b>Compulsory Module: Language Usage I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Listening/Speaking I</b> Focus on pronunciation, intonation, sentence stress; listening comprehension; active participation in discussion	2	2.5
<b>b.</b>	<b>SL Reading/Writing I</b> Structure of sentences and paragraphs; writing clear and well-structured texts, such as letters, summaries etc.; reading and comprehension of articles on current issues	2	2.5
<b>c.</b>	<b>SL Language Awareness I</b> Reflection on language functions: grammar in context	2	2.5

	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Speaking skills, listening comprehension, text structures, grammar and language functions in context Target level: B2+ (achievement of strong vantage)		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Language Usage II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Listening/Speaking II</b> Listening comprehension: understanding more complex contents, humour etc.; efficient oral conveyance of positions in discussions	2	2.5
<b>b.</b>	<b>UE Reading/Writing II</b> Comprehension of texts with a wide range of topics including word allusions, humour, register use; writing clear and well-structured texts which also reflect a personal position/opinion	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Enhancement of oral communication skills; text and listening comprehension and effective reproduction; effective textual production Target level: C1 (achievement of effective operational proficiency)		
	<b>Prerequisites:</b> successful completion of compulsory module 5		

<b>7.</b>	<b>Compulsory Module: Applied Language Skills I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Language Awareness II</b> Language reflection: building blocks of the language: phonemes, syllables, morphemes, words, word combinations and word fields, phrases in the context	2	2.5
<b>b.</b>	<b>UE Listening/Speaking III</b> Consolidation of the competences of L/S I and L/S II; reading, expressing points of view in discussions (discussion competence) as well as precise formulation of ideas and opinions in social and professional contexts; listening comprehension: allusions, irony, sarcasm etc.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Enhancement of lexical competences; pragmatic language use, discussion competence; register use, text types and discourse principles Target level: C1+ (achievement of effective operational proficiency)		
	<b>Prerequisites:</b> successful completion of compulsory module 6		

8.	Compulsory Module: Applied Language Skills II	h	ECTS-Credits
a.	<b>UE Language Awareness III</b> Linguistic adequacy of interaction, linguistic expression, grammar in context	2	2.5
b.	<b>UE Reading/Writing III</b> Clear structure and appropriate style in argumentative essays; reproduction of critical thoughts, discourse principles; understanding of complex topics in different text types	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Effective text and essay production; academic essays; treatment of complex topics in different text types; stylistic competence Target level: C1+ to C2 (extension of effective operational proficiency)			
<b>Prerequisites:</b> successful completion of compulsory module 7			

9.	Compulsory Module: Professional Language Skills for Teachers of English	h	ECTS-Credits
a.	<b>UE Listening/Speaking IV</b> Successful participation in conversation and discussion; linguistic flexibility, idiomatic and colloquial forms of expression; rewordings, reading skills; listening comprehension and reproduction of contents at a high level	2	2.5
b.	<b>UE Reading/Writing IV</b> Writing of clear and stylistically appropriate summaries and commentaries, academic essays; reading and understanding literary texts and subject-specific texts	2	2.5
c.	<b>UE Language Awareness IV: Analysis and Correction</b> Correction competence; critical and linguistic analysis of learners' texts	2	2.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Linguistic self-confidence in all skills: reading, listening comprehension, writing, talking as well as linguistic flexibility in text and material production; correction competence: analytical error detection, comprehensible correction and effective feedback. Target level: C2 (achievement of mastery)			
<b>Prerequisites:</b> successful completion of compulsory module 8			

#### C. Linguistics (15 ECTS-Credits)

10.	Compulsory Module: Introduction to English Linguistics	h	ECTS-Credits
a.	<b>VO Introduction to English Synchronic Linguistics</b> This lecture provides an introduction to the various branches of English linguistics from a synchronic perspective; Besides of the key areas of phonology, morphology, syntax and semantics, disciplines such as pragmatics, text linguistics, socio linguistics and applied linguistics are dealt with.	2	2.5

<b>b.</b>	<b>VO Introduction to English Phonetics and Phonology</b> Overview of key concepts and basic skills needed for articulating, describing and transcribing the speech sounds of English. Attention will be paid to special problems learners with a German-language background have regarding the pronunciation of English (individual sounds, intonation patterns etc.).	2	2.5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> Knowledge of the diversity of possible issues in modern English linguistics with regard to the most important concepts, theories and methods; moreover, relevant practical aspects for school teaching (e.g. articulation, transcription exercises) as well as theoretical aspects are dealt with.		
	<b>Prerequisites:</b> none		

<b>11.</b>	<b>Compulsory Module: Use and Learning of English</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Synchronic and Diachronic Varieties of English</b> Overview of the varieties of English: from stylistic variations to regional varieties (with special regard to the differences of international varieties and the importance of English as lingua franca) to the phases of the development of English from diachronic perspectives	2	2.5
<b>b.</b>	<b>PS The Acquisition of English in a Multilingual Context</b> Overview of the interaction of socio- and psycho-linguistic factors in language acquisition in general and in the acquisition and use of English in special cases; In the discussion of dynamic language learning systems special focus is laid on transfer and other contact phenomena, which are relevant for the school setting. In this context, multilingualism is seen as a linguistic standard.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Knowledge of the variability of the English language as well as the importance of extra-linguistic (i.e. social, psychological, gender-specific) factors in different fields of English linguistics		
	<b>Prerequisites:</b> successful completion of compulsory module 10		

<b>12.</b>	<b>Compulsory Module: Applied Linguistics</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PS Systemic and/or Applied English Linguistics</b> The content of the course varies within linguistics including applied linguistics. It ranges from aspects of the theory discussion to very special application fields, e.g. in the form of interdisciplinary introductory seminars. In this context, the unity of research and teaching is clearly visible.	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Knowledge of theories and methods of selected topics of applied English linguistics; insights into the current research state of the respective area; independence in scientific reading; independent scientific working; exercising of scientific argumentation and constructive writing of bibliographies as well as presentation; individual and critical scientific working.		
	<b>Prerequisites:</b> successful completion of Compulsory Module 10		

D. Literary Studies (20 ECTS-Credits)

13.	Compulsory Module: Introduction to Literary Studies	h	ECTS-Credits
a.	<b>VO Introduction to British and Postcolonial Literary Studies</b> Overview of British and Postcolonial literatures; presentation of methodical concepts and main topics of Postcolonial Studies; analysis, discussion, interpretation of selected key texts; training of analytical and interpretive skills	2	2.5
b.	<b>VO Introduction to American Literary Studies</b> Overview of the most important aspects of American literary history, presentation of methodical concepts and main topics; analysis, discussion, interpretation of selected texts; training of analytical and interpretive skills	2	2.5
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Literature-scientific competences in a critical approach to texts of the US-American and Anglophone world; acquisition of skills in dealing with literature theories as well as literature scientific methods for analysing specific texts with regard to their application in the classroom; knowledge of and insights in the context of literature, society (in particular of multicultural societies of Great Britain and the USA) and politics.			
<b>Prerequisites:</b> none			

14.	Compulsory Module: Literary Analysis	h	ECTS-Credits
a.	<b>PS British and/or Postcolonial Literature</b> In-depth study of the contents of the lecture. Exemplary and focused dealing (historical, contemporary, comparative, interdisciplinary, thematic) with British and/or Postcolonial literature and texts of different genres in the context of different cultural phenomena.	2	2.5
b.	<b>PS American Literature</b> In-depth study of the contents of the lecture. Exemplary and focused dealing (historical, contemporary, comparative, interdisciplinary, thematic) with American literature and texts of different genres in the context of different cultural phenomena.	2	2.5
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Insights into the development of American and British/Postcolonial literatures in their intellectual, social and political contexts; exemplary and focused dealing with –English/Postcolonial and American literature; intellectual understanding by dealing with present multicultural societies and their phenomena; application of the competences for analysing literary texts.			
<b>Prerequisites:</b> successful completion of compulsory module 13			

15.	Compulsory Module: Survey of Literature and Culture	h	ECTS-Credits
a.	<b>VO British and/or Postcolonial Literature and Culture</b> The lecture provides in-depth insights of the development of English and/or Postcolonial literatures and their interaction <u>or</u> aspects of English or Postcolonial literatures <u>or</u> topics, concepts and theories (e.g. interculturality, racism, cultural identity, gender, issues of identity in Australian, Caribbean, New Zealand literature). The lecture is combined with a reading list.	2	5



<b>b.</b>	<b>VO American Literature and Culture</b> The lecture intends to give a broad survey of the development of American literature and culture, their subjects, concepts and theories in intellectual, social, medial and political contexts. The lecture is combined with a reading list.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> In-depth study of literary and cultural studies in English-speaking culture areas; understanding of literary historical, socio-cultural, medial and political contexts.		
	<b>Prerequisites:</b> successful completion of compulsory module 13		

E. Cultural Studies (5 ECTS-Credits)

<b>16.</b>	<b>Compulsory Module: Introduction to Cultural Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>A Course with a total of 2.5 ECTS-Credits is to be chosen:</b>  <b>VU Introduction to British and Anglophone Cultures</b> (2 h, 2.5 ECTS-Credits) Introduction to theories, methods, and contexts of cultural studies; Main topic are the geographical, historical, political, sociocultural, and gender-specific conditions of the respective English-speaking cultural sphere, the interdependency of which will be examined based on theory.  <b>VU Introduction to American Cultures</b> (2 h, 2.5 ECTS-Credits) Introduction to theories, methods, and contexts of cultural studies; Main topic are the geographical, historical, political, sociocultural, and gender-specific conditions of the respective English-speaking cultural sphere, the interdependency of which will be examined based on theory.	2	2.5
<b>b.</b>	<b>VU Introduction to Media Studies</b> Transfer of basic knowledge of media studies, in particular of media history and analysis; students acquire theoretical-analytical and productive skills and competences in dealing with cultural-scientific media of the respective English-speaking culture areas.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are familiar with cultural-scientific approaches to culture area-specific topics and issues and are able to apply them. They have basic and orientation knowledge of cultural-scientific methods, subjects and issues as well as knowledge and competences in the cultural and media context of the respective English language area.		
	<b>Prerequisites:</b> none		

- (3) Elective Modules from the field of Cultural Studies with a total of 5 ECTS-Credits must be passed, in any case, the elective modules 1 or 2 as well as 3 or 4 have to be passed.

1.	Elective Module: Critical Area Studies I	h	ECTS-Credits
	<b>PS Critical Area Studies: British and Anglophone Cultures</b> Reflection of cultural structures, institutions and phenomena of English-speaking culture areas (with the exception of the USA); based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account.	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Cultural-scientific competences for critically dealing with cultural facts and media in their different manifestations from the English-speaking (with the exception of the USA) language and culture area; acquisition of the skills for dealing with culture theories as well as culture-scientific methods by exemplary and result-oriented means for analysing and interpreting specific data; training of intercultural competences.		
	<b>Prerequisites:</b> successful completion of compulsory module 16		

2.	Elective Module: Critical Area Studies II	h	ECTS-Credits
	<b>PS Critical Area Studies: American Cultures</b> Observation of cultural structures, institutions and phenomena of American cultural spheres; based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account.	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> In-depth understanding of culture, in particular in terms of interculturality and transculturality; recognition and evaluation of cultural phenomena as well as their construction in the context of American Studies.		
	<b>Prerequisites:</b> successful completion of compulsory module 16		

3.	Elective Module: Cultural Studies I	h	ECTS-Credits
	<b>PS Cultural Studies: British and Anglophone Cultures</b> Reflection of cultural structures, institutions and phenomena of English-speaking culture areas (with the exception of the USA); based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account. Focus lies on socio-cultural phenomena and institutions, in particular in the fields of contemporary, everyday and popular culture.	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> In-depth study of cultural science and respective competences; acquisition of the skills for dealing with culture theories as well as culture-scientific methods by exemplary and result-oriented means for analysing and interpreting specific data; training of intercultural competences.		

	<b>Prerequisites:</b> successful completion of compulsory module 16
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4.	Elective Module: Cultural Studies II	h	ECTS-Credits
	<b>PS Cultural Studies: American Cultures</b> Reflection of cultural structures, institutions and phenomena of American Cultures; based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account. Focus lies on socio-cultural phenomena and institutions, in particular in the fields of contemporary, everyday and popular culture.	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> In-depth study of cultural science and respective competences; acquisition of the skills for dealing with culture theories as well as culture-scientific methods by exemplary and result-oriented means for analysing and interpreting specific data; training of intercultural competences.		
	<b>Prerequisites:</b> successful completion of compulsory module 16		

#### § 4 Bachelor's Thesis

In the subject of English a Bachelor's Thesis amounting to 5 ECTS-Credits must be written in English. The performance of the Bachelor's Thesis is to be delivered in addition to the course in the scope of which the thesis is written. The Bachelor's Thesis must be written within the scope of a course with continuous performance assessment from the compulsory modules 2, 3, 11, 12, 14 or the elective modules 1,2,3, 4.

## **Section 8: Nutrition and Housekeeping**

### **§ 1 Subject-specific qualification profile**

Graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) have acquired the following competences in the subject of Nutrition and Housekeeping:

#### **(1) Subject-specific skills**

- They have a basic knowledge of nutritional physiology, nutritional psychology and socio-cultural aspects with regards to nutritional education and health education in the school context.
- They know measures for promoting physiological, social, ecological and psychological well-being and describe strategies of a lifestyle concept, which is acceptable for health and social life.
- They describe, develop and reflect on goals and measures for health promotion and prevention. They have a basic knowledge for preventing diseases associated with nutrition and are able to convey fundamentals of nutritional therapy in a well-grounded way and to substantiate the relationship between lifestyle and health.
- They acquire a basic and structured knowledge of characteristics, production and processing of food and apply this knowledge in practice with regards to their target group and are able to substantiate their approach.
- They explain legal aspects of consumer protection and food legislation and are able to implement these aspects in a suitable way.
- They have a well-founded and reflected specialist knowledge in the field of consumer education and are able to deal with household resources based on scientific principles of household economy.
- They depict private households as supply, economic and social units and reflect their political, social, economic and ecological importance for society.
- They understand the importance of different eating habits and are able to appropriately allocate behavioural aspects and lifestyle modifications in this regard.
- The importance of out-of-house-eating is scientifically substantiated with “best practice” examples.
- They pick up current trends in nutrition and household and assess according to scientific aspects and depict multidisciplinary relations..
- They have skills for dealing with specialist literature and are able to conduct targeted literature research.
- They acquire a pertinent specialist knowledge on nutrition of the respective target groups and apply recommendations, guidelines and reference values of leading specialist societies and implement them.
- They make multi-perspective and multidimensional decisions on nutrition and household.

#### **(2) Subject-didactical competences**

Based on this subject-specific competences the graduates have acquired the following subject-didactical competences:

- They plan, hold, reflect on and evaluate teaching from different didactical perspective in consideration of the curriculum and develop concepts for assessing learning progress and effectiveness in an independent way and in consideration of their target group.
- They design and evaluate teaching materials with regards to their effectiveness and appropriateness for the age and target group.
- They develop, compare and reflect on thematic approaches towards practical and theoretical topics.
- They develop and reflect on subject-specific and interdisciplinary teaching with differentiated emphases.
- They continuously reflect on the relationship between relevant scientific disciplines and the teaching subject in their dealing with subject-didactics.

## § 2 Maximum number of participants

1. Seminars (SE): 14
2. Introductory seminars (PS): 18
3. Practical training courses (PR): 14
4. Tutorials (UE): 12

## § 3 Compulsory modules

The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Principles of Nutrition and Housekeeping	h	ECTS-Credits
a.	<b>VO Principles of Housekeeping</b> Household as life, economic and supply area, political dimensions of household-related processes, private households as decision makers, dealing with specialist literature and selected scientific publications of specialist associations	1	2
b.	<b>VO Principles of Nutrition</b> Basic concepts of nutritional science, ingredients of food, body weight, energy and nutritional requirements, principles for calculations, recommendations, reference values and models for implementation, nutritional and eating habits	1	2
c.	<b>PS Introduction to Subject-Didactics Nutrition and Housekeeping</b> Subject-specific frame of reference, related sciences, multidisciplinary approaches to the subject of Nutrition and Housekeeping, didactical principles, teaching principles, curricula analysis, contemporary image of the profession	1	1
<b>Total</b>		<b>3</b>	<b>5</b>
<p><b>Learning Outcomes:</b> Graduates</p> <ul style="list-style-type: none"> <li>▪ depict the private household as important economic factor and reflect on its tasks and its relevance for the political and economic system.</li> <li>▪ discuss household-related decisions multiperspectively and multidimensionally.</li> <li>▪ know about the topical areas of nutritional and household sciences and are able to classify and present the multidisciplinary relations in a well-founded way.</li> <li>▪ describe and reflect on the relationship between nutrition and health.</li> <li>▪ know the subject-scientific background and have a well-founded knowledge of nutritional physiology.</li> <li>▪ develop a subject-specific and contemporary awareness of the profession..</li> <li>▪ formulate basic issues of nutritional education at school.</li> <li>▪ compare and discuss different subject-specific frames of reference.</li> <li>▪ develop multidisciplinary approaches towards nutritional and household education.</li> <li>▪ formulate skills, analyse teaching principles and didactical principles for teaching the subject of nutrition and household.</li> </ul>			
<b>Prerequisites:</b> none			

2.	<b>Compulsory Module: Introduction to Kitchen &amp; Serving Practices</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Introduction to Kitchen Practices</b> Hygiene in the kitchen, HACCP hygiene training, basic techniques of food preparation in the household, kitchen utensils and their rational use	3	3
<b>b.</b>	<b>UE Principles of Serving Practices</b> Placing of standard covers, fundamental techniques of serving, table design	1	2
<b>c.</b>	<b>VO Work Science and Ergonomics</b> Fundamentals of ergonomics, time management, quality management and safety measures in the kitchen, accident prevention measures in the areas of living, working and leisure time.	1	1
<b>d.</b>	<b>PS Subject-Didactics Cooking and Serving</b> Theory-practice understanding in the subject of nutrition and housekeeping, elements of teaching planning, planning of teaching sequences, school kitchen as place for learning, subject-specific teaching skills	1	1.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ have a command of basic techniques in the kitchen and household.</li> <li>▪ practically apply hygiene and safety measures for maintaining health.</li> <li>▪ explain the principles of work science and ergonomics and substantiate interventions of observable work processes.</li> <li>▪ develop an understanding of the relations between theory and practice in the subject of nutrition and housekeeping.</li> <li>▪ independently plan and hold teaching sequences and assess them based on theory</li> </ul>		
	<b>Prerequisites:</b> none		

3.	<b>Compulsory Module: Natural Sciences</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Nutritional Science I</b> Macro and micronutrients: types, structure, characteristics, sources, importance for nutritional physiology and use in the kitchen, requirements and supply	1	2
<b>b.</b>	<b>VO Fundamentals of Human Biology</b> Organ systems with regards to sensory perception, digestions, resorption and utilization of food, enzymes and hormones for food utilization, water supply	1	2
<b>c.</b>	<b>PS Household Technology</b> Physical fundamentals, functioning of typical devices, economic and social dimensions	1	1
<b>d.</b>	<b>PS Subject-Didactics Sensory Analysis</b> Aesthetical approach to nutritional education, use of sensory exercises in class, descriptive and evaluating methods, training of enjoying food	1	1.5
	<b>Total</b>	<b>4</b>	<b>6.5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ know and describe the nutrients of food, their biochemical functions and physiological importance.</li> </ul>		

<ul style="list-style-type: none"> <li>▪ calculate and estimate supply needed and menus suitable for everyday life.</li> <li>▪ explain the way of working of household devices and discuss different dimensions.</li> <li>▪ explain processes of food preparation based on aspects of natural science.</li> <li>▪ acquire basic knowledge for sensory education and perception.</li> <li>▪ use their knowledge of sensory analysis for exemplary assessment of food in nutritional education.</li> <li>▪ discuss and reflect on ways to enjoy food.</li> </ul>
<b>Prerequisites:</b> none

4.	<b>Compulsory Module: Housekeeping &amp; Society</b>	h	ECTS-Credits
<b>a.</b>	<b>VO Principles of Household Economics</b> Tasks and functions of private households and specific aspects of society, design of living environments and their effects on the household, requirements and demand in households, lifestyle theories, life forms	2	2
<b>b.</b>	<b>PS Household and Sustainability</b> Development history of private and public households, design of living room in consideration of aspects of human ecology, resource conservation, household technology from an ecological perspective with regards to everyday life at school	1	2
<b>c.</b>	<b>PS Integrative Aspects of Subject Didactics</b> Dealing with learning difficulties, learning disorders and learning handicaps in the subject of Nutrition and Housekeeping, specifics of social-integrative teaching in Nutrition and Housekeeping	1	2
<b>Total</b>		<b>4</b>	<b>6</b>
<b>Learning Outcomes:</b> Graduates			
<ul style="list-style-type: none"> <li>▪ explain and analyse the tasks and functions of private households.</li> <li>▪ get a global awareness for the ecological dimensions and limits in the field of household science and their relevance for teaching.</li> <li>▪ develop and reflect on decision-making and responsibilities for social-integrative learning in heterogenous classes, in particular for the subject Nutrition and Housekeeping</li> </ul>			
<b>Prerequisites:</b> none			

5.	<b>Compulsory Module: Housekeeping &amp; Consumption</b>	h	ECTS-Credits
<b>a.</b>	<b>VO Fundamentals of the Socioeconomics of the Household</b> Human-ecological and socioecological aspects of private household, finance management	1	2
<b>b.</b>	<b>PS Consumer Education</b> Legal framework (national and international law), quality management in the food sector, quality criteria for nutrition and housekeeping, certification, guidelines, organization of consumer information offices for the national and international area	2	2.5
<b>c.</b>	<b>PS Living in a Consumer Society</b> Consumer policy and consumer protection, theories and models of consumer behavior, fundamentals of marketing, analysis of consumer-related communication and information search	1	2

<b>d.</b>	<b>PS Subject Didactics Consumer Education</b> Methods of consumer education, implementation of concepts of consumer education in class	1	1
	<b>Total</b>	<b>5</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ discuss and analyse human-ecological and socioeconomic aspects of private households.</li> <li>▪ know the interests of producers and consumers and can discuss and critically substantiate consumer habits and decisions in a well-founded way.</li> <li>▪ develop, practice and reflect on teaching concepts in the field of consumer education based on theory</li> <li>▪ critically assess methods of consumer education and discuss new proposals for solutions.</li> </ul>			
<b>Prerequisites:</b> none			

<b>6.</b>	<b>Compulsory Module: Kitchen Management</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Fundamentals of Cooking</b> Nutrient-preserving preparation of food, fundamentals of product-specific working and presentation methods, time and work management in the kitchen, eating and table culture, food and drink service	3	3
<b>b.</b>	<b>PS Economic and Ecologic Kitchen Management</b> Purchase, planning and assessing of food in consideration of economic and ecologic aspects, finance management in the household, organization processes in kitchen and household	1	2
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ use product-specific working, preparation and presentation techniques and assess them based on different criteria.</li> <li>▪ use and reflect on the most important principles of work and time management for food preparation in consideration of different kitchen facilities.</li> <li>▪ explain the fundamentals of eating and table culture and are able to serve food and drinks.</li> </ul>			
<b>Prerequisites:</b> successful completion of compulsory module 2			

<b>7.</b>	<b>Compulsory Module: Food Science and Legislation</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Food Science I</b> Production, quality and characteristics of food from animals and plants, product science, importance for nutritional physiology	2	2
<b>b.</b>	<b>PS Food Science II</b> Application areas in the kitchen, sensory assessment of food quality, selected methods and assessment procedures	1	2
<b>c.</b>	<b>PS Food Legislation and Hygiene</b> International and national framework conditions, toxicology, conservation, quality assurance in the food area	1	1.5
<b>d.</b>	<b>UE Subject Didactics Tests and Experiments</b> Placing, planning, implementation and evaluation of tests and experiments	1	2
	<b>Total</b>	<b>5</b>	<b>7.5</b>



	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ evaluate types of production and processing from several perspectives.</li> <li>▪ apply different quality assurance systems and evaluate them based on theory.</li> <li>▪ plan tests and experiments, make them in class and reflect on the results based on theory.</li> </ul>
	<b>Prerequisites:</b> none

8.	Compulsory Module: Sociology of Nutrition	h	ECTS-Credits
a.	<b>VO Food Culture</b> Religious and ethical principles in food culture, traditions, key ideas for new cultural developments	1	2
b.	<b>VO Scientific Working</b> Structure of a scientific paper, fundamentals of literature and information research	1	2
c.	<b>VO Nutritional Psychology</b> Eating biography, eating disorders	1	1
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ describe traditional influences on the development of trends and established ways of eating.</li> <li>▪ analyse and write exposés and abstracts.</li> <li>▪ make and analyse eating biographies for optimizing the eating behaviour.</li> <li>▪ explain the fundamental background of eating disorders based on theory.</li> </ul>		
	<b>Prerequisites:</b> none		

9.	Compulsory Module: Nutrition and Health I	h	ECTS-Credits
a.	<b>VO Target-Group-Specific Eating</b> Recommendations for nutrition as required by different life stages and situations, collective eating in pedagogical contexts	2	3
b.	<b>PS Applied Nutritional Science</b> Nutritional advice for promoting health in schools, concepts and recommendations for food for school	1	1.5
c.	<b>VO Nutritional Science II</b> Stimulant food, hunger-satisfaction, intermediate metabolism	1	2
d.	<b>PS Subject-Didactics Nutrition and Health</b> Biographic learning, language as element of subject-specific teaching	1	1
	<b>Total</b>	<b>5</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ know and explain the fundamentals of metabolic physiology.</li> <li>▪ interpret evidence-based recommendations for dealing with stimulants and their importance and effects for nutritional physiology.</li> <li>▪ adequately prepare teaching materials for children and youths.</li> </ul>		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Health Promotion	h	ECTS-Credits
a.	<b>PS Public Health</b> Basic concepts of public health and health promotion, prevention, methods of collecting data, fundamentals of eating epidemiology, salutogenesis	2	2
b.	<b>PS Project Health Promotion</b> Project planning and project management for health promotion	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ develop, plan and evaluate projects in the field of health and implement them based on theory.</li> <li>▪ know and describe basic key elements of health promotion.</li> <li>▪ critically discuss issues of health care policy and their targets.</li> <li>▪ know measures of health promotion in different settings.</li> <li>▪ discuss limits of health promotion and prevention in a well-founded way.</li> </ul>			
<b>Prerequisites:</b> none			

11.	Compulsory Module: Nutrition – Health II	h	ECTS-Credits
a.	<b>VO Prevention and Dietetics</b> Fundamentals of nutritional medicine, adiposity, metabolic syndrome, rationalization scheme, selected scientific studies, their importance and interpretation	2	3
b.	<b>UE Advanced Cooking</b> Dishes for different target groups and different diets	3	4
	<b>Total</b>	<b>5</b>	<b>7</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ substantiate and evaluate principles of nutritional therapy in a scientific way.</li> <li>▪ evaluate selected eating programmes in a scientific way.</li> <li>▪ plan menus, prepare dishes, evaluate them for different target groups and different diets, substantiate their effects based on theory and possibly suggest optimizations.</li> </ul>			
<b>Prerequisites:</b> successful completion of compulsory module 2			

12.	Compulsory Module: Nutrition and Society	h	ECTS-Credits
a.	<b>UE Creative Cooking</b> Trends in kitchen and household, intercultural food preparation	2	3
b.	<b>PS Communal Food Service</b> Qualitative and quantitative measures, alternative types of food and trends	1	1
c.	<b>UE Interdisciplinary Working</b> Particularities of interdisciplinary working	1	1.5
	<b>Total</b>	<b>4</b>	<b>5.5</b>

	<p><b>Learning Outcomes:</b> Graduates</p> <ul style="list-style-type: none"> <li>▪ explain and apply scientific fundamentals of current requirements for communal food services.</li> <li>▪ develop and create menus with different cultural and religious background and relate them to specialist science.</li> <li>▪ independently plan interdisciplinary classes, hold them, evaluate them and reflect on the results based on theory.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 2

13.	Compulsory Module: Nutrition and Housekeeping	h	ECTS-Credits
a.	<p><b>PS Nutritional Science III</b> Bioactive substances, acid-base balance, antioxidants in food, metabolism of radicals, functional food, selected methods for determining ingredients</p>	1	2
b.	<p><b>VO Political Dimensions of the Household</b> Social networks and political framework conditions for supporting private households, problems, approaches to solving them, current trends and influence factors on households</p>	2	3
c.	<p><b>PS Household as Service Provider</b> Regeneration unit, budgeting in single and large households</p>	1	1.5
d.	<p><b>UE Subject-Didactics School Outings and Excursions</b> School outings for advanced study of the contents, organization and legal framework conditions, approaches, excursions</p>	1	1
	<b>Total</b>	<b>5</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b> Graduates</p> <ul style="list-style-type: none"> <li>▪ know selected analytical methods for determining ingredients.</li> <li>▪ explain the relevance of bioactive substances for nutritional physiology and substantiate preventive medical aspects in a professional way.</li> <li>▪ recognise and describe factors of influence with regards to “households”.</li> <li>▪ develop an understanding for the educational mission of their subject through the ages.</li> <li>▪ plan, organize and conduct excursions and school outings and evaluate them.</li> </ul>		
	<b>Prerequisites:</b> none		

14.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<p><b>PR Professional Teacher Development</b> Planning of, implementation of and reflection on teaching in practice schools, observing classes</p>	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module formulate competences and goals. They plan and hold classes including evaluation of learning progress and assessing and reflect on their lesson planning and implementation.</p>		
	<b>Prerequisites:</b> successful completion of compulsory module 2		

15.	Compulsory Module: Sustainability as a Concept for Life	h	ECTS-Credits
a.	<b>PS Sustainability – Global and Individual Effects</b> Definitions, models, strategies, sustainable development, sustainability in household and consumption, sustainable lifestyle	1	1.5
b.	<b>PS Feeding the World</b> Nutritional situation in the world (shortage – abundance), hunger and super-nutrition, health-political aspects	1	1
c.	<b>PS Nutritional Ecology</b> Dimensions of nutritional ecology	1	1
d.	<b>PS Subject Didactics Competence-Oriented Performance Assessment</b> Legal framework conditions of determining and assessing learning progress with regards to the subject Nutrition and Housekeeping, forms of performance assessment and effectiveness of learning	1	1.5
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ develop and understanding of the dimensions and requirements with regards to sustainability.</li> <li>▪ explain influencing factors on world nutrition, analyse the global effects and discuss approaches to solution.</li> <li>▪ discuss the men-environment-relationship and demonstrate complex systematic thinking by presenting relations in an understandable way and substantiating them by facts and data.</li> <li>▪ determine, assess and document the performances of pupils in their competence-oriented teaching.</li> </ul>			
<b>Prerequisites:</b> none			

16.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> In-depth dealing with a related science of the subject Nutrition and Housekeeping with close connection to school teaching, verbal presentation and discussion of the results, planning and writing of the Bachelor's Thesis. 6 (of altogether 7.5 ECTS-Credits) are allocated to the thesis.	1	1.5 + 6
<b>Total</b>		<b>1</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Graduates independently choose a problem from a field of the studied subject Nutrition and Housekeeping, which is related to teaching at school and deal with the issue in writing and verbally based on scientific criteria.			
<b>Prerequisites:</b> successful completion of compulsory module 8			

## **Section 9: Subject Ethics**

### **§ 1 Subject-specific qualification profile**

The Bachelor's Programme in the Subject of Ethics serves the acquisition of specialist knowledge, methodological and subject related didactical competences. It is based on a fundamental subject-specific and subject-didactic training based on the current state of research, taking into account the current curricula for the secondary level.

#### **Subject-specific competences**

Graduates of the Secondary School Teacher Training Programme in the subject of Ethics

- can interpret and (at a basic level) compose texts in a subject-specific manner (textual competence),
- can apply ethical theories to situations and problems in the lifeworld as well as make well-founded judgments about moral problems within the framework of these theories (ethical reflection and judgment competence),
- can analyse, understand and apply subject-relevant and subject-specific terms (language analytical competence),
- know the formation of ethical concepts and theories in their historical dimension (competence in the interpretation of the history of ideas),
- can argue well and reasonably and make well-founded judgments as well as check arguments for conclusiveness and consistency (reasoning and judgment competence),
- can connect problem areas from different subject areas relevant to ethics and discuss them from a common point of view (transdisciplinary competence),
- are able to differentiate between secular and religious approaches to the world in terms of their importance for ethical issues, assess them critically and bring them into constructive conversations (intercultural and interreligious dialogue skills).

#### **Subject-didactic competences**

Graduates of the Secondary School Teacher Training Programme in the subject of Ethics

- know the goals and controversies of philosophy and ethics didactics and can assign the different didactic models to them,
- are able to determine the core topics from the subject areas of various ethical and related disciplines and to select problem-oriented questions for the design of their lessons,
- know different methods of reflecting on ethical problems and how they can be put into practice in teaching,
- know different philosophical forms of conversation and can plan and lead group discussions accordingly,
- know curricula and textbooks, can reflect on them critically and use the knowledge acquired during the study programme to derive professional and competence-oriented lesson plans,
- can – among other things - research, select, collect and evaluate materials for teaching online,
- can prepare subject-specific content for specific target groups, e.g. digitally and differentiated for teaching.

### **§ 2 Maximum number of participants**

1. Study orientation courses (SL) CM 1a: 30
2. Introductory seminars (PS): 30
3. Introductory seminars (PS) CM 1c: 20
4. Seminars (SE): 30
5. Practical training courses (PR): 14

### § 3 Compulsory and elective modules

(1) The following **compulsory modules** covering altogether **90 ECTS-Credits** are to be passed:

1.	Compulsory Module: Fundamentals of Ethics	h	ECTS-Credits
a.	<b>SL Introduction to Philosophy</b> Introduction to philosophising in oral and written form with special consideration of different understandings of and approaches to philosophy; teaching and self-study of methods of scientific work.	2	5
b.	<b>VO Ethics I</b> Overview of the terms, methods, questions and theories of ethics.	2	5
c.	<b>PS Ethics I</b> Introduction to the specialist literature and study of suitable questions and theories of ethics in the context of discussions, presentations and written papers.	2	5
	<b>Total</b>	<b>6</b>	<b>15</b>
<b>Learning Outcomes:</b> Basic knowledge of the terms, methods, questions and theories of ethics; in-depth knowledge of selected issues and theories as well as the ability to present them in an understandable manner in written and oral form; Scientific work skills; training in philosophical problem awareness.			
<b>Prerequisites:</b> none			

2.	Compulsory Module: Philosophy of Good Life	h	ECTS-Credits
a.	<b>VO Philosophy of the Art of Living</b> Overview of the terms, methods, questions and theories of ethics with a focus on life-world issues with regard to a good lifestyle.	2	5
b.	<b>SE Ethics of Lifestyle</b> Introduction to the specialist literature and treatment of suitable questions and theories on personal responsibility and co-responsibility with special consideration of gender and relationships of authority, addiction, suicide, consumer behaviour, etc.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Basic knowledge of the concepts, methods, questions and theories of the philosophy of the good life; in-depth knowledge of selected issues and theories as well as the ability to present them in an understandable manner in written and oral form; development of an ethical problem awareness.			
<b>Prerequisites:</b> none			

3.	Compulsory Module: Foundations and Ethics of Religions and World Views	h	ECTS-Credits
a.	<b>VO Religions and their Ethics</b> Overview and introduction to religions (Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Daoism, Sikhism and others) with special consideration of their values and ethical principles.	2	5
b.	<b>SE Analysis of Religious and Non-Religious World Views</b>	2	5

	Analysis of world views with special consideration of new religious movements (including esotericism) and non-religious world views (including new atheism, secular world views), their values and social relevance.		
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Basic knowledge of the fundamentals and ethics of religions and religious world views; in-depth knowledge of selected issues and theories as well as the ability to present them in an understandable manner in written and oral form; ability to understand religious and non-religious world views and to judge them independently; raising awareness for their rationality standards, normative implications for action and social relevance; training in intercultural and interreligious dialogue skills.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Applied Ethics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Overview Applied Ethics</b> Imparting of central aspects of applied ethics (including medical ethics, bioethics, economic ethics, media ethics, environmental ethics, animal ethics, sexual ethics).	2	5
<b>b.</b>	<b>SE Advanced Applied Ethics</b> Additional study and advanced study of a field in applied ethics	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Expansion and deepening of knowledge of ethics in terms of selected issues and theories of applied ethics; sharpening ethical awareness of problems; the ability to relate selected questions and theories of applied ethics to one another on the basis of presentations and readings of selected texts, to analyse them in the context of the current research discussion, to question them independently and to relate them to current social problems.		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Political Ethics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Fundamentals of Political Ethics</b> Overview of the terms, methods and theories of political ethics with a focus on the history of ideas and current social developments.	2	5
<b>b.</b>	<b>SE Human Rights</b> Introduction to the theories, practices, history and debates of human rights taking into account the human rights of certain groups (rights of women, children's rights, rights of people with disabilities).	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Basic knowledge of the terms, methods, questions and theories as well as their areas of development and application of political ethics; basic knowledge of issues and theories of human rights as well as the ability to present them in an understandable manner in written and oral form; development of ethical problem awareness.		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Teaching Ethics I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Fundamentals of Teaching of Ethics</b> Insight into the methodology of teaching ethics and the most important subject didactic concepts (including the development of judgment, value formation, suggestiveness awareness, controversy requirement, neutrality requirement).	2	3
<b>b.</b>	<b>PS Psychology of Moral Development</b> Acquisition of empirically relevant knowledge for ethical educational processes; insight into theories of cognitive and moral development as well as theories of free will, motivation and evolutionary ethics.	2	2.5
<b>c.</b>	<b>PS Fundamentals of Teaching Ethics</b> Insight into competence-oriented models for school-level-specific planning of ethics lessons and for performance assessment. Insights into curricula and annual planning, analysis of textbooks.	2	2.5
	<b>Total</b>	<b>6</b>	<b>8</b>
	<b>Learning Outcomes:</b> Basic knowledge of the most important didactic concepts, theories of ethical educational processes and scientific perspectives on moral development; ability for competence-oriented lesson planning; knowledge of methods of performance recording and performance evaluation as well as critical reflection on curricula and textbooks.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

<b>7.</b>	<b>Compulsory Module: Teaching Ethics II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Theory of Reasoning and Rhetoric</b> Introduction to philosophical argumentation and rhetoric with subject-didactic development.	2	3
<b>b.</b>	<b>PS Propaedeutics of Ethical Self-Positioning</b> Dealing with and reflecting on one's own ideological prerequisites and positions; subject-didactic study of subject areas of ethics, taking into account the areas of cultural diversity, foreignness, conflict transformation.	2	2.5
<b>c.</b>	<b>PS Subject-Didactic Laboratory</b> Experimental conception for simulating lessons. Planning and practical implementation of ethical core topics and methods in competence-oriented teaching units with joint evaluation.	2	2.5
	<b>Total</b>	<b>6</b>	<b>8</b>
	<b>Learning Outcomes:</b> Knowledge of basic questions and methods of argumentation theory and rhetoric; expansion and deepening of the knowledge acquired in the compulsory module Teaching Ethics I in terms of selected questions, theories and methods; ability for competence-oriented lesson planning; ability for professional self-reflection as well as to process controversies subject-didactically using different media.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		



8.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Practical Training</b> Practical experience in school: observation, planning, implementation and reflection of ethics lessons; if possible, participation in projects, educational conferences and other school events; accompanying course to reflect on the practical training.	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Knowledge of class observation, analysis and evaluation as well as the planning and implementation of teaching units taking into account the specifics of the learning group (with regard to age, gender, social and cultural conditions); reflection on one's own and others' teaching performance; competence to recognise, analyse and modify subject didactic questions and problems with knowledge of the current scientific discourse under supervision.		
	<b>Prerequisites:</b> successful completion of compulsory modules 2, 4 and 6		

9.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> Theoretical and methodological discussion of research questions in ethics or the didactics of ethics; Within the scope of the seminar a Bachelor's Thesis is to be written; 7 (out of a total of 9) ECTS-Credits are allocated to it.	2	2+7
	<b>Total</b>	<b>2</b>	<b>9</b>
	<b>Learning Outcomes:</b> Graduates can apply the theoretical and methodological tools of ethics to a specific question.		
	<b>Prerequisites:</b> successful completion of compulsory modules 2, 3, 4, 5 and 6		

10.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	Courses covering a total of 5 ECTS-Credits can be freely selected from the curricula of the bachelor's and/or diploma programmes at the University of Innsbruck.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of additional and advanced competences and skills from other scientific disciplines.		
	<b>Prerequisites:</b> The prerequisites specified in the respective curricula must be met.		

(2) One of four elective modules covering altogether 10 ECTS-Credits is to be passed:

1.	Elective Module: Current Topics in Ethics	h	ECTS-Credits
a.	<b>VO Current Topics in Ethics</b> Lecture in which selected issues and theories in philosophical ethics are depicted and discussed.	2	5
b.	<b>SE Current Topics in Ethics:</b> Introduction to the specialist literature and study of suitable issues and theories of philosophical ethics with special consideration of current scientific and social debates and – if necessary – including subject-didactic interpretation.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> The knowledge of ethics is expanded and advanced by studying selected questions and theories; awareness for ethical issues is raised; ability to relate selected questions and theories of ethics to one another on the basis of the presentation and reading of selected texts, to analyse them in the context of the current research discussion, to question them independently and to relate them to current social problems.			
<b>Prerequisites:</b> none			

2.	Elective Module: Fundamentals of Philosophy	h	ECTS-Credits
	Courses covering altogether 10 ECTS-Credits are to be selected from the Bachelor's Programme in Philosophy at the Faculty of Philosophy and History and/or the Bachelor's Programme in Philosophy at the Faculty of Catholic Theology.		10
	<b>Total</b>		<b>10</b>
<b>Learning Outcomes:</b> Basic knowledge of terms, methods, questions of philosophical theories as well as the ability to present them in written and oral form in an understandable manner; raising the awareness for philosophical problems.			
<b>Prerequisites:</b> The prerequisites specified in the respective curricula are to be met.			

3.	Elective Module: Religions and Criticism of Religions	h	ECTS-Credits
	Courses covering a total of altogether 10 ECTS-Credits can be selected from Bachelor's Programmes in Islamic Religious Education and/or the Bachelor's Programme in Catholic Religious Education.		10
	<b>Total</b>		<b>10</b>
<b>Learning Outcomes:</b> Basic knowledge of the terms, methods, questions of religious studies, theological and religious-philosophical theories as well as the ability to present them in written and oral form in an understandable manner; training in intercultural and interreligious dialogue skills as well as transdisciplinary skills.			
<b>Prerequisites:</b> The registration requirements specified in the respective curricula are to be met.			

4.	Elective Module: Law, State, Politics	h	ECTS-Credits
	Courses covering altogether 10 ECTS-Credits are to be selected from the Bachelor's Programme in Political Science and/or the Diploma Programme in Law		10
	<b>Total</b>		<b>10</b>
	<b>Learning Outcomes:</b> Basic knowledge of the concepts, methods and questions of social science and humanities-based theories of law, the state and politics as well as the ability to present them in written and oral form in an understandable way; development of transdisciplinary competences.		
	<b>Prerequisites:</b> The registration requirements specified in the respective curricula are to be met.		

## Section 10: Subject French

### § 1 Subject-specific qualification profile

The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: French understand their interest in French-speaking countries, acquaintances with local people there and in particular stays in French-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

#### (1) Objectives

1. Bachelor's Secondary School Teacher Training Programme (General Education) with a modern foreign language as subject is a scientifically founded vocational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect on and comprehend texts in a critical way, have an extensive repertoire of methods, flexibility and the ability to coordinate and motivate. They are able to creatively and competently design learning processes in language teaching and thus perform a leading, advisory and evaluating role. The graduates can apply the competences acquired in the study programme for enabling learners to speak English as a foreign language with regards to the situation, the learners' age and the respective performance level (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the respective language in its verbal and written form as befits the respective situation and age.
3. From their linguistic education, future teachers get insights into the functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods for their correctness and according to their suitability for a respective situation.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks specified by the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately teach reading strategies and analysis methods in an appropriate way.
5. Against the background of their cultural-scientific education, graduates are able to provide insights into the countries, where the target language is spoken.

#### (2) Skills

##### 1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communicate;
- Spoken language skills in different communication situations and roles (monologic and interactive);
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions;
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit;
- Written language skills for different text types;
- Wide range of knowledge in the fields of vocabulary and idiomology. This makes it possible to participate in communication on many different topics; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language;
- Language mediation: The different forms of expression and the different structures of the mother tongue and the foreign language are recognised in a contrastive way.

- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use, but are also able to use them for transfer, correction and assessment in teaching.

## 2. Linguistics and Linguistic Reasoning

In the field of linguistics and linguistic reasoning the graduates theoretically permeate the knowledge acquired in the command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronous linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of the historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

## 3. Literary Studies and Text Analysis

The field of literary studies develops different approaches to texts in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

## 4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

## 5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macromethods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be

transformed to first practical routines within the scope of subject-related practical courses.

Subject-didactical competences are not only taught in relevant courses, but also dealt with in subject-specific courses, which also focus on scientific study of a certain topic. In addition, the connection between subject-specific knowledge and subject didactics is considered in course examinations.

## § 2 Numbers of participants

1. PR Practical Courses: 14
2. Course type VO: 200
3. Courses from the Modules CM 6 to CM 12 (Command of Language): 25
4. Course types SL, AG, PS, SE, VU, EX and UE: 30
5. Course types VU, UE, PS, SE from the modules CM 1 to CM 3: 20

## § 3 Compulsory Modules

- (1) If combined with another modern foreign language (English, Italian, Russian, Spanish) there are joint compulsory courses (1.a., 3.a.). Those must be compensated by the courses 1.c and 3.c. Students with other combinations pass only courses 1. a and 1.b in compulsory module 1 and only the courses 3.a and 3.b in compulsory module 3.
- (2) If combined with another Romance language as school subject, there is a joint compulsory course covering 2.5 ECTS-Credits (Compulsory Module 5). This must be compensated by taking another course from the offer of the curricula at the University of Innsbruck covering the same amount of ECTS-Credits.
- (3) The following compulsory modules (including the Bachelor's thesis) with a total of 100 ECTS-Credits must be passed:

### A. Subject Didactics (20 ECTS-Credits)

1.	<b>Compulsory Module: Foundations in Modern Language Teaching and Learning</b>	h	ECTS-Credits
a.	<b>VU Introduction to Teaching Foreign Languages</b> Familiarization with theories and methods of foreign language teaching at schools with regards to the curricular of the respective school type and the <i>Common European Framework of Reference – CEFR</i> ; integration of approaches of multilingualism and interculturality; considering of motivational and affective factors of foreign language teaching with regards to inclusiveness and diversity	2	3
b.	<b>UE Language-Specific Introductory Course in Teaching French</b> Language-specific course, which accompanies the introduction course and puts the theoretical content presented in this course into practice, reflects on the contents and introduces to planning processes for teaching. The students' own biography of learning is considered for getting first insights into multilingualism.	2	2
c.	<b>VU Selected Aspects for Advanced Study of the Introduction to Modern Language Teaching and Learning</b> Advancing the fundamentals and theories of teaching and learning of foreign languages in the school context with reference to school-specific curricula and the Common European Framework of Reference for Languages; multilingualism, interculturality, factors of motivation and affective factors in foreign language teaching	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research findings as well as to apply this knowledge for teaching French at school with regards to the target group and the age of the pupils.</p>
	<p><b>Prerequisites:</b> successful completion of compulsory module 6</p>

2.	<b>Compulsory Module: Competence Orientation in Modern Language Teaching and Learning</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>PS Learning/Teaching Languages</b> The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilingualistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject French and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives</p>	2	2
<b>b.</b>	<p><b>SE Learning/Teaching Languages</b> In-depth study of selected theories of teaching and learning of foreign languages in the school context. The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilingualistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.</p>	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context. They are able to include multilingualism-didactics, inclusive and diversity-specific aspects in French lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject French and have acquired first action routines.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 1</p>		

3.	<b>Compulsory Module: Evaluation of Modern Language Competences</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VU Introduction to Testing and Assessing in Teaching Foreign Languages</b> Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)</p>	2	2

<b>b.</b>	<b>UE Language-Specific Course for Testing and Assessing</b> Preparation of test formats and tasks on productive and receptive skills as well as linguistic competences in the teaching subject French (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
<b>c.</b>	<b>VU Advanced study of the principles, fundamentals and theories of testing and assessing of foreign languages</b> Types and kinds of testing and assessing of language skills and linguistic competences in foreign language teaching; differentiated performance assessment (e.g. dynamic testing); introduction to statistic calculations for item and test modification	2	2
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject French.			
<b>Prerequisites:</b> successful completion of compulsory module 2			

<b>4.</b>	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> (Topic-)specific observation of teaching processes: planning, implementation and evaluation of French lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
<b>Total</b>		<b>1</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module are familiar with French teaching practice; they have tested, critically reflected on and evaluated own teaching approaches by means of procedures and methods of French teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in French lessons and acquire fundamental professional understanding for their occupational field.			
<b>Prerequisites:</b> successful completion of compulsory modules 2 and 10			

#### B. Scientific Fundamentals (2.5 ECTS-Credits)

<b>5.</b>	<b>Compulsory Module: Fundamentals of Philological and Cultural Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>SL Fundamentals of Philological and Cultural Studies</b> Practical introduction to the basic skills and techniques needed for academic research. The course is also an introduction to the respective study programme.	1	2.5
<b>Total</b>		<b>1</b>	<b>2.5</b>
<b>Learning Outcomes:</b> Knowledge of specific forms of scientific communication and philological working techniques; insights into the structures of the university as an institution			
<b>Prerequisites:</b> none			



C. Command of Language (37.5 ECTS-Credits)

6.	Compulsory Module: French 1	h	ECTS-Credits
a.	<b>UE French 1: Grammar und Vocabulary (B1+)</b> Expansion of language knowledge in the standard language – grammar and vocabulary in context – thematic areas of level B1+	4	5
b.	<b>UE Reading/Writing 1 (B1+)</b> Understanding of written texts – written text production at level B1+	1	1.5
c.	<b>UE Corrective Phonetics (B1 &amp; B2)</b> Transfer and application of basic pronunciation and accentuation rules of French – levels B1 and B2	2	1
	<b>Total</b>	<b>7</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary at level B1+; Basic skills in writing at level B1+; pronunciation competence including accentuation rules			
<b>Prerequisites:</b> none			

7.	Compulsory Module: French 2	h	ECTS-Credits
a.	<b>UE French 2: Grammar und Vocabulary (B2)</b> Expansion of language knowledge in the standard language – grammar and vocabulary in context – thematic areas of level B2	4	4
b.	<b>UE Reading/Writing 2 (B1+)</b> Independent understanding of written texts – production of texts at level B1+	1	1.5
c.	<b>UE Listening/Speaking 2 (B1+)</b> Understanding of spoken language – verbal use of acquired verbal expressions at level B1+	2	2
	<b>Total</b>	<b>7</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary at level B2; skills in writing and speaking at level B1+			
<b>Prerequisites:</b> successful completion of compulsory module 6			

8.	Compulsory Module: French 3	h	ECTS-Credits
a.	<b>UE Listening/Speaking 3 (B2)</b> Advanced understanding of spoken language – expanded use of verbal expressions at the level of B2	2	2.5
b.	<b>UE Reading/Writing 3 (B2)</b> Independent understanding of written texts – productive written application of language expressions in target group-specific and text type-specific form to deal with the topics of level B2	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Basic skills in listening and speaking, reading and writing at the level B2			
<b>Prerequisites:</b> successful completion of compulsory module 7			

<b>9.</b>	<b>Compulsory Module: French 4</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE French 4: Grammar und Vocabulary (B2+)</b> Emphasis on grammar and style – expansion of vocabulary on the topics of level B2+	2	2.5
<b>b.</b>	<b>UE Text Production French 4 (B2+)</b> Productive written application of language expressions in target group-specific and text type-specific form to deal with the topics of level B2+	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary as well as basic skills in writing at level B2+			
<b>Prerequisites:</b> successful completion of compulsory module 8			

<b>10.</b>	<b>Compulsory Module: French 5</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Verbal Communication French 5 (C1)</b> Understanding of spoken language – verbal communication skills at level C1	1	2.5
<b>b.</b>	<b>UE Translation into the Foreign Language (C1)</b> Translation of coherent texts on general topics of specialist texts in the context of contrastive linguistics (C1)	2	2.5
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Basic skills in listening/speaking at level C1; translation at level C1 with a constative focus			
<b>Prerequisites:</b> successful completion of compulsory module 9			

<b>11.</b>	<b>Compulsory Module: French 6</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE French 6: Grammar und Vocabulary (C1)</b> Emphasis on grammar and style – expansion of vocabulary on the topics of level C1	2	2.5
<b>b.</b>	<b>UE Technical Terminologies (C1)</b> Lexical and stylistic characteristics of communication in selected special languages at level C1; focus on special languages according to the curricula of higher vocational schools (BHS)	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary at level C1, extended with special language competences in selected fields			
<b>Prerequisites: :</b> successful completion of compulsory module 9			

12.	Compulsory Module: French 7	h	ECTS-Credits
	<b>UE Scientific Writing (C1)</b> Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and Bachelor's Theses; This module should be passed parallel to the writing of the Bachelor's Thesis.	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and Bachelor's Theses.		
	<b>Prerequisites:</b> successful completion of compulsory module 9		

D. Linguistics (15 ECTS-Credits)

13.	Compulsory Module: Linguistics and Analysis	h	ECTS-Credits
<b>a.</b>	<b>VU Grammatical Analysis</b> Grammatical analysis according to formal and functional criteria	3	2.5
<b>b.</b>	<b>VU Introduction to French Linguistics</b> Overview of the most important fields of French linguistics (phonology, morphology, lexicology and semantics, text linguistics, pragmatics, socio-linguistics)	2	2.5
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of the compulsory module "Linguistics and Analysis" are familiar with the fundamentals of linguistics of the respective language, this means the competence to analyse, understand and explain linguistic expressions based on the principles of scientific grammar. The analysis includes a formal and functional level. Apart from the knowledge of grammatical terminology, students use the studied foreign language in a reflected way. Students also have overview knowledge of the fields of linguistics with special regard to the resp. foreign language, and they are able to independently work with expert literature on linguistics.		
	<b>Prerequisites:</b> successful completion of compulsory module 6		

14.	Compulsory Module: Advanced Topics in French Linguistics 1	h	ECTS-Credits
	<b>VU Morphology, Syntax, Text Linguistics – French (with Reading List)</b> Advanced study of the areas of word, sentence and text	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> By dealing with different fields of the course in a contrastive-linguistic way, graduates of the module have acquired in-depth knowledge of the respective fields of linguistics and a contrastive awareness of the linguistic structures and norms of French with regard to classroom teaching. They are able to correctly explain the specifics of French linguistics in an understandable way. By dealing with thematically relevant literature, graduates have gained advanced skills of the module's topics.		
	<b>Prerequisites:</b> successful completion of compulsory module 13		

<b>15.</b>	<b>Compulsory Module: Advanced Topics in French Linguistics 2</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VU Lexicology, Semantics, Pragmatics, Applied Linguistics – French (with Reading List)</b> Advanced study of the fields of word form, meaning as well as language in interaction	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
<p><b>Learning Outcomes:</b> By dealing with different fields of the course in a contrastive-linguistic way, graduates of the module have acquired in-depth knowledge of the respective fields of linguistics and a contrastive awareness of the linguistic structures and norms of French with regard to classroom teaching. They are able to correctly explain the specifics of French linguistics in an understandable way and consider specific phenomena of language acquisition for their teaching. By dealing with thematically relevant literature, graduates have gained advanced skills of the module's topics.</p>			
<b>Prerequisites:</b> successful completion of compulsory module 13			

E. Literary Studies (15 ECTS-Credits)

<b>16.</b>	<b>Compulsory Module: History of French Literature and Culture</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SL History of French Literature and Culture</b> History of French literature and culture as a mirror of changing worldviews and perception patterns	2	3
<b>b.</b>	<b>VU Reading and Analysis</b> Introduction to the methods of literary studies; Parallel to the lecture, analytical and interpretive skills are trained with selected texts or excerpts from the French literary canon.	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Overview knowledge of the literary and cultural history with the example of representative authors and works</li> <li>▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments</li> <li>▪ Knowledge of literary and cultural-scientific concepts and fundamental methods or text/media analysis</li> <li>▪ Exemplary application of acquired methods and exemplary interpretive consolidation by writing several short scientific texts</li> </ul>			
<b>Prerequisites:</b> none			

<b>17.</b>	<b>Compulsory Module: Francophone Literatures and Cultures</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Francophone Literatures and Cultures (with Reading List)</b> Thematically oriented course dealing with different aspects of French and/or Francophone literature and culture with regard to cultural scientific concepts such as “identity”, “nation”, “migration”, “transculturality”, “gender”, “class” etc.	2	7.5
<b>b.</b>	<b>PS Advanced Text and/or Media Analysis Using Examples from the Francophone Regions</b> Thematically oriented introductory seminar in literary science focusing on	2	2.5

	independent scientific work with literary texts and/or other media from the French-speaking world; writing of a paper on a selected thematic aspect		
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>▪ Overview knowledge of the literary and cultural history with the example of representative authors and works</li> <li>▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments and their relevance for the present</li> <li>▪ Differentiated understanding of cultural processes, which makes it possible to critically analyse medial representations (literature or film or music)</li> <li>▪ independent, differentiated analysis of medial representations (literature or film or music) in consideration of independently researched secondary literature</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory modules 5 and 16		

#### F. Cultural Studies (5 ECTS-Credits)

18.	Compulsory Module: Countries and Cultures of the French-Speaking Area	h	ECTS-Credits
a.	<b>VO Cultural Studies</b> Overview lecture of the fields of geography, economy, history, politics, administration, religion, education, language policy, arts and culture, international relations, specific aspects of historical development and the society in French-speaking countries	3	3
b.	<b>VU Francophone Cultures and their Representation in the Media</b> With the example of France and other French-speaking countries, exemplary cultural concepts are discussed, e.g. nation and identity politics, transcultural society, commemorative cultures, media landscape, language politics etc.; presentation of appropriate theoretical and methodical approaches	2	2
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>▪ Knowledge of French-speaking countries in the fields: geography, economy, history, institutions (in politics, administration, media, education, religion, language politics, arts/culture, international relations)</li> <li>▪ Knowledge of and reflection on issues such as nation and identity politics, transcultural societies, commemorative cultures, media landscape, language politics etc. and the corresponding cultural scientific concepts</li> <li>▪ Understanding of the state of the media and a relativity of culture</li> <li>▪ Ability to safely and critically deal with different media of social communication</li> </ul>		
	<b>Prerequisites:</b> none		

#### § 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits must be written in French. The performance of the Bachelor's Thesis must be delivered in addition to the course, within the scope of which it is written. The Bachelor's Thesis must be written within the scope of a course with continuous performance assessment from the modules 2, 3, 14, 15, 17 or 18.

#### § 5 Subject-Specific Examination Regulations

For the compulsory modules 14, 15 and 17 lit. a a reading list is part of the assessment in addition to the contents of the course.

## Section 11: Subject Geography and Economics

### § 1 Subject-specific qualification profile

#### (1) Subject-specific competences:

The goal of future-oriented geography and economics classes is to promote the decision-making ability and ability to act of pupils of the secondary level in the face of the challenges of global change. Bachelor's Secondary School Teacher Training Programme (General Education) Subject: Geography and Economics imparts students the competences they need for such teaching lessons.

Subject-specific education includes the main contents of relevant fields of geography and economics (with special regard to gender-specific aspects as well as the curricula of the secondary level) and imparts essential working methods. The principles of research in natural science and social science (formulation of hypotheses, planning, implementation, measurement, documentation, analysis, evaluation, communication of results) are the basis thereof. Moreover, students are able to use suitable information sources in order to acquire required current information in a targeted manner, to critically evaluate the sources and to adopt the contents needed for the teaching practice.

As future multipliers, students develop fundamental knowledge of the main challenges of the 21st century („grand challenges“) and develop competences in order to reflect on relating strategies of solution. This is after all a precondition for teaching pupils to become responsible persons, who are able to independently make decisions and meet the requirements of a sustainable development for nature, society and economy.

#### (2) Subject-didactical competences

The graduates are able to prepare geographic and economic contents and methods in a critical way and present them in an interesting way. The current state of the subject-specific, subject-didactical and teaching-practical research is the basis therefore. In general, the implementation of complex and action-oriented methods is aimed for, e.g. self-directed research-based learning in the field (excursions) or the use of geoinformation tools. Students acquire skills to go beyond statistical and isolated views for choosing contents and methods and to understand processes and phenomena in interdisciplinary and integrative way and their dynamics and interactions. Only then, an essential aspect of the competence of synthesis can be considered as given; the application and use are also important. It is a aim of multiperspectivity to show the existence of different realities based on interests, ranging from local to global levels, and to compare, evaluate and critically questions them.

Only from a well-founded understanding of spatial and economic processes, possibilities of competent communication as well as constructive action can arise. The following principle applies: enable and encourage the pupils' responsible and active participation in terms of „**Education for Sustainable Development**“ (ESD). Thus, geography and economics is a future-oriented subject making a contribution to achieve the aims of sustainable development and the highest possible quality of life for all people in a liveable world of tomorrow.

### § 2 Numbers of participants

1. Tutorials (UE): 12–20 (according to safety aspect, legal and organisational conditions)
2. Excursion (EX): 12–20 (according to safety aspect, legal and organisational conditions)
3. Excursion with practical elements (EU): 12–20 (according to safety aspect, legal and organisational conditions)
4. Practical courses (PR): 14–20 (according to safety aspect, legal and organisational conditions)

### § 3 Compulsory modules

(1) The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Introduction to Geography and Economics	h	ECTS-Credits
a.	<b>VO Man and Environment 1</b> The course introduces to the basic questions of the relationship of man and environment at different scales and introduces to different strategies of solution for spatially relevant problems.	3	5
b.	<b>VO Fundamentals of Economics and Regional Politics</b> The course introduces to general political economy. It also discusses topics of regional politics.	2	5
c.	<b>VO Fundamentals of Teaching Geography (Subject-Didactics 1)</b> In this course the students acquire the fundamentals of the didactics of teaching geography and economics in a synthesis of scientific and practical teaching perspectives as well as with special regard to ESD.	2	2.5
	<b>Total</b>	<b>7</b>	<b>12.5</b>
<b>Learning Outcomes:</b> The graduates understand spatial structures and processes in terms of sustainable development; they have a basic understanding of political economics and regional politics as well as an overview of theoretical and practical fundamentals of teaching geography and economics.			
<b>Prerequisites:</b> none			

2.	Compulsory Module: General Geography and Economics 1	h	ECTS-Credits
a.	<b>VO Fundamentals of Physical Geography 1</b> The course imparts basic concepts of natural science and a basic understanding of processes of subdisciplines of physical geography.	2	3
b.	<b>VO Fundamentals of Physical Geography 2</b> The course imparts fundamental relations between processes and forms of selected subdisciplines of physical geography.	1	2
c.	<b>VO Fundamentals of Human Geography 1</b> The course imparts theoretical-methodical fundamentals and models as well as knowledge of spatial structures, interactions and processes from the subdisciplines of human geography with the example of selected issues.	2	3
d.	<b>VO Fundamentals of Human Geography 2</b> The course imparts theoretical-methodical fundamentals and models as well as knowledge of spatial structures, interactions and processes from the subdisciplines of human geography with the example of selected issues.	1	2
e.	<b>VO Fundamentals of Business Administration</b> The course introduces business mind-set and working methods according to the respective school curriculum; it advances the relationship between business and environment as well as selected functional areas (in particular accounting and controlling, marketing and organisation).	2	2.5
	<b>Total</b>	<b>8</b>	<b>12.5</b>
<b>Learning Outcomes:</b> The graduates are able to derive human and physical geographic theories, methods and issues from the development of human and physical geographic subdisciplines and to apply them to			

	specific spatial issues. Moreover, they acquire fundamental knowledge in the field of microeconomy.
	<b>Prerequisites:</b> none

<b>3.</b>	<b>Compulsory Module: General Geography and Economics 2</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Detailed Aspects of Economics</b> Based on the fundamental introduction (from module 1), special topics of micro- and macroeconomy relevant for school teaching are presented.	2	2.5
<b>b.</b>	<b>Courses of one's own choice corresponding to 10 ECTS-Credits are to be chosen from the following list:</b> The 6 following courses can be individually combined to pass a total of altogether 10 ECTS-Credits. <b>VO Fundamentals of Human Geography 3</b> (2 h 3 ECTS-Credits) The course imparts theoretical-methodical fundamentals and models as well as knowledge of spatial structures, interactions and processes, in particular from the sub-disciplines of population and social geography as well as settlement and economic geography illustrated by selected issues. <b>VO Fundamentals of Human Geography 4</b> (1 h, 2 ECTS-Credits) The course imparts theoretical-methodical fundamentals and models as well as knowledge of spatial structures, interactions and processes, in particular from the fields of population and social geography as well as settlement and economic geography illustrated by selected issues. <b>EU Human Geography</b> (3 h, 5 ECTS-Credits) Advanced study of the knowledge acquired in the course "Fundamentals of Human Geography" with exercises in the field and in the classroom. <b>VO Fundamentals of Physical Geography 3</b> (2 h, 3 ECTS-Credits) The course imparts fundamental relations between processes and forms from subdisciplines of physical geography. <b>VO Fundamentals of Physical Geography 4</b> (1 h., 2 ECTS-Credits) The course imparts fundamental relations between processes and forms from subdisciplines of physical geography. <b>EU Physical Geography</b> (3 h, 5 ECTS-Credits) Advanced study of the knowledge acquired in "Fundamentals of Physical Geography" with exercises in the field and the laboratory and evaluation exercises illustrated by practical examples.	6	10
	<b>Total</b>	<b>8</b>	<b>12.5</b>
	<b>Learning Outcomes:</b> The graduates understand fundamental processes of the natural sphere and resulting phenomena. They are able to derive human geographic theories, methods and issues from the development of subdisciplines of human geography and apply the results from the two main disciplines in terms of man-environment-understanding to specific spatial issues. Moreover, they acquire fundamental knowledge in the field of microeconomy.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		



4.	Compulsory Module: Subject-Didactics	h	ECTS-Credits
a.	<b>VU Fundamentals of Lesson Planning and Presentation (Subject-Didactics 2)</b> In this course the students analyse subject-didactical fundamentals of different methods of teaching planning and preparation. Against this background, they independently develop and discuss examples of pupil-appropriate teaching and learning processes in the subject Geography and Economics.	2	2.5
b.	<b>VU Recent Research in Teaching Geography (Subject-Didactics 3)</b> In this course the students actively deal with current subject-didactical approaches and research topics. Against this background, they independently develop and discuss examples of pupil-appropriate teaching and learning processes in the subject Geography and Economics.	3	2.5
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are familiar with fundamental methods of subject-didactical analysis of teaching, know scientific approaches and research topics of subject-didactics and develop competences for independently planning and preparing lessons. In this context, individual life situations and subjective pre-concepts of the pupils are considered.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

5.	Compulsory Module: Proseminars in Geography and Subject Didactics	h	ECTS-Credits
a.	<b>PS Human Geography</b> Based on exemplary topics in human geography, written, oral and discursive expressiveness and argumentation is practised.	2	2.5
b.	<b>PS Physical Geography</b> Based on exemplary topics in physical geography, written and oral argumentation is practised.	2	2.5
c.	<b>PS Subject-Didactics (Subject-Didactics 4)</b> Students link subject content of geography and economics with subject-scientific/subject-didactical theories and derive suggestions for pupil-oriented everyday and future-oriented learning processes. They present and reflect on the results of their work in an interactive plenary and compose a written paper.	2	2.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> The graduates are able to develop general-geographic as well as subject-didactical theories, methods, approaches and issues from the current research state. They are familiar with the methods of scientific working and are able to position themselves in scientific theory.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

6.	Compulsory Module: Deepening of Scientific Knowledge 1	h	ECTS-Credits
a.	<b>VO Special Topics 1</b> This course discusses new insights and presentations from the field of general and regional geography.	2	2.5

<b>b.</b>	<b>VO Detailed Aspects of Business Administration</b> Based on the fundamental introduction (from module 2), special topics relevant for school teaching are presented.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have in-depth knowledge in the field of general geography and microeconomics. The module leads the graduates to the respective state-of-the-art.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 2		

<b>7.</b>	<b>Compulsory Module: Cartographic Presentations</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Fundamentals of Cartography</b> In addition to the basics of geodetic map projections, the basics of topographic and thematic cartography are taught.	1	2.5
<b>b.</b>	<b>UE Cartography Exercises</b> Basic knowledge in cartography are practised and expanded with regards to fundamental skills (evaluating, creating and assessing cartographic presentation). Use of contemporary digital presentation forms complete the practical application.	2	2.5
<b>c.</b>	<b>VU Subject Didactics 5: Cartography and GIS in Geography Lessons (Subject-Didactics 5)</b> In this course, cartographic application and geographic information systems are reflected from a subject-didactical perspective and examples for practical teaching are developed and discussed. Great emphasis is placed on understanding these examples from a scientific theory perspective and to discuss their subject-didactical and technical limits.	3	2.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> The graduates are familiar with the fundamentals of cartography and geographic information systems. They are able to critically interpret and create maps and cartographic presentations and have the theoretical and practical knowledge required for teaching this applications in class.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

<b>8.</b>	<b>Compulsory Module: Deepening of Scientific Knowledge 2</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Special Topics 2: Fundamentals of Sustainable Development</b> This lecture discusses new insights on the „grand challenges“ of the 21st century and relating issues of sustainable development.	2	2.5
<b>b.</b>	<b>VU Tutorial in Economics</b> This course discusses economic topics from the perspective of ESD. The students independently develop and critically reflect case- and issue-related teaching examples.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have in-depth knowledge of future challenges and strategies of sustainable development. Moreover, they have advanced skills in the transfer of concepts of ESD in school lessons.		

	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 2
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9.	Compulsory Module: Regional Geography and Teaching Skills	h	ECTS-Credits
a.	<b>EX Regional Geography</b> This excursion introduces to selected greater areas, where various appearances of man-environment-interactions are discussed on-site.	4	5
b.	<b>SE Subject-Didactics (Subject-Didactics 6)</b> In this course, the students independently link contents of (regional) geography and economics with subject-scientific/subject-didactical theories as well as concepts of ESD and derive suggestions for practical teaching (e.g. excursion didactics). They present and reflect on the results of their work in the interactive plenary and compose a written seminar paper.	2	2.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
<b>Learning Outcomes:</b> The graduates are able to recognise landscapes, spatial structures, spatial processes and effects in unknown regions in the man-environment-network; they can assess landscape potential for use for different economic goals, make regionalizations, identify spatial issues and propose solutions. Moreover, they have the ability to critically reflect on regional geographic depictions in science and school and have also acquired fundamentals of mediation processes of nature and cultural landscape.			
<b>Prerequisites:</b> successful completion of compulsory module 5			

10.	Compulsory Module: Deepening of Scientific Knowledge 3	h	ECTS-Credits
a.	<b>VO Special Topics 3</b> This course discusses new insights and presentations from the field of general and regional geography.	2	2.5
b.	<b>SE General Geography</b> Based on illustrated topics from general geography, written, oral and discursive expressiveness and argumentation is practised.	2	5
	<b>Total</b>	<b>4</b>	<b>7.5</b>
<b>Learning Outcomes:</b> The graduates have in-depth knowledge in the field of general and regional geography. Moreover, they are able to discursively develop and critically reflect on general geographic models, methods, approaches and issues of the current state of research.			
<b>Prerequisites:</b> successful completion of compulsory module 5			

11.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Subject Related Practical Course</b> Independent planning, implementation and evaluation of geography and economics lessons (e.g. single school lessons, teaching units of several hours or participation in projects), critical subject-scientific and subject-didactical reflection of teaching.	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates are able to operationalize their competences acquired in science and subject-didactics for planning, implementing and evaluating teaching and learning processes in practical teaching and for subject-didactical reflection.</p>
	<p><b>Prerequisites:</b> successful completion of compulsory module 5</p>

12.	Compulsory Module: Regional Geography	h	ECTS-Credits
a.	<p><b>VO Regional Geography: Austria and the Eastern Alps</b> The course gives an overview of theoretical and methodical approaches in the field of regional geography and presents specific spatial types in the Eastern Alps regarding geographical structures and processes of spatial change.</p>	2	2.5
b.	<p><b>EX Excursion Regional Geography: Austria and the Eastern Alps</b> The course gives an overview of regional forms of the man-environment-system in the Eastern Alps.</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates have knowledge of the typical structures and processes from a space-differentiated perspective and are able to evaluate regionally adapted solutions for spatial issues.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 1</p>		

13.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p><b>SE Seminar with Bachelor's Thesis</b> Additional in-depth treatment of subject-specific and subject-didactical knowledge, first application of scientific qualifications, dealing with research controversies, writing of the Bachelor's Thesis, presentation of the Bachelor's Thesis in a seminar presentation</p>	1	1 + 6.5
	<b>Total</b>	<b>1</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b> Processing and contextualisation of information (research literature, statistics, maps and own surveys) according to scientific rules; skills in writing geographic essays (formulating, reasoning and defending arguments) on a selected topic from the different geographical subdisciplines or based on a geographical-integrative approach; presentation of the newly acquired knowledge.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 5</p>		

## **Section 12: Subject History, Social Studies and Political Education**

### **§ 1 Subject-specific qualification profile**

The Bachelor's Secondary School Teacher Training Programme (General Education) Subject: History, Social Studies and Political Education serves the acquisition of subject-specific knowledge, methodical and subject-didactical competences.

It is based on fundamental subject-scientific and subject-didactical education according to the current state of research in consideration of the valid curricula of the secondary level.

The Bachelor's Secondary School Teacher Training Programme (General Education) Subject: History, Social Studies and Political Education enables its graduates as multipliers of historical knowledge or of founded historical knowledge resp. for professional practice in schools and out-of-school educational institutions.

Moreover, they can be employed in fields where logical-analytical, networked thinking focused on problem-solution, the ability to synthesis, conceptual creativity as well as independent studying and processing of knowledge and information sources are required.

Apart from the competences listed in the general qualification profile, teachers of History, Social Studies and Political Education have specific key qualifications which enable them to impart profound subject knowledge of development and connections of historic phases in consideration of political, social, economic and cultural aspects in a way appropriate for the age of the target group.

For teaching History, Social Studies and Political Education, teachers are committed to the knowledge of the past as essential requirement for a better understanding of the present and to promoting a critical awareness of perceptions of history, constructions and instrumentalizations of the past.

Dealing with history and the resulting historically-founded understanding allow for a reflected, objective-analytical approach towards social issues.

The graduates are aware of the processes of inclusion and exclusion and promote the perception of diversity, respect and tolerance in teaching. History teachers impart basic historic and political competences, such as knowledge required for decision making and orientation, which are a precondition for defining one's individual place and in society in a pluralistic society.

### **§ 2 Guidelines of the study programme**

The focus of studying the subject History, Social Studies and Political Education is on the human being as a social and political being and the historic and present forms of its societies and cultural development with regard to fundamental principles such as democracy, freedom, equality, tolerance, respect for human dignity and human and civil rights and the rejection of extremist attitudes. In this context, multiperspectivity, interculturality and inclusion are fundamental. In this respect, the subject-didactical modules equally deal with teaching of historical, social and political issues.

### **§ 3 Numbers of participants**

1. Practical courses (PR): 14
2. Excursions (EX): 24
3. Tutorials (UE): 20
4. Practical course in the excursion module: 24

#### § 4 Compulsory Modules

(1) The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Introduction Module	h	ECTS-Credits
a.	<b>VO Introduction to the Study of Historical Sciences</b> Key questions are: What is history? Why (still) history? How does history become a science? What are scientific methods? Language of sources – language of science, source types (written and non-written sources), source criticism, objectivity and partiality, theory formation, space – time – periodization; Who or what “makes” history? Historic culture and historic policy, , current approaches of historical sciences with regard to gender aspects	2	3
b.	<b>UE General Scientific Working Techniques</b> Introduction to academic working: information management (research, bibliographies), comprehension and writing of texts, characteristics of scientific language, ethics of science, acquisition of media competence, teamwork and performative skills	2	2
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Acquisition of fundamental skills regarding the scientific basis of the subject (theories and methods); acquisition of key qualifications for successful completion of introductory seminars and seminars; acquisition of communicative and performative competences; knowledge and practical use of subject-specific working techniques as well as basic rules of scientific working.			
<b>Prerequisites:</b> none			

2.	Compulsory Module: : Fundamentals of Ancient History	h	ECTS-Credits
	<b>VO Fundamentals of Ancient History</b> Overview of the most important dates, topics and guidelines and/or events of ancient history, in-depth study of specific examples, relativation of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
<b>Total</b>		<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of ancient history based on key issues and guidelines.			
<b>Prerequisites:</b> none			

3.	Compulsory Module: Fundamentals of the Middle Ages	h	ECTS-Credits
	<b>VO Fundamentals of The Middle Ages</b> Overview of the most important dates, topics and guidelines and/or events of the Middle Ages, in-depth study of specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
<b>Total</b>		<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of the Middle Ages based on key issues and guidelines.			

	<b>Prerequisites:</b> none
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<b>4.</b>	<b>Compulsory Module: Fundamentals of the History of Modern Times</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VO Fundamentals of the History of Modern Times</b> Overview of the most important dates, topics and guidelines and/or events of the Modern Times, in-depth study of specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of the Modern Times based on key issues and guidelines.		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Fundamentals of Economic and Social History</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VO Fundamentals of Economic and Social History</b> Overview of the most important dates, topics and guidelines and/or events of Economic and Social History, in-depth study of specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of Economic and Social History based on key issues and guidelines.		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Fundamentals of Austrian History</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VO Fundamentals of Austrian History</b> Overview of the most important dates, topics and guidelines and/or events of Austrian History, in-depth study of specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of Austrian History based on key issues and guidelines.		
	<b>Prerequisites:</b> none		

7.	Compulsory Module: Fundamentals of Contemporary History	h	ECTS-Credits
	<b>VO Fundamentals of Contemporary History</b> Overview of the most important dates, topics and guidelines and/or events of Contemporary History, in-depth study of specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of Contemporary History based on key issues and guidelines.		
	<b>Prerequisites:</b> none		

8.	Compulsory Module: Fundamentals of Political Education	h	ECTS-Credits
	<b>VO Fundamentals of Political Education</b> Overview of fundamental topics and guidelines of political education; dealing with political concepts and dimensions as well as different concepts of democracy in governmental and social contexts; imparting of fundamental categories of analysis for understanding political systems in their social context with special regard to the political system of Austria and the European Union; fundamentals of political communication; awareness for international conflicts and cooperation in the context of globalisation in order to understand present political structures.	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Development of an understanding of the contents of politics in its different forms; acquisition of orientation and overview knowledge for developing political competences (decision-making and judgement competence) and for analysing key problem fields in politics and society.		
	<b>Prerequisites:</b> none		

9.	Compulsory Module: Sources and Studies 1	h	ECTS-Credits
a.	<b>UE Sources and Studies in Ancient History</b> Reading and evaluating subject-specific sources and depictions of ancient history; recognition of historical-scientific issues, perceptions of history and historical narratives; reading and evaluating historiographical texts as well as their analysis as historical sources	1	2.5
b.	<b>UE Sources and Studies in the Middle Ages</b> Reading and evaluating subject-specific sources and depictions of the Middle Ages; recognition of historical-scientific issues, perceptions of history and historical narratives; reading and evaluating historiographical texts as well as their analysis as historical sources	1	2.5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of skills for critically dealing with historical sources and depictions of the subjects mentioned above as well as the competence to present the knowledge acquired in verbal and/or written form; acquisition of the competence to apply methods of auxiliary sciences.		



	<b>Prerequisites:</b> successful completion of compulsory module 1
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10.	Compulsory Module: Sources and Studies 2	h	ECTS-Credits
a.	<b>UE Sources and Studies in Austrian History</b> Reading and evaluating subject-specific sources and depictions of Austrian history; recognition of historical-scientific issues, perceptions of history and historical narratives; reading and evaluating historiographical texts as well as their analysis as historical sources	1	2.5
b.	<b>UE Sources and Studies in Economic and Social History</b> Reading and evaluating subject-specific sources and depictions of economic and social history; recognition of historical-scientific issues, perceptions of history and historical narratives; reading and evaluating historiographical texts as well as their analysis as historical sources	1	2.5
	<b>Total</b>	<b>2</b>	<b>5</b>
<b>Learning Outcomes:</b> Acquisition of skills for critically dealing with historical sources and depictions of the subjects mentioned above as well as the competence to present the knowledge acquired in verbal and/or written form; acquisition of the competence to apply methods of auxiliary sciences.			
<b>Prerequisites:</b> successful completion of compulsory module 1			

11.	Compulsory Module: Sources and Studies 3	h	ECTS-Credits
a.	<b>UE Sources and Studies in Modern Times</b> Reading and evaluating subject-specific sources and depictions of modern times; recognition of historical-scientific issues, perceptions of history and historical narratives; reading and evaluating historiographical texts as well as their analysis as historical sources	1	2.5
b.	<b>UE Sources and Studies in Contemporary History</b> Reading and evaluating subject-specific sources and depictions of contemporary history; recognition of historical-scientific issues, perceptions of history and historical narratives; reading and evaluating historiographical texts as well as their analysis as historical sources	1	2.5
	<b>Total</b>	<b>2</b>	<b>5</b>
<b>Learning Outcomes:</b> Acquisition of skills for critically dealing with historical sources and depictions of the subjects mentioned above as well as the competence to present the knowledge acquired in verbal and/or written form; acquisition of the competence to apply methods of auxiliary sciences.			
<b>Prerequisites:</b> successful completion of compulsory module 1			

12.	<b>Compulsory Module: Advanced Topics: Historical Periods and Disciplines</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>PS in Historical Periods and Disciplines:</b> Selection of an introductory seminar from the following fields:            PS Ancient History            PS Medieval History            PS Modern Times            PS Economic and Social History            PS Austrian History            PS Contemporary History            Advanced study of subject-specific knowledge based on suitable issues from all historic epochs and disciplines, e.g. in consideration of women's and gender history, global history and regional history as well as in the form of thematic longitudinal and cross sections in the interactive learning process (short presentations, presentations lectures, discussions, written papers etc.)</p>	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Acquisition of skills for dealing with historical sources and depictions as well as skills to present the knowledge acquired in verbal and/or written form; acquisition of knowledge and application of relevant methods of auxiliary sciences.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 1</p>		

13.	<b>Compulsory Module: Advanced Topics: 20<sup>th</sup>/21<sup>st</sup> Century</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>PS Contemporary History</b>            or choice of an introductory course from the following fields (if explicitly marked appropriately in the course catalogue)            PS Modern Times            PS Economic and Social History            PS Austrian History            Advanced study of subject-specific knowledge of the history of the 20<sup>th</sup> /21<sup>st</sup> centuries based on suitable issues in interactive learning processes (short presentations, presentations, discussions, written papers etc.)</p>	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes :</b>            Acquisition of skills in using historical sources and depictions of the history of the 20<sup>th</sup> / 21<sup>st</sup> centuries as well as skills to present the knowledge acquired in verbal and/or written form; acquisition of knowledge and application of relevant methods of auxiliary sciences</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 1</p>		

14.	<b>Compulsory Module: Bachelor's Thesis</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>SE Seminar with Bachelor's Thesis</b>            Advancing of of subject-specific knowledge, first application of scientific qualifications, dealing with research controversies. A Bachelor's Thesis corresponding to 4 (of altogether 5) ECTS-Credits must be written within the scope of the seminar.</p>	2	1 + 4
	<b>Total</b>	<b>2</b>	<b>5</b>

	<b>Learning Outcomes:</b> Processing and contextualisation of information (sources and/or research literature) according to scientific rules; skills in writing geographic essays (formulating, reasoning and defending arguments) on a selected topic from different historical epochs and disciplines as well as presentation of newly acquired knowledge.
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 12 and 13

15.	Compulsory Module: Historical Excursion	h	ECTS-Credits
a.	<b>EX Historical Excursion</b> Illustration on site (with the example of historical sites, museums, memorial sites etc.) and advancing of knowledge; linking interdisciplinary forms or reasoning with specific examples	2	2.5
b.	<b>UE Historical Excursion</b> Critical dealing with different source materials and different depiction forms; Future teachers are familiarised with independent preparation, implementation and follow-up of excursions and thus are prepared for an important part of their practical teaching.	1	2.5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of knowledge of the forms of historical display and the competences to present historical relations on site and to deconstruct representation forms.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

16.	Compulsory Module: Fundamentals Subject Didactics History, Social Studies and Political Education	h	ECTS-Credits
	<b>VO Fundamentals Subject Didactics History, Social Studies and Political Education</b> Introduction to the literature and theory of didactics for history and politics, methods and practices of teaching with special regard to the present of history, political education, gender politics, inclusion, multiperspectivity as well as differentiation and individualization in history lessons	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Insights into theoretical fundamentals of teaching history and politics; understanding of the concepts of historical awareness, historical culture and historical thinking; elaboration of current competence models, knowledge of current curricula and development of instruments in order to implement theoretical and methodical knowledge in consideration of the target group for competence-oriented planning of lessons.		
	<b>Prerequisites:</b> none		

17.	Compulsory Module: Didactics of History and Political Education 1	h	ECTS-Credits
	<b>PS Didactics of History and Political Education</b> Introduction to subject-didactical research and literature in History, Social Studies and Political Education as well as exemplary dealing with problems of teaching History, Social Studies and Political Education, such as Holocaust education, commemorative culture, gender and diversity, cultural	2	5

	awareness, migration phenomena		
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates understand subject-didactical issues of History, Social Studies and Political Education and are able to independently elaborate, scientifically develop and evaluate them based on theoretical and practical requirements and apply their acquired competences in an interdisciplinary and target-group-specific way.		
	<b>Prerequisites:</b> successful completion of compulsory modules 8 and 16		

<b>18.</b>	<b>Compulsory Module: Didactics of History and Political Education 2</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Didactics of History</b> Dealing with teaching and learning contents based on specific topics and in consideration of competence orientation; lesson planning and independent implementation of teaching units as well as their follow-up.	2	2.5
<b>b.</b>	<b>UE Didactics of Political Education</b> Dealing with different political-didactical approaches and their relevance for the development of political and social competences in practical teaching; specification of didactical principles such as pupil-, problem-, conflict- and action-orientation with different thematic examples and by using different methods and thematic focus on political categories	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to implement the theoretical fundamentals of teaching history and politics in consideration of their target group and have the competence to judge and act. They have a reflected and self-reflected historical awareness and are able to modify it if necessary.		
	<b>Prerequisites:</b> successful completion of compulsory module 16		

<b>19.</b>	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> Preparation for and accompanying course for the practical training course; theory-driven analysis and reflection of practical experiences; thematic focus in consultation with the students; planning of subject-didactical research projects in relation to the challenging situation at schools; sitting in on classes and teaching observation as well as observation of communication and interaction of the persons participating in the classroom; planning, implementation and follow-up of short teaching exercises as well as independent teaching; participation in school life and various school events; advanced study of an elective compulsory subject	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Experiencing cooperation of scientific education and school-related practice; preparation, implementation and follow-up of teaching units; experience and reflection of school reality; implementation and enhancing of the knowledge acquired in practical teaching as well as getting an understanding of the professional role as a teacher of History, Social Studies and Political Education.		
	<b>Prerequisites:</b> successful completion of compulsory module 1, 8, 16 and 18		

20.	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p>Courses corresponding to 5 ECTS-Credits must be chosen from the Bachelor or Diploma Programmes offered at the University of Innsbruck, however not from the other teaching subject.</p> <p>With regard to the professional practice it is recommended to pursue advanced studies in sociology, political science and gender studies.</p>		5
	<b>Total</b>		<b>5</b>
	<p><b>Learning Outcomes:</b> This module aims at advancing and expanding the study programme by acquired additional qualifications.</p>		
	<p><b>Prerequisites:</b> The prerequisites specified by the respective curricula must be met.</p>		

## Section 13: Subject Greek

### § 1 Subject-specific qualification profile

The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: Greek have a well-founded knowledge of vocabulary and grammar of Greek and are able to approach Greek texts and transfer them into German. They also acquire productive skills in Greek and are able to translate given sentences from German into Greek. They have detailed knowledge of Greek literature and develop an awareness for the importance and influence of Greek literature and culture up to the present time. They are familiar with subject-specific working techniques and methods and can use them situation-specifically. They are able to use secondary literature on literary science for interpreting Greek texts and for reflecting research opinions in a methodical way.

Dealing with Greek language and literature also leads to the acquisition of interdisciplinary competences. In particular through their translation work the students develop an increased awareness for the use of language and improve their expressiveness in German. Through intensive work with Greek texts, they acquire the skills to analyse literary works also in other languages and cultures and to comprehend their functionality. They are also able to detect argumentative structures in texts and to test them for their coherence. By dealing with a foreign culture, they gain insights into intercultural similarities and differences and are able to deal with contemporary foreign cultures.

The students acquire knowledge in the fields of didactics and methodology of teaching Greek as well as the skills to impart knowledge in consideration of the age of the pupils and the requirements of individual pupils. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They are able to resort to their knowledge and competences in the fields of the teaching subject and to use them for reaching their teaching goals. This enables the students to assist their pupils in understanding Greek texts and on reflecting on language and literature in general. With the acquisition of theoretical and practical fundamentals in the field of testing and evaluation, they are able to assess the pupils' performances in valid and reliable terms.

### § 2 Numbers of participants

Practical courses (PR): 14

### § 3 Compulsory Modules

- (1) If combined with the teaching subject Latin, there are joint compulsory courses corresponding to 45 ECTS-Credits. They must be compensated by other courses corresponding to the same amount of ECTS-Credits from the offer of the curricula of the university, one third of which must be in the field of Classical Philology and another third in the field of Antiquity.
- (2) The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Introduction to Classical Philology	h	ECTS-Credits
a.	<b>VO Introduction to Classical Philology</b> Structure and course of the study programme; occupational profile of teachers for the subjects Latin and Greek (professional habitus, challenges, tasks, activities); epochs of Greek-Roman literature; history of classical philology and their neighbouring disciplines; development of classical teaching and subject didactics; historical tradition; subject-specific working techniques and tools; fundamentals of scientific working	2	2.5
b.	<b>PS Scientific Working</b> Practical exercising of the knowledge acquired in the "VO Introduction to Classical Philology" in the field of scientific working; dealing with text-critical editions; literature research; library use; writing bibliographies and quoting; summarising scientific contributions; writing of a short written paper	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates of this module know the structure and course of the Bachelor's study programme. They are able to reflect subject-specific occupational profiles and develop an awareness for the profession of a teacher. They have gained first insights into the epochs of Greek-Roman literature and their main texts. They have gained an overview of the history and working techniques of classical philology and have basic knowledge in the field of tradition history. They have gained insights into the methods of text criticism and know the elements of text-critical editions. They are able to apply appropriate strategies for literature research, acquire the skills of quoting and writing bibliographies. They are able to elaborate argumentative structures of shorter scientific contributions and to present results verbally and in writing.</p>
	<p><b>Prerequisites:</b> none</p>

2.	Compulsory Module: Grammar	h	ECTS-Credits
a.	<b>UE Greek Morphology and Syntax I</b> Morphology and syntax; exercises; translation of single sentences (German-Greek)	2	2.5
b.	<b>UE Greek Morphology and Syntax II</b> Teaching of simple and compound sentence; translation of single sentences (German-Greek)	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates of this module have advanced their knowledge of Greek morphology and syntax: They are familiar with the rules of Greek grammar and are able to independently create Greek forms and to translate single sentences from German into Greek. They understand basic metalinguistic concepts for describing grammatical phenomena and are able to apply them correctly for analysing texts. Moreover, they have consolidated and expanded their vocabulary.</p>
	<p><b>Prerequisites:</b> none</p>

3.	Compulsory Module: Translation	h	ECTS-Credits
a.	<b>UE Translation Exercise Greek</b> Linguistic interpretation and translation of Greek texts; repetition of grammatical phenomena based on the translation text	2	2.5
b.	<b>UE Translation Exercise Latin</b> Linguistic interpretation and translation of Latin texts; repetition of grammatical phenomena based on the translation text	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates of this module improve their translation competence: They have expanded their repertoire of text analysis strategies and are able to appropriately apply them in the specific situation. They are able to interpret longer text units and to translate them into German. They have repeated and consolidated their knowledge of Greek and Latin grammar and have developed suitable translation options for complex grammatical structures. With their translation work they have trained their expressiveness in German and increased their vocabulary in Greek and Latin.</p>
	<p><b>Prerequisites:</b> none</p>

4.	<b>Compulsory Module: Interpretation I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Metrics</b> Fundamentals of ancient metrics (accentuation system, prosody, rhythm); central metrics in antiquity, metric analysis of selected text sections	2	2.5
<b>b.</b>	<b>VU Introduction to Stylistics</b> Introduction to ancient stylistics; central style characters of antiquity; stylistic analysis of selected text sections	2	2.5
<b>c.</b>	<b>PS Interpretation</b> Translation and interpretation of longer Greek texts; reading of secondary literature in literary science; dealing with a selected text passage and subsequent presentation of results; composition of a short written paper	2	5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<p><b>Learning Outcomes:</b> The graduates of this module are able to analyse antique metres, read them out loudly and relate them to specific literary genres. They know a wide range of figures of speech and are able to recognise them in texts and to determine their function. They are able to use their knowledge of metres and style to interpret antique texts. They have gained an advanced insight into a selected work of literature, a specific topic or genre and expanded their translation and interpretation skills. Moreover, the students have expanded their competences in the field of scientific working acquired in compulsory module 1 and are able to use them for text interpretation. They are able to interpret a selected text passage with given secondary literature and to present the results in the form of a presentation and a written paper.</p>		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

5.	<b>Compulsory Module: Fundamentals of Ancient History</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VO Fundamentals of Ancient History</b> Overview of the most important dates, topics and guidelines and/or events of ancient history, advanced study with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of ancient history based on centrally key issues and guidelines</p>		
	<b>Prerequisites:</b> none		

6.	<b>Compulsory Module: History of Greek Literature</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Survey of the History of Greek Literature I</b> Overview of Greek literature from Homer to the epochs of Hellenism	2	3
<b>b.</b>	<b>VO Survey of the History of Greek Literature II</b> Overview of Greek literature from Hellenism to late antiquity	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>



	<p><b>Learning Outcomes:</b> The graduates of this module have gained a systematic overview of Greek literature and basic knowledge of Greek culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have fundamental knowledge of the literature-historical epochs, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have a basic awareness of reception processes and their roles in the origin of literary works.</p>
	<p><b>Prerequisites:</b> none</p>

7.	Compulsory Module: History of Roman Literature	h	ECTS-Credits
a.	<p><b>VO Survey of the History of Latin Literature I</b> Overview of Roman literature from the beginnings to the end of Augustan times</p>	2	3
b.	<p><b>VO Survey of the History of Latin Literature II</b> Overview of Roman literature from the end Augustan times to late antiquity</p>	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have a systematic overview of Roman literature and basic knowledge of Roman culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have in particular studied the relationship of Greek writing with Roman literature. They have fundamental knowledge of the epochs of literary history, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have a basic awareness of reception processes and their roles in the origin of literary works.</p>		
	<p><b>Prerequisites:</b> none</p>		

8.	Compulsory Module: Greek Linguistics	h	ECTS-Credits
a.	<p><b>VU Historical Grammar</b> Systematic overview of the development of Greek language until late antiquity; introduction to the characteristics of ancient Greek dialects</p>	2	2.5
b.	<p><b>UE Linguistic Reading</b> Reading and linguistic analysis of selected text passages in individual dialects and language levels of Greek</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have an overview of the development of Greek language and the central characteristics of ancient Greek dialects. They understand the historical development of Greek morphology and syntax and use this knowledge in their Greek lessons. They are able to elaborate specific characteristics of individual varieties of Greek with texts.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 2</p>		

9.	Compulsory Module: Greek Reading	h	ECTS-Credits
a.	<b>UE Greek Reading I (Prose)</b> Reading of comprehensive and representative passages of Greek prose from different genres and epochs	2	5
b.	<b>UE Greek Reading II (Poetry)</b> Reading and metric analysis of comprehensive and representative passages from Greek poetry from different genres and epochs	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Based on their translation competence acquired, the graduates of this module are able to read Greek texts. From their repertoire of different interpretation methods, they have advanced strategies for achieving global text understanding. They are able to read comprehensive passage of Greek works and repeat their content in translation. They have gained insights into a series of influential Greek texts and are able to relate them to their knowledge of literary history. At the same time, they have improved their skills for metrically analysing antique poetry and expanded their vocabulary.		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Advanced Topics in Classical Literary History	h	ECTS-Credits
a.	<b>VU Advanced Topics in Classical Literature</b> Advanced study of individual aspects of Greek literary history; reading and analysis of selected text passages	2	2.5
b.	<b>VU Classical Literature in Context</b> Advanced study of individual aspects of ancient culture and history; reading and analysis of selected text passages	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of this module have advanced their knowledge of ancient literature and of individual aspects of ancient writing. They have expanded their knowledge of ancient culture and history and are able to explain literary phenomena in their historical and cultural context.		
	<b>Prerequisites:</b> none		

11.	Compulsory Module: Interpretation II	h	ECTS-Credits
	<b>SE Interpretation of Greek Texts</b> Literary analysis of texts of Greek literature: translation and interpretation of comprehensive text passages; reading, analysis and discussion of secondary literature in literary science; scientific interpretation of a selected text passage and subsequent presentation of the results; composition of a longer written paper	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of this module have advanced their knowledge of Greek literature and are able to interpret texts based on their competences in literary science acquired in compulsory module 4. They are able to independently find appropriate secondary literature for specific issues and to deal with it critically. They are able to compare and methodically reflect on different research		

	opinions. On this basis, they are able to take a stand on research questions and support their opinion in an argumentative way. They are able to present their results in the form of a presentation and a paper in a clear and conclusive way. This way they have acquired the necessary methodical instruments for writing the Bachelor's Thesis.
	<b>Prerequisites:</b> successful completion of compulsory module 4 and 9

12.	Compulsory Module: Teaching Classical Languages	h	ECTS-Credits
a.	<b>VU Didactics of Language Acquisition</b> Educational goals of teaching classical language in the language acquisition phase in consideration of the specifications of the respective curricula; importance of classical subjects for learners with a first language other than German; overview of key areas (vocabulary, grammar, text interpretation, translation) and relevant topics (inclusion and internal differentiation, multilingualism, media); analysis of textbooks; planning of teaching units; development of teaching material	2	5
b.	<b>VU Teaching Literature</b> Educational goals of teaching reading classical languages in consideration of the specifications of the respective curricula; overview of main topics in teaching reading (types of texts; interpretation, vocabulary and grammar required for the reading); analysis of reading volumes; didactical preparation of a reading module specified by the curriculum and planning of a teaching series	2	5
c.	<b>VU Evaluation</b> Theories and principles of testing and evaluation; insights into evaluation of vocabulary and grammar competences as well as translation and interpretation; types of evaluation and performance assessment (exam, self-assessment, portfolio); diagnostic procedure and differentiation; legal basis of rating; analysis and independent design of test formats and tasks; application of different evaluation procedures	2	5
	<b>Total</b>	<b>6</b>	<b>15</b>
	<b>Learning Outcomes:</b> Graduates of this Module are able to use their acquired knowledge for teaching in class: They have gained a systematic overview of the didactics of teaching classical languages and are familiar with wide range of methods to teach Greek and Latin language, culture and literature. They are able to critically analyse and independently design teaching materials. They are able to plan individual teaching units and to apply their subject-didactical knowledge in targeted way. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They know main principles of testing and assessment as well as different forms of evaluation, and they are able to independently design test formats and tasks and to use different evaluation procedures.		
	<b>Prerequisites:</b> none		

13.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Subject-Related Practical Course</b> Sitting in on classical language classes; planning of teaching sequences and design of teaching materials; holding teaching units under the guidance of internship teachers; discussion of teaching activity; reflection on acquired experiences;	1	5

	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have insights into practical teaching of classical subjects and in-depth understanding of their profession. They know models of teaching observation and are able to use them target-oriented. They are able to apply the knowledge and skills acquired in compulsory module 12 in the school context and can hold teaching units under guidance as well as evaluate individual teaching activities. Based on their knowledge in subject-didactics, they are able to reflect on their experiences acquired in the teaching practice.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory modules 2, 4 and 6</p>		

<b>14.</b>	<b>Compulsory Module: Bachelor's Thesis</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>SE Seminar with Bachelor's Thesis</b> Methodical reflection; presentation of one's own Bachelor's Thesis and subject-related discussion of the Bachelor's Theses presented by other students. Within the scope of the seminar a Bachelor's Thesis corresponding to 4 (of altogether 5) ECTS-Credits must be written. The Bachelor's Thesis must be written on a subject-related or subject-didactic-related topic in the teaching subject of Geek.</p>	2	1 + 4
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates are able to find secondary literature for the selected topic and to deal with it critically. They are able to take a stand on a research question and support their opinion with arguments. They are able to reflect their approach methodically and to test their arguments' coherence. They are able to present interim results of their work in the form of a presentation and to use the following discussion for further elaboration.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory modules 4 and 9</p>		

<b>15.</b>	<b>Compulsory Module: Antiquity and the Present</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VU Reception</b> Theoretical fundamentals of reception research; importance of ancient literature and culture based on selected reception documents</p>	2	2.5
<b>b.</b>	<p><b>VO Mythology</b> Modern mythology research and theory; important ancient myths and their literary work</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have a systematic overview of the theoretical fundamentals of reception and mythology research and are aware of the continuing influence of ancient literature for the present time. They deal with selected reception documents of ancient texts and have an insight into the mechanisms of reception processes. They know main myths of antiquity and examples of present literary variations of the themes.</p>		
	<p><b>Prerequisites:</b> none</p>		

16.	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p>Courses corresponding to 5 ECTS-Credits must be chosen from the Bachelor or Diploma Programmes offered at the University of Innsbruck, however not from the other teaching subject.</p> <p>It is recommended to choose courses from the field of classical philology as well as courses in ancient history, archaeology, comparative literary studies, on gender-specific aspects, inclusive education, multilingualism, human-animal-studies etc.</p>		5
	<b>Total</b>		<b>5</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module have advanced and acquired additional competences and skills from other subjects.</p>		
	<p><b>Prerequisites:</b> The prerequisites specified by the respective curricula must be met.</p>		

## Section 14: Music Education - Instruments

### § 1 Subject-specific qualification profile

#### (1) Artistic and subject-specific competences

Graduates of the Bachelor Secondary School Teacher Training Programme (General Education), Subject Music Education - Instruments

- are able to adequately present themselves in two artistic majors
- can convincingly represent the wide spectrum of musical styles and genres,
- can independently develop artistic concepts, ideas and projects for class and instruct learners to express themselves musically as soloists and in an ensemble,
- can resort to knowledge and skills in the fields of instrumental/singing pedagogy, music science and music theory,
- can – under supervision - deal with scientific questions on instrumental/singing pedagogy, instrumental/singing didactics and other music-related disciplines by using appropriate research methods.

#### (2) Subject-didactical competences

Graduates of the Bachelor Secondary School Teacher Training Programme (General Education), Subject Music Education - Instruments

- are able to use instrumental/singing-pedagogical and subject-didactical issues, theories and concepts also with regards to gender, diversity and inclusion, for planning and implementing single and group lessons.,
- are able to plan instrumental/singing lessons according to the curriculum and in consideration of the respective situation by dealing with historic and systematic aspects of music,
- can create a motivating learning environment with regards to the target group and the individual musical skills and interests of the learners,
- are able to make use of different approaches in reception and production of different literature on instruments/singing, their structures, principles of organisation and inherent laws,
- are able to resort to adequate, stylistically varied teaching literature for all ages and abilities and to design or adapt suitable teaching materials for heterogenous groups of learners,
- can communicate and illustrate requirements of instrument and singing techniques and artistic requirements in consideration of physiological aspects,
- are able to reflect on music-cultural developments, actively design them and to inspire a critical awareness for different forms of musical expression and their different social functions.

### § 2 Admission

(1) The Bachelor Secondary School Teacher Training Programme (General Education) in the subject of Music Education – Instruments is only possible in combination with the subject of Music Education.

(2) Admission to the Bachelor Secondary School Teacher Training Programme (General Education) in Music Education – Instruments requires according to the Universities Act 2002 the passing of an admission exam as proof for the artistic aptitude in addition to the general admission requirements of regular study programmes and the admission requirements of the Secondary School Teacher Training Programme.

(3) Partial exams for determining the artistic aptitude

- Artistic first major
- Artistic second major

The regulations for the admission exam, the passing of the modules and the Bachelor's Thesis are determined by the guidelines of the curriculum committee of the Mozarteum University Salzburg (guidelines).

### § 3 Maximum number of participants

1. Artistic one-to-one instruction (KE): 1
2. KG Jazz/Pop workshop: 8
3. KG Choir practice – lower grade pupils, KG Choir practice – upper grade pupils, KG Cor-  
repetition Practice: 5
4. KG Conducting choirs: 12
5. KG Conducting ensembles: 10,
6. VU Texture including ear training, VU Jazz/Pop Theory,  
VU Fundamentals of arranging: 10,
7. UE Teaching practice of the 1./2. artistic major: 7
8. PR Subject-related practical course: 12

### § 4 Compulsory modules

The following compulsory modules corresponding to 100 ECTS-Credits must be passed: From the compulsory modules 1.1, 1.2 or 1.3 one compulsory modules must be passed in accordance with the selected artistic first major:

1.1	<b>Compulsory Module: Artistic First Major</b> (Instrument or Voice)	h	ECTS- Credits
	<b>KE 1. Artistic Major 1-8</b> Formation of the artistic personality and the expressiveness, also with re- gards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	16	24
	<b>Total</b>	<b>16</b>	<b>24</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education – Instruments in an artistic way,</li> <li>▪ have knowledge of a wide range of music styles and genres and can interpret them with their instrument/voice,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> Students of the artistic first major are entitled to 3 hours of “Korrepetition” coaching (exceptions are the piano, organ, cembalo, guitar, harp and accordion). Informal proof of performance including feedback in the semester 4 Exam before a committee in semester 8		
	<b>Prerequisites:</b> none		

1.2	<b>Compulsory Module: Artistic First Major Jazz/Pop</b> (Voice, Guitar or Piano)	h	ECTS-Credits
	<b>KE Artistic First Major Jazz/Pop 1–8</b> Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	16	24
	<b>Total</b>	<b>16</b>	<b>24</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education – Instruments in an artistic way,</li> <li>▪ have knowledge of a wide range of music styles and genres in the fields of jazz and popular music and can interpret them with their instrument/voice,</li> <li>▪ have extensive competences in improvisation,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> Students of the artistic first major Jazz/Pop Voice are entitled to 3 hours of “Korrepetition” coaching, Informal proof of performance including feedback in semester 4 Exam before a committee in semester 8		
	<b>Prerequisites:</b> none		

1.3	<b>Compulsory Module: Artistic First Major Conducting</b>	h	ECTS-Credits
a.	<b>KE 1. Artistic First Major Conducting 1–8</b> Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	8	12
b.	<b>VU Fundamentals of Arranging 1–2</b> Formal and texture-technical fundamentals; aspects of voice leading and instrumentation; music-analytical observations; making of own arrangements	4	4
c.	<b>KE Fundamentals of Playing from the Score 1–2</b> Implementation of simple scores on the piano; music-analytic supported reading; strategies for reduction of complex scores with playing techniques	2	2
d.	<b>KG Coaching Practice (Korrepetition) 1–2</b> Accompanying of an instrument or voice resp. on the piano or other instruments; studying of respective literature; adapting of sheets of music; playing according to chord symbols and simple transpositions	2	2
e.	<b>KG Choir Practice – Lower Grade Pupils 1–2</b> Participation in a musical project of a school choir of secondary level I (NMS, Gymnasium): organization, preparation of the music sheets, sitting-in on classes, choir practice, in possible concert	2	2



<b>f.</b>	<b>KG Choir Practice – Upper Grade Pupils 1–2</b> Participation in a musical project of a school choir of secondary level II (Gymnasium): organization, preparation of the music sheets, sitting-in on classes, choir practice, in possible concert	2	2
	<b>Total</b>	<b>20</b>	<b>24</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding musical conducting and mediating competences for representing the subject Music Education in an artistic way,</li> <li>▪ can resort to advanced knowledge in conducting techniques, practice didactics, voice formation for choir, arranging and practical piano playing, ,</li> <li>▪ have knowledge of a wide range of musical styles and genres and their interpretation in choir and ensemble,</li> <li>▪ are able the lead different musical formations (choir, ensemble, chamber music, orchestra) in an artistic way,</li> <li>▪ are able to plan and implement appropriate musical events or projects in school contexts and possibly also outside school,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> In the Artistic First Major Conducting supplemental courses are brought together content-related and conceptually, in terms of the learning outcomes of this module. Informal proof of performance including feedback in semester 4 Exam before a committee in semester 8		
	<b>Prerequisites:</b> none		

From the compulsory modules 2.1, 2.2 or 2.3 a compulsory module must be passed according to the selected Artistic Second Major:

<b>2.1</b>	<b>Compulsory Module: Artistic Second Major</b> (Instrument or Voice)	<b>h</b>	<b>ECTS-Credits</b>
	<b>KE Artistic Second Major 1–8</b> Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	16	24
	<b>Total</b>	<b>16</b>	<b>24</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education – Instruments in an artistic way,</li> <li>▪ have knowledge of a wide range of music styles and genres and can interpret them with their instrument/voice,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		

	<p><b>Special Notes:</b>  Students of the artistic second major are entitled to 3 hours of “Korrepetition” coaching (exceptions are the piano, organ, cembalo, guitar, harp and accordion).  Informal proof of performance including feedback in semester 4  Exam before a committee in semester 8</p>
	<p><b>Prerequisites:</b> none</p>

2.2	Compulsory Module: Artistic Second Major Jazz/Pop (Voice, Guitar or Piano)	h	ECTS-Credits
	<p><b>KE 2. Artistic Second Major Jazz/Pop 1–8</b>  Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice</p>	16	24
	<b>Total</b>	<b>16</b>	<b>24</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education – Instruments in an artistic way,</li> <li>▪ have knowledge of a wide range of music styles and genres in the fields of jazz and popular music and can interpret them with their instrument/voice,</li> <li>▪ have extensive competences in improvisation,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<p><b>Special notes:</b>  Students of the artistic second major Jazz/Pop Voice are entitled to 3 hours of “Korrepetition” coaching,  Informal proof of performance including feedback in semester 4  Exam before a committee in semester 8</p>		
	<p><b>Prerequisites:</b> none</p>		

2.3	Compulsory Module: Artistic Second Major Conducting	h	ECTS-Credits
a.	<p><b>KE Artistic Second Major Conducting 1–8</b>  Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice</p>	8	12
b.	<p><b>VU Fundamentals of Arranging 1–2</b>  Formal and texture-technical fundamentals; aspects of voice leading and instrumentation; music-analytical observations; making of own arrangements</p>	4	4
c.	<p><b>KE Fundamentals of Playing from the Score 1–2</b>  Implementation of simple scores on the piano; music-analytic supported reading; strategies for reduction of complex scores with playing techniques</p>	2	2

<b>d.</b>	<b>KG Coaching Practice (Korrepetition) 1–2</b> Accompanying of an instrument or voice resp. on the piano or other instruments; studying of respective literature; adapting of sheets of music; playing according to chord symbols and simple transpositions	2	2
<b>e.</b>	<b>KG Choir Practice – Lower Grade Pupils 1–2</b> Participation in a musical project of a school choir of secondary level I (NMS, Gymnasium): organization, preparation of the music sheets, sitting-in on classes, choir practice, in possible concert	2	2
<b>f.</b>	<b>KG Choir Practice – Upper Grade Pupils 1–2</b> Participation in a musical project of a school choir of secondary level II (Gymnasium): organization, preparation of the music sheets, sitting-in on classes, choir practice, in possible concert	2	2
	<b>Total</b>	<b>20</b>	<b>24</b>
	<p><b>Learning Outcomes:</b> Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding musical conducting and mediating competences for representing the subject Music Education in an artistic way,</li> <li>▪ can resort to advanced knowledge in conducting techniques, practice didactics, voice formation for choir, arranging and practical piano playing, ,</li> <li>▪ have knowledge of a wide range of musical styles and genres and their interpretation in choir and ensemble,</li> <li>▪ are able the lead different musical formations (choir, ensemble, chamber music, orchestra) in an artistic way,</li> <li>▪ are able to plan and implement appropriate musical events or projects in school contexts and possibly also outside school,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<p><b>Special notes:</b> In the Artistic Major Conducting supplemental courses are brought together content-related and conceptually, in terms of the learning outcomes of this module. Informal proof of performance including feedback in semester 4 Exam before a committee in semester 8</p>		
	<b>Prerequisites:</b> none		

<b>3.</b>	<b>Compulsory Module: Artistic Practical Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Chamber Music/Ensemble of the Artistic First Major 1</b> Rehearsing of different pieces of chamber music; getting to know varied line-ups and different styles and genres	1	1
<b>b.</b>	<b>UE Chamber Music/Ensemble of the Artistic First Major 2–3</b> Rehearsing of different pieces of chamber music; getting to know varied line-ups and different styles and genres <i>(If voice, guitar or piano are chosen as Artistic First Major Jazz/Pop, then KG Jazz/Pop Workshop 3 or 4 must be taken instead)</i>	2	2
<b>c.</b>	<b>UE Chamber music/Ensemble of the Artistic Second Major 1</b> Rehearsing of different pieces of chamber music; getting to know varied line-ups and different styles and genres	1	1

<b>d.</b>	<b>UE Chamber Music of the Artistic Second Major 2–3</b> Rehearsing of different pieces of chamber music; getting to know varied line-ups and different styles and genres <i>(If voice, guitar or piano are chosen as Artistic Second Major Jazz/Pop, then KG Jazz/Pop Workshop 3 or 4 must be taken instead)</i>	2	2
<b>e.</b>	<b>VU Performance Practice Early Music</b> Introduction to Baroque rhetoric and characteristic textures; doctrine of affections and figures; ornaments; instruments and instrumental schools; basso continuo; tone pitches and historic fingering	1	1
<b>f.</b>	<b>VU Performance Practice New Music</b> New developments in texture and playing techniques from approx.. 1900 onwards; exemplary study of music literature in consideration of stylistic variation and variable line-up	1	1
<b>g.</b>	<b>KG Coaching Practice (Korrepetition) 1–2</b> Accompanying of an instrument or voice resp. on the piano or other instruments; studying of respective literature; adapting of sheets of music; playing according to chord symbols and simple transpositions <i>(If music conduction was selected as artistic first or second major, then the KG Coaching Practice (Korrepetition) 3-4 must be taken.</i>	2	2
<b>h.</b>	<b>KG Choir Conducting 2</b> Conducting technique (posture, gesture, expressiveness); aspects of voice formation in a choir; rehearsing, arranging and musical implementation in school-vocal contexts	2	1
<b>i.</b>	<b>KG Ensemble Conducting 2</b> Conducting technique (posture, gesture, expressiveness); aspects of voice formation in a choir; rehearsing, arranging and musical implementation school-instrumental contexts	2	1
<b>Total</b>		<b>14</b>	<b>12</b>
<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ can resort to advanced, partly related to their artistic majors, artistic-practical and music-theoretical competences,</li> <li>▪ possess an advanced, artistic-practical and music-didactical competence profile oriented towards school teaching, ,</li> <li>▪ experience auditive and music-theoretical skills as immanent part of their artistic practice,</li> <li>▪ have specific knowledge for performing early or new music resp.,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>			
<b>Special notes:</b> Since it is compulsory to combine Music Education – Instruments with Music Education, this module is seen as complement to the compulsory module School-Related Practical Skills in Music Education.			
<b>Prerequisites:</b> none			

<b>4.</b>	<b>Compulsory Module: Instrumental Pedagogy and Subject Didactics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Instrumental and Vocal Pedagogy I</b> Introduction to the didactics and methodology of teaching instruments/voice; theoretical and practical dealing with different teaching models	2	2

<b>b.</b>	<b>PS Fundamentals of Subject-Didactics for the Artistic First Major</b> Introduction to subject-didactics; teaching methods in consideration of the specific factors of instruments/voice; aspects of teaching beginners; body awareness and movement in musical performance	1	1
<b>c.</b>	<b>PS Fundamentals of Subject-Didactics for the Artistic Second Major</b> Introduction to subject-didactics; teaching methods in consideration of the specific factors of instruments/voice; aspects of teaching beginners; body awareness and movement in musical performance	1	1
<b>d.</b>	<b>PS Subject-Didactics of Group Teaching of the Artistic First Major</b> Didactics and teaching methods of teaching instruments/voice with focus on group teaching; dealing with differently sized or heterogenous groups respectively; possibilities and limits	1	1
<b>e.</b>	<b>PS Subject-Didactics of Group Teaching of the Artistic Second Major</b> Didactics and teaching methods of teaching instruments/voice with focus on group teaching; dealing with differently sized or heterogenous groups respectively; possibilities and limits	1	1
<b>f.</b>	<b>PS Topics of Subject-Didactics of the Artistic First Major</b> Advanced study of selected topics of instrument/voice didactics in the professional context	1	1
<b>g.</b>	<b>PS Topics of Subject-Didactics of the Artistic Second Major</b> Advanced study of selected topics of instrument/voice didactics in the professional context	1	1
<b>h.</b>	<b>UE Teaching Practice of the Artistic First Major 1-3</b> Practical implementation of the teaching contents in subject-didactics; independent teaching and observation of classes; analysis and reflection; preparation of teaching demonstrations	3	3
<b>i.</b>	<b>UE Teaching Practice of the Artistic Second Major 1-3</b> Practical implementation of the teaching contents in subject-didactics; independent teaching and observation of classes; analysis and reflection; preparation of teaching demonstrations	3	3
<b>j.</b>	<b>VU Holistic-Somatic Methods (as offered)</b> Physiological aspects and problems for playing music; body awareness, breathing and relaxation techniques, e.g. Alexander technique, Feldenkrais	1	1
	<b>Total</b>	<b>15</b>	<b>15</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ can resort to fundamental knowledge in the field of instrumental/vocal pedagogy including neuro-physiological and physiological preconditions of playing the respective instrument/singing,</li> <li>▪ can examine under supervision issues relating to instrumental/vocal pedagogy or subject-didactics resp. based on scientific criteria,</li> <li>▪ are able to implement instrumental/vocal-pedagogical or subject-didactical concepts resp., also in relation to gender, diversity and inclusion for their lesson planning,</li> <li>▪ know about the basic conditions of musical talent and development,</li> <li>▪ can resort to a manifold repertoire of methods for designing teaching, learning and practicing processes,</li> <li>▪ are sufficiently familiar with different teaching forms at schools, in particular with teaching small groups.</li> </ul>		

	<p><b>Special notes:</b>          Since it is compulsory to combine Music Education – Instruments with Music Education, this module is seen as complement to the compulsory modules Music Pedagogy and Subject Didactics and School-Related Practical Skills in Music Education.          Examination before an examination board in subject-didactics and teaching practice of the Artistic First Major in semester 6          Examination before an examination board in subject-didactics and teaching practice of the Artistic Second Major in semester 6</p>
	<b>Prerequisites:</b> none

5.	Compulsory Module: Musicology and Musical Theory	h	ECTS-Credits
a.	<p><b>VU Historical and New Observations, Playing Technique and Repertoire of the Artistic First Major</b>            Historic development of the instrument; overview of the ways of playing/singing technical developments; repertoire, interpretation and reception in the historic context</p>	1	1
b.	<p><b>VU Historical and New Observations, Playing Technique and Repertoire of the Artistic Second Major</b>            Historic development of the instrument; overview of the ways of playing/singing technical developments; repertoire, interpretation and reception in the historic context</p>	1	1
c.	<p>Courses corresponding to altogether 8 ECTS-Credits must be chosen from the following courses:  <b>VU Texture including Ear Training 3–4</b> (4 hrs., 4 ECTS-Credits)            Advanced harmonics; diatonic and chromatic four-part scale; change of mode and enharmonic modulation; auditive reflection and re-enacting; advanced ear training  <b>VO Musical Forms 2</b> (2 hrs., 2 ECTS-Credits)            Advanced aspects of genre and form in a historic and music-theoretical context  <b>PS Music Analysis</b> (2 hrs., 2 ECTS-Credits)            Imparting and application of different methods of analysis with regards to the genre and form in the context of music theory  <b>VU Jazz/Pop Theory 1–3</b> (6 hrs., 6 ECTS-Credits)            Functional harmony and its fundamentals; transcription and analysis, fundamentals of improvisation; auditive reflection and re-enacting  <i>(compulsory for Artistic First Major Jazz/Pop (voice, guitar or piano))</i></p>	8	8
<b>Total</b>		<b>10</b>	<b>10</b>

	<p><b>Learning Outcomes:</b>          Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ can resort to knowledge and skills in the fields of music science and music theory, apply it in an interlinked way and work on scientific issues under supervision,</li> <li>▪ are able to auditive perceive harmonic, melodic and formal principles and implement them closely linked to the respective artistic-practical subjects,</li> <li>▪ are able to use their knowledge of music theory in their artistic practice and prepare them for use at school,</li> <li>▪ gain specific knowledge on history, styles and genres including playing techniques and repertoire knowledge in their selected artistic majors</li> </ul>
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	<p><b>Special notes:</b>          Since it is compulsory to combine Music Education – Instruments with Music Education, this module is seen as complement to the compulsory modules Musicology and Musical Theory in Music Education.          It is not allowed to choose courses, which were already selected in the subject Music Education.</p>
	<p><b>Prerequisites:</b> none</p>

6.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<p><b>PR Subject-Related Practical Course</b>            Independent teaching; sitting-in on classes, evaluating of selected teaching methods; if possible participation in projects, pedagogical conferences and other school events; reflection</p>	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ are able to prepare special knowledge correctly and understandably for teaching instruments/voice and to plan, implement and evaluate their teaching based on the principles of modern instrumental/voice didactics,</li> <li>▪ are able to reflect on research in instrumental/voice didactics in the context of the teaching practice, implement it and critically question their own teaching.</li> </ul>		
	<p><b>Special notes:</b>            The subject-related practical course includes getting to know the fields of school practice, sitting in on subject-specific classes and holding of teaching units or sequences resp. in the subject Music Education as well as a preparation, support and follow-up phase at the university.</p>		
	<p><b>Preconditions:</b> none</p>		

7.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p><b>SE Seminar with Bachelor's Thesis</b>            Advanced dealing with a subject- or subject-didactical related topic in the school context; verbal presentation and discussion of the results; Within the scope of the seminar a Bachelor's Thesis amounting to 4 (of altogether 5) ECTS-Credits must be written.</p>	2	1 + 4
	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Graduates of this module are able to deal with a subject-specific or subject-didactical topic in relation to the school context in a methodically correct way and to present the results in writing and verbally in an understandable way.</p>		
	<p><b>Preconditional:</b> successful completion of compulsory module 5</p>		

8.	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	Providing the availability of places, courses amounting to 5 ECTS-Credits can be freely chosen from one's own subject and/or the curricula of the Mozarteum University Salzburg/location Innsbruck or the Bachelor and Diploma Programmes of the University of Innsbruck, with the exception of the teaching subject. It is recommended to pick courses relating to school practical issues, on gender-specific aspects and inclusive pedagogy.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> This module serves to expand the study programme and to acquire additional qualifications.		
	<b>Prerequisites:</b> The registration requirements specified by the respective curricula must be met.		



## **Section 15: Subject Islamic Religious Education**

### **§ 1 Subject-specific qualification profile**

The Bachelor Secondary School Teacher Training Programme (General Education) Subject: Islamic Religious Education qualifies for the professional practice as a religion teacher in secondary schools. As a scientific study programme, it combines research and teaching and enables to practice-oriented combination of theories and methods. Apart from subject- and content-related competences, students acquire the competence to deal with faith and religion in a scientific responsible way in the public. The study programme is marked by multi-perspective understanding of education and didactics and promotes the students' communicative and interdisciplinary competences.

#### **(1) Subject-Specific Competences**

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Islamic Religious Education

- have well-founded knowledge of philosophical and theological fundamentals and are able to independently reconstruct and link the insights of the individual disciplines;
- are able to perceive religious phenomena as well as ethical and theological issues of the present and elaborate them based on the knowledge acquired in the study programme;
- have fundamental knowledge with regard to other religions and competences in the interreligious dialogue;
- know the specifics of religious reality approach against other approaches (e.g. natural sciences, art, law) and are able to relate the different approaches epistemically. They are able to cooperate in an interdisciplinary and subject-linking way;
- have religious language competences.

#### **(2) Subject-Didactical Competences**

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Islamic Religious Education

- know main issues, insights and methods of religious education and are able to independently deal with new religious-educational and didactical concepts and methods;
- are able to recognise and critically reflect the connection of methodical-didactical action and ideological and theological implications;
- are able to reflect on and modify important subject-didactical contents, theories, perspectives and action fields;
- are able to plan, guide and evaluate religious educational processes according to the respective religious-educational model;
- are able to elaborate topics under subject-scientific and didactical perspectives.

#### **(3) Educational/Character Forming Competences**

The graduates are able to

- face the pupils authentically and represent their subject in a credible manner;
- deal with conflicts constructively.

### **§ 2 Maximum number of participants**

1. Practical courses (PR): 14
2. Introductory seminars (PS): 25
3. Seminar (SE): 25
4. Lecture-tutorial (VU): 25

### **§ 3 Compulsory Modules**

- (1) If combined with a the subject Catholic Religious Education, there are following joint compulsory modules (CM 10, 12) corresponding to 10 ECTS-Credits. They must be compensated by courses corresponding to the same amount of credits from the offer of Islamic Religious Education or the

School of Catholic Theology resp. in equal parts. If the subjects of Islamic Religious Education and Catholic Religious Education are combined, then only the subject of one's own denomination/religion can be taught according to the legal regulations for denominational religious education.

(2) The following compulsory modules corresponding to 100 ECTS-Credits must be passed.

1.	<b>Compulsory Module: Introduction to Scientific Working and to Qur'an Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Introduction to Scientific Working</b> Formal design of scientific papers; process of writing scientific papers; using scientific literature and libraries; proper quoting; presentation of relevant lexica, standard theological and philosophical works and scientific journals as well as reference works	1	2
<b>b.</b>	<b>VO Introduction to the Qur'an Science</b> The revelation and textualization of the Qur'an and the various disciplines of the Qur'an sciences	2	3
<b>Total</b>		<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates are able to objectively assess their choice of study programme. They are able to describe the formal structure and formation process of a scientific paper. They know the basic concepts, main topics and contemporary issues of Qur'an science, and they are able to present scientific-methodical concepts in a modern context.			
<b>Prerequisites:</b> none			

2.	<b>Compulsory Module: Introduction to Qur'an Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Arabic</b> Introduction to the classic Arabic language, Arabic characters and phonetics as well as the fundamentals of Arabic grammar and syntax; focus on terms which are necessary to understand the Qur'an	2	5
<b>b.</b>	<b>VU Qur'an Recitation</b> Imparting of Arabic terminology of Islam, basics of Qur'an recitation, traditions of Qur'an recitation	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates are able to correctly use basic Arabic concepts (vocabulary – spoken and written) with regard to the Qur'an. They are able to classify terms and main topics of the Qur'an.			
<b>Prerequisites:</b> none			

3.	<b>Compulsory Module: Islamic Theology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Methods of Islamic Jurisprudence (uṣūl al fiqh)</b> Methodology and sources of Islamic law; different approaches of various schools of law	2	3
<b>b.</b>	<b>SE Islamic Jurisprudence (fiqh)</b> Important stages in the development and areas of responsibility of Islamic law; the emergence of the various schools of law	2	4
<b>c.</b>	<b>VO Contextual Theology</b> Consideration of Islamic theology in relation to social conditions and to the	1	2

	contemporary living environment of Muslim pupils.		
	<b>Total</b>	<b>5</b>	<b>9</b>
	<b>Learning Outcomes:</b> Graduates are capable of explaining the origins, the history and the methodology of the Islamic jurisprudence. Moreover, they are able to analyse and identify the methodology of the Islamic jurisprudence, "fiqh" science, taking into consideration different directions of Islam in history and the present. Further, graduates know the history of "fiqh" science, its ideas and starting points as well as its new developments in the modern age. They are able to understand Islamic theology based on social conditions and to establish the relation to the pupils' living environment.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Islamic Principles of Faith</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Foundations of Islamic Faith (‘aqīda)</b> Foundations of faith and doctrines in Islam; concepts of God and faith in the past and present	1	4
<b>b.</b>	<b>VO Discursive-Rational Theology (kalām)</b> Presentation of discursive-rational theology (kalām), its methodology, history and contemporary significance as well as its various movements	2	3
	<b>Total</b>	<b>5</b>	<b>7</b>
	<b>Learning Outcomes:</b> Graduates are able to present Islamic Religion, its origin and development. They are able to reproduce classic-Islamic academic disciplines as well as its fundamental methodological and theoretical questions.		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Prophetic Tradition (Hadith Studies)</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Einführung in die Hadithwissenschaften</b> Grundbegriffe, Grundkonzepte und Teilbereiche der Hadithwissenschaften sowie deren Entstehungsgeschichte und Quellen	2	3
<b>b.</b>	<b>VO Prophetenbiographie (sīra)</b> Lebensgeschichte des Propheten Muhammad; kontextrelevante Ereignisse und Persönlichkeiten	2	4
	<b>Total</b>	<b>4</b>	<b>7</b>
	<b>Learning Outcomes:</b> Graduates are able to describe the origins and development of Hadith studies, and they are able to explain Hadith studies as well as to critically discuss the Sunnah tradition.		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Qur'an and Text Comprehension in Islam</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Classis Qur'anic Exegesis (tafsir)</b> Analysing and discussing selected Qur'anic verses and suras on the basis of various classical Quran commentaries	2	3
<b>b.</b>	<b>VO Genesis and Exegesis of the Qur'an</b> Genesis and exegesis of the Qur'an; introduction to classical Quranic exegetical works	2	4
<b>c.</b>	<b>VO Qur'an Research in the Present</b> Contemporary approaches to Qur'anic research and Qur'anic hermeneutics	2	3
<b>Total</b>		<b>6</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates are able to reflect and interpret written sources of Islam methodically. Furthermore, they are capable of deducing practice support from the sources for the Muslim pupils in relation to present challenges.			
<b>Prerequisites:</b> none			

<b>7.</b>	<b>Compulsory Module: Islamic Culture and History</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Introduction to Islamic Mysticism (taṣawwuf)</b> Historical development, basic terms and concepts of Sufism; mystical movements	2	3
<b>b.</b>	<b>SE Islamic Art and Cultural History</b> Knowledge of Islamic art and cultural history and Islamic art forms such as calligraphy, painting and architecture	2	3
<b>c.</b>	<b>VO History of the Islam I</b> History of Islam from the post-prophetic period to the fall of the Abbasid Empire; important events and outstanding personalities and their influence on the development of the Islamic community	2	2.5
<b>Total</b>		<b>6</b>	<b>8.5</b>
<b>Learning Outcomes:</b> Graduates are able to professionally discuss the genesis and development of Islamic mysticism. They are able to identify the main phases of Islamic arts and cultural history as well as to describe Islamic art forms. Graduates know the different epochs of Islamic history and understand the socio-economic and political backgrounds of different theological problems.			
<b>Prerequisites:</b> none			

<b>8.</b>	<b>Compulsory Module: Schools of Law and Islamic Ethics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Islamic Schools of Faith and Faith Movements</b> Origin and development of the various Sunni, Shiite and other schools and movements and their significance for the everyday life of Muslims	2	3
<b>b.</b>	<b>VU Islamic Ethics (aḥlāq)</b> Fundamentals of Islamic ethics - theological, philosophical and Sufi perspectives; concepts, theories and approaches of Islamic ethics with a focus on the responsibility of Muslims in a globalised world	2	4

<b>c.</b>	<b>VO Introduction to Islamic Philosophy</b> Determination of the relationship between religious faith and philosophical reflection, focussing on Islamic philosophical traditions; key figures in the history of Islamic philosophy are presented.	2	3.5
	<b>Total</b>	<b>6</b>	<b>10.5</b>
	<b>Learning Outcomes:</b> Graduates are able to describe the historical origin and content-related development of the different confessions in Islam and to explain their meaning for everyday life. They are able to recognise the significance of Islamic ethics for the present intercultural and interreligious dialogue. The graduates are able to recognise and implement their ethical responsibility in the present world. They are able to describe the development and importance of philosophy in the Islamic cultural circle and the contribution to the history of philosophy and to represent their importance for the present time.		
	<b>Prerequisites:</b> none		

<b>9.</b>	<b>Compulsory Module: Islamic Religious Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Introduction to Islamic Religious Education</b> Genesis, basic terms and concepts of Islamic religious education with a focus on selected scholars from the past and present	1	2.5
<b>b.</b>	<b>VO Current Islamic Approaches to Religious Education and Didactics</b> Current approaches and trends in religious education and didactics in the Islamic world and in the current European context	2	4
	<b>Total</b>	<b>3</b>	<b>6.5</b>
	<b>Learning Outcomes:</b> Graduates are able to describe the origin and important stages of the development of Islamic religious education. They are able to discuss the tasks and goals of Islamic upbringing education in a differentiated way. They are able to differentiate the different concepts of Islamic religious education and to elaborate the economic, cultural and political conditions.		
	<b>Prerequisites:</b> none		

<b>10.</b>	<b>Compulsory Module: Foundations of Teaching Inter-Religious Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Fundamental Religious Didactics</b> Basic understanding of religious education in relevant documents of the religious communities on religious education and adult education; essential religious didactic approaches in recent religious didactics; introduction to models of planning, implementation and reflection of religious teaching/learning processes from one's own and from an interreligious perspective	2	2
<b>b.</b>	<b>SE Fundamental Religious Didactics</b> In-depth theoretical study of selected models of religious didactics and practical practice in the planning, implementation and reflection of teaching/learning processes with special consideration of the interreligious perspective	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students can differentiate between concepts, criteria and reasons for religious teaching and		

	learning in schools and communities and develop them further independently. They can apply religious didactic planning models in different fields according to the situation.
	<b>Prerequisites:</b> none

11.	Compulsory Module: Subject Didactics	h	ECTS-Credits
a.	<b>SE Subject Didactics Level 1 Secondary Schools</b> Introduction to the framework conditions and the basic didactic competences for Islamic religious education at secondary level I (age range 10-15); relevant subject curricula and religious books; creating annual plans and planning competence-oriented teaching units; designing gender-sensitive and age-appropriate teaching and learning paths; performance assessment in religious education	2	2
b.	<b>SE Subject Didactics Level 2 Secondary Schools</b> Framework conditions for religious education at upper secondary level (age range 14-19); relevant curricula and religious education books; competency-based lesson planning and performance assessment	2	3.5
	<b>Total</b>	<b>4</b>	<b>5.5</b>
	<b>Learning Outcomes:</b> Graduates know the framework of religious education at the respective school types (also with regard to disability, cultural aspects, gender, social inequality, interreligiosity). They have subject-didactical competences in competence-oriented planning, guidance and evaluation of school-related teaching and learning processes.		
	<b>Prerequisites:</b> none		

12.	Compulsory Module: Teaching Inter-Religious Studies	h	ECTS-Credits
a.	<b>SE Cooperative Didactics of Religion</b> Fundamentals and criteria for religious didactics; process-oriented handling of theological issues in co-operation with Islamic studies and Islamic religious didactics	2	3.5
b.	<b>VU Advanced Topics in Subject Didactics</b> Fundamental religious and subject-didactic concepts; recent developments in religion and subject-didactics; gender-sensitive concepts; interreligious approaches	1	1.5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates have basic competences in dealing with topics from a didactic and subject-specific as well as interreligious perspective. They are able to understand and present the fundamentals of religious and subject-didactic concepts.		
	<b>Prerequisites:</b> none		

13.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Subject-Related Practical Course</b> Observation, planning, implementation and subject-didactic evaluation of religious education, subject-didactic reflection of the practical course	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates are able to plan and implement subject-specific teaching observations under supervision. They are able to operationalize and reflect the competences acquired in order to plan, implement and evaluate teaching and learning processes in practical teaching.		
	<b>Prerequisites:</b> successful completion of compulsory module 10		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> Completion of a Bachelor's Thesis on a subject-specific or subject-didactical topic; methodical reflection; presentation and discussion of intermediate results; final presentation of the Bachelor's Thesis. The Bachelor's Thesis corresponds to 4 (of the overall 5) ECTS-Credits.	1	1 + 4
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates are able to deal with the topic of the Bachelor's Thesis in methodical and content-related terms and to present the result verbally and in writing in an understandable manner.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

## Section 16: Subject Italian

### § 1 Subject-specific qualification profile

The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: Italian understand their interest in Italian-speaking countries, acquaintances with local people there and in particular stays in Italian-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

#### (1) Objectives

1. Bachelor Secondary School Teacher Training Programme (General Education) with a modern foreign language as subject is a scientifically founded vocational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect on and comprehend texts in a critical way, have an extensive repertoire of methods, flexibility and the ability to coordinate and motivate. They are able to creatively and competently design learning processes in language teaching and thus perform a leading, advisory and evaluating role. The graduates can apply the competences acquired in the study programme for enabling learners to speak the foreign language with regards to the situation, the learners' age and the respective performance level (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling of the respective language in its verbal and written form as befits the respective situation and age.
3. From their linguistic education, future teachers get insights into the functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods for their correctness and according to their suitability for a respective situation.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks specified by the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately teach reading strategies and analysis methods in an appropriate way.
5. Against the background of their cultural-scientific education, graduates are able to provide insights into the countries, where the target language is spoken.

#### (2) Skills

##### 1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communicate;
- Spoken language skills in different communication situations and roles (monologic and interactive);
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions;
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit;
- Written language skills for different text types;
- Wide range of knowledge in the fields of vocabulary and idiomology. This makes it possible to participate in communication on many different topics; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language;
- Language mediation: The different forms of expression and the different structures of the mother tongue and the foreign language are recognised in a contrastive way.



- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use, but are also able to use them for transfer, correction and assessment in teaching.

## 2. Linguistics and Linguistic Reasoning

In the field of linguistics and linguistic reasoning the graduates theoretically permeate the knowledge acquired in the command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronous linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of the historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

## 3. Literary Studies and Text Analysis

The field of literary studies develops different approaches to texts in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

## 4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

## 5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macromethods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be

transformed to first practical routines within the scope of subject-related practical courses.

Subject-didactical competences are not only taught in relevant courses, but also dealt with in subject-specific courses, which also focus on scientific study of a certain topic. In addition, the connection between subject-specific knowledge and subject didactics is considered in course examinations.

## § 2 Maximum number of participants

1. PR Practical courses: 14
2. Courses type VO: 200
3. Courses types of the Modules CM 6 to CM 12 (Command of Language): 25
4. Courses types SL, AG, PS, SE, VU, EX and UE: 30
5. Courses types VU, UE, PS, SE of the Modules CM 1 to CM 3: 20

## § 3 Compulsory Modules

- (1) If combined with another modern foreign language (English, French, Russian, Spanish) there are joint compulsory courses (1.a., 3.a.). Those must be compensated by the courses 1.c and 3.c. Students with other combinations pass only courses 1. a and 1.b in compulsory module 1 and only the courses 3.a and 3.b in compulsory module 3
- (2) If combined with another Romance language as school subject, there is a joint compulsory course covering 2.5 ECTS-Credits (Compulsory Module 5). This must be compensated by taking another course from the offer of the curricula at the University of Innsbruck covering the same amount of ECTS-Credits.
- (3) The following compulsory modules (including the Bachelor's Thesis) corresponding to 100 ECTS-Credits must be passed:

### A. Subject Didactics (20 ECTS-Credits)

1.	<b>Compulsory Module: Foundations in Modern Language Teaching and Learning</b>	h	ECTS-Credits
a.	<b>VU Introduction to Teaching Foreign Languages</b> Familiarization with theories and methods of foreign language teaching at schools with regards to the curricula of the respective school type and the <i>Common European Framework of Reference – CEFR</i> ; integration of approaches of multilingualism and interculturality; considering of motivational and affective factors of foreign language teaching with regards to inclusiveness and diversity	2	3
b.	<b>UE Language-Specific Introductory Course in Teaching Italian</b> Language-specific course, which accompanies the introduction course and puts the theoretical content presented in this course into practice, reflects on the contents and introduces to planning processes for teaching. The students' own biography of learning is considered for getting first insights into multilingualism.	2	2
c.	<b>VU Selected Aspects for Advanced Study of the Introduction to Modern Language Teaching and Learning</b> Advancing the fundamentals and theories of teaching and learning of foreign languages in the school context with reference to school-specific curricula and the Common European Framework of Reference for Languages; multilingualism, interculturality, factors of motivation and affective factors in foreign language teaching	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcome:</b> The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research findings as well as to apply this knowledge for teaching Italian at school with regards to the target group and the age of the pupils.</p>
	<p><b>Prerequisites:</b> successful completion of compulsory module 6</p>

2.	Compulsory Module: Competence Orientation in Modern Language Teaching and Learning	h	ECTS-Credits
a.	<p><b>PS Learning/Teaching Languages</b> The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject Italian and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives</p>	2	2
b.	<p><b>SE Learning/Teaching Languages</b> In-depth study of selected theories of teaching and learning of foreign languages in the school context. The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.</p>	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context. They are able to include multilingualism-didactics, inclusive and diversity-specific aspects in Italian lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject Italian and have acquired first action routines.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 1</p>		

3.	Compulsory Module: Evaluation of Modern Language Competences	h	ECTS-Credits
a.	<p><b>VU Introduction to Testing and Assessing in Teaching Foreign Languages</b> Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)</p>	2	2

<b>b.</b>	<b>UE Language-Specific Course Testing and Assessing Italian</b> Preparation of test formats and tasks on productive and receptive skills as well as linguistic competences in the teaching subject Italian (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
<b>c.</b>	<b>VU Selected Aspects for Advanced Study of the Introduction to Testing and Assessing in Foreign Language Teaching</b> Advancing the fundamentals and theories of testing and evaluating of foreign languages; types and kind of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching; differentiated performance assessment (e.g. Dynamic Testing); introduction to statistical calculations for item and test modification	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject Italian.			
<b>Prerequisites:</b> successful completion of compulsory module 2			

<b>4.</b>	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> (Topic-)specific observation of teaching processes: planning, implementation and evaluation of Italian lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module are familiar with Italian teaching practice; they have tested, critically reflected on and evaluated own teaching approaches by means of procedures and methods of Italian teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in Italian lessons and acquire fundamental professional understanding for their occupational field.			
<b>Prerequisites:</b> successful completion of compulsory modules 2 and 10			

#### B. Scientific Fundamentals (2.5 ECTS-Credits)

<b>5.</b>	<b>Compulsory Module: Module: Fundamentals of Philological and Cultural Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>SL Fundamentals of Philological and Cultural Studies</b> Practical introduction to the basic skills and techniques needed for academic research in philological and cultural studies in small groups. The course is also an introduction to the respective studies.	1	2.5
	<b>Total</b>	<b>1</b>	<b>2.5</b>

	<b>Learning Outcomes:</b> Knowledge of specific forms of scientific communication and philological working techniques; insights into the structures of the university.
	<b>Prerequisites:</b> none

C. Command of Language (37.5 ECTS-Credits)

6.	Compulsory Module: Italian 1	h	ECTS-Credits
a.	<b>UE Italian 1: Grammar and Vocabulary (B1+)</b> Expansion of the knowledge of the standard language - grammar and vocabulary related to the contexts of the topics discussed at level B1+.	4	5
b.	<b>UE Reading/Writing 1 (B1+)</b> Understanding of written texts – written production of texts at level B1+	1	1.5
c.	<b>UE Corrective Phonetics (B1 &amp; B2)</b> Teaching and using of fundamental pronunciation and accentuation rules of Italian – level B1 and B2	2	1
	<b>Total</b>	<b>7</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Grammar and vocabulary at level B1+; Basic skills in writing at level B1+; Ponunciation competence including accentuation rules		
	<b>Prerequisites:</b> none		

7.	Compulsory Module: Italian 2	h	ECTS-Credits
a.	<b>UE Italian II: Grammar and Vocabulary (B2)</b> Expansion of the knowledge of the standard language - grammar and vocabulary related to the contexts of the topics discussed at level B2	4	4
b.	<b>UE Reading/Writing 2 (B1 +)</b> Independent understanding of written texts – production of texts at level B1+	1	1.5
c.	<b>UE Listening/Speaking 2 (B1+)</b> Understanding of spoken language – use of the acquired means of expression in speaking at level B1+	2	2
	<b>Total</b>	<b>7</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Grammar and vocabulary at level B2; basic skills in writing and speaking at level B1+		
	<b>Prerequisites:</b> successful completion of compulsory module 6		

8.	Compulsory Module: : Italian 3	h	ECTS-Credits
a.	<b>UE Listening/Speaking 3 (B2)</b> Advanced understanding of spoken language – advanced use of acquired means of expression in speaking at level B2	2	2.5
b.	<b>UE Reading/Writing 3 (B2)</b> Independent understanding of written texts – productive written application	2	2.5

	of the acquired mean of expression in consideration of the target group and text type for the topics of level B2		
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Basic skills in listening and speaking, reading and writing at the level B2		
	<b>Prerequisites:</b> successful completion of compulsory module 7		

<b>9.</b>	<b>Compulsory Module: Italian 4</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Grammar and Vocabulary - Italian 4 (B2+)</b> Acquisition of grammar and language style competence at B2+ level, expansion of the vocabulary related to the topics discussed at level B2+	2	2.5
<b>b.</b>	<b>UE Text Production - Italian 4 (B2+)</b> Productive written application of acquired means of expression in consideration of the target groups and text type for the topics of level B2+	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Grammar and vocabulary as well as writing skills at level B2+		
	<b>Prerequisites:</b> successful completion of compulsory module 8		

<b>10.</b>	<b>Compulsory Module: Italian 5</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Oral Communication - Italian 5 (C1)</b> Understanding of spoken language – oral communication skills at level C1	1	2.5
<b>b.</b>	<b>UE Translation into the Foreign Language (C1)</b> Translation of coherent general texts or specialised texts in the context of contrastive linguistics (C1)	2	2.5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Listening/speaking skills at level C1; translation at level C1 with a constructive focus		
	<b>Prerequisites:</b> successful completion of compulsory module 9		

<b>11.</b>	<b>Compulsory Module: Italian 6</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Grammar and Vocabulary – Italian 6 (C1)</b> Acquisition of grammar and language style competence at C1 level, expansion of the vocabulary related to the topics discussed at level C1	2	2.5
<b>b.</b>	<b>UE Technical Terminologies (C1)</b> Lexical and stylistic characteristics of communication in selected special languages at level C1; focus on special languages according to the curricula of higher vocational schools (BHS)	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>

	<b>Learning Outcomes:</b> Grammar and vocabulary at level C1, plus special language skills for selected fields
	<b>Prerequisites:</b> successful completion of compulsory module 9

12.	Compulsory Module: Italian 7	h	ECTS-Credits
	<b>UE Scientific Writing (C1)</b> Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and Bachelor's Theses;	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and Bachelor's Theses		
	<b>Prerequisites:</b> successful completion of compulsory module 9		

#### D. Linguistics (15 ECTS-Credits)

13.	Compulsory Module: Linguistics and Analysis	h	ECTS-Credits
a.	<b>VU Grammatical Analysis</b> Grammatical analysis based on formal and functional criteria	3	2.5
b.	<b>VU Introduction to Italian Linguistics</b> Overview of the most important fields of Italian linguistics (phonology, morphology, word formation, syntax, lexicology, semantics, text linguistics, pragmatics, sociolinguistics)	2	2.5
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of the compulsory module "Linguistics and Analysis" are familiar with the fundamentals of linguistics of the respective language, this means the competence to analyse, understand and explain linguistic expressions based on the principles of scientific grammar. The analysis includes a formal and functional level. Apart from the knowledge of grammatical terminology, students use the studied foreign language in a reflected way. Students also have overview knowledge of the fields of linguistics with special regard to the resp. foreign language, and they are able to independently work with expert literature on linguistics.		
	<b>Prerequisites:</b> successful completion of compulsory module 6		

14.	Compulsory Module: Advanced Topics in Italian Linguistics 1	h	ECTS-Credits
	<b>VU Morphology, Syntax, Text Linguistics – Italian (with Reading List)</b> Advanced study of the areas word, sentence and text	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> By dealing with different fields of the course in a contrastive-linguistic way, graduates of the module have acquired in-depth knowledge of the respective fields of linguistics and a contrastive awareness of the linguistic structures and norms of French with regard to classroom teaching. They are able to correctly explain the specifics of French linguistics in an understandable way. By dealing with thematically relevant literature, graduates have gained advanced skills of		

	the module's topics.
	<b>Prerequisites:</b> successful completion of compulsory module 13

15.	Compulsory Module: Advanced Topics in Italian Linguistics 2	h	ECTS-Credits
	<b>VU Lexicology, Semantics, Pragmatics, Applied Linguistics – Italian (with Reading List)</b> Advanced study of the fields of word form, meaning as well as language in interaction	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> By dealing with different fields of the course in a contrastive-linguistic way, graduates of the module have acquired in-depth knowledge of the respective fields of linguistics and a contrastive awareness of the linguistic structures and norms of Italian with regard to classroom teaching. They are able to correctly explain the specifics of Italian linguistics in an understandable way and consider specific phenomena of language acquisition for their teaching. By dealing with thematically relevant literature, graduates have gained advanced skills of the module's topics.		
	<b>Prerequisites:</b> successful completion of compulsory module 13		

#### E. Literary Studies (15 ECTS-Credits)

16.	Compulsory Module: History of Italian Literature and Culture	h	ECTS-Credits
<b>a.</b>	<b>SL History of Italian Literature and Culture I</b> History of Italian literature and culture as a mirror of changing worldviews and perception patterns	2	3
<b>b.</b>	<b>VU Reading and Analysis</b> Introduction to the methods of literary science; Parallel to the lecture, analytical and interpretive skills are practiced with selected texts or excerpts from the Italian literary canon.	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Overview knowledge of the literary and cultural history with the example of representative authors and works Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments Knowledge of literary and cultural-scientific concepts and fundamental methods or text/media analysis Exemplary application of acquired methods and exemplary interpretive consolidation by writing several short scientific texts		
	<b>Prerequisites:</b> none		



17.	Compulsory Module: Italian Language Literatures and Cultures	h	ECTS-Credits
a.	<b>VU History of Italian Literature and Culture II (with Reading List)</b> Advanced study of the history of Italian literature and culture with regard to concepts such as “identity”, “nation”, “migration”, “transculturality”, “gender”, “class” etc.; insights into changing worldviews and perception patterns of cultural history and history in general illustrated by examples of philosophy, literature, science and arts	2	7.5
b.	<b>PS Advanced Text and/or Media Analysis Using Examples from Italian Language Regions</b> Thematically oriented introductory seminar in literary science focusing on independent scientific work with literary texts and/or other media from the Italian-speaking world; writing of a paper on a selected thematic aspect	2	2.5
	<b>Total</b>	<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Overview knowledge of the literary and cultural history with the example of representative authors and works Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments and their relevance for the present Differentiated understanding of cultural processes, which makes it possible to critically analyse media representations (literature or film or music) independent, differentiated analysis of media representations (literature or film or music) in consideration of independently researched secondary literature			
<b>Prerequisites:</b> successful completion of compulsory modules 5 and 16			

F. Cultural Studies (5 ECTS-Credits)

18.	Compulsory Module: Countries and Cultures of the Italian-Speaking Area	h	ECTS-Credits
a.	<b>VO Cultural Studies</b> Overview of the fields of geography, economy, history, politics, administration, religion, education, language policy, arts and culture, international relations, specific aspects of historical development and the society in Italian-speaking countries	3	3
b.	<b>VU Contemporary Italy and its Representation in the Media</b> With the example of Italian society, exemplary cultural concepts are discussed, e.g. nation and identity politics, transcultural society, commemorative cultures, media landscape, language politics etc.; presentation of appropriate theoretical and methodical approaches	2	2
	<b>Total</b>	<b>5</b>	<b>5</b>
<b>Learning Outcomes:</b> Knowledge of Italian-speaking countries in the fields: geography, economy, history, institutions (in politics, administration, media, education, religion, language politics, arts/culture, international relations) Knowledge of and reflection on issues such as nation and identity politics, transcultural societies, commemorative cultures, media landscape, language politics etc. and the corresponding cultural scientific concepts Understanding of the state of the media and a relativity of culture Ability to safely and critically deal with different media of social communication			
<b>Prerequisites:</b> none			

#### **§ 4 Bachelor's Thesis**

In the subject of Italian a Bachelor's Thesis, amounting to 5 ECTS-Credits must be written in Italian. The performance of the Bachelor's Thesis must be delivered in addition to the course, within the scope of which it is written. The Bachelor's Thesis must be written within the scope of a course with continuous performance assessment from the modules 2, 3, 14, 15, 17 or 18.

#### **§ 5 Subject-Specific Examination Regulations**

For the compulsory modules 14, 15 and 17 lit. a a reading list is part of the assessment in addition to the contents of the course.

## **Section 17: Subject Catholic Religious Education**

### **§ 1 Subject-specific qualification profile**

The Bachelor Secondary School Teacher Training Programme (General Education) Subject: Catholic Religious Education qualifies for the professional practice as teacher of religious education at secondary schools. As a scientific study programme, it combines research and teaching and enables to link theories and methods in a practice-oriented way. Apart from subject- and content-related competences, students acquire the skills dealing with belief and religion in public in a responsible and scientific way. The study programme is marked by multi-perspective understanding of education and didactics and promotes the students' communicative and interdisciplinary competences.

#### **(1) Subject-Specific Competences**

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Catholic Religious Education

- have well-founded knowledge of philosophical and theological fundamentals and are able to independently reconstruct and link the insights of the individual disciplines;
- are able to perceive religious phenomena as well as ethical and theological issues of the present and elaborate them based on the knowledge acquired in the study programme;
- have fundamental knowledge with regard to other religions and competences in the interreligious dialogue;
- know the specifics of religious reality approach against other approaches (e.g. natural sciences, art, law) and are able to relate the different approaches epistemically. They are able to cooperate in an interdisciplinary and subject-linking way;
- have in-depth religious language competence

#### **(2) Subject-Didactical Competences**

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Catholic Religious Education

- know main issues, insights and methods of religious education and are able to independently deal with new religious-educational and didactical concepts and methods;
- are able to recognise and critically reflect on the connection between methodological-didactic action and the underlying ideological and theological implications;
- are able to critically reflect on significant subject didactic contents, theories and perspectives and to act appropriately on this basis in the relevant fields of activity.
- are able to plan, guide and evaluate religious educational processes according to the respective religious-educational model;
- are able to elaborate topics under subject-scientific and didactical perspectives.

### **§ 2 Maximum number of participants**

1. Lecture-tutorials (VU): 126
2. Introductory seminars (PS): 25
3. Practical courses (PR): 14

### **§ 3 Compulsory Modules**

- (1) If combined with the subject Islamic Religious Education, there are following joint compulsory modules (CM 8) corresponding to 6 ECTS-Credits. They must be compensated by courses corresponding to the same amount of credits from the offer of the School of Catholic Theology or Islamic Religious Education resp. in equal parts. If the subjects of Islamic Religious Education and Catholic Religious Education are combined, then only the subject of one's own denomination/religion can be taught according to the legal regulations for denominational religious education.
- (2) The following compulsory modules with a total of 100 ECTS-Credits must be passed:

1.	Compulsory Module: Theological Thinking and Working	h	ECTS-Credits
a.	<b>VO Introduction to the Faith of the Church</b> Introduction to the Church's faith in its overall context based on the Church's Creed; central issues of faith in their significance for the Church as a whole in biblical and historical highlights; first actualisation of the meaning for the practice of faith today	2	3
b.	<b>PS Introduction to Scientific Working</b> Formal design of scientific papers; the process of preparing scientific papers; dealing with scientific literature and libraries; literature research; correct quoting; presentation of relevant lexicons, theological and philosophical standard works and specialist journals as well as source works	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> The students can apply the scientific formalities necessary for theological and philosophical work; They can present the foundations of the faith of the church and the theology of the sacraments independently and in a context-appropriate manner.		
	<b>Prerequisites:</b> none		

2.	Compulsory Module: Methods and Religions	h	ECTS-Credits
a.	<b>VO Theory of Science and Interdisciplinary Studies</b> Introduction to the characteristics of the methods of other scientific disciplines; conditions for the use of results from other scientific disciplines; interpretation of scientific results	1	2
b.	<b>VU Philosophy of Language and Epistemology</b> Introduction to the basic terms and main theories in contemporary philosophy of language and epistemology	1	2
c.	<b>VU Plurality of Religions</b> Introduction to the worlds of beliefs and ideas of selected religions and phenomena from the perspective of religious studies	1	1.5
d.	<b>VO Introduction to Islam</b> Systematic introduction to the basics of Islam with special consideration of its origin, the figure of Muhammad, the basic dimensions of the Koran, ethical, social, legal and political questions as well as the relationship to Judaism and Christianity	1	2
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates are able to distinguish the methods of other scientific disciplines and to use their results appropriately. They know different ways of using language and can critically evaluate validity claims. Graduates are able to classify religious and religion-like phenomena as well as to present central convictions of selected religions, especially Islam, independently and in a way that is appropriate to the subject and context.		
	<b>Prerequisites:</b> none		

<b>3.</b>	<b>Compulsory Module: Philosophical Foundations</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Overview of the History of Philosophy</b> Overview of the most important currents in the history of philosophy with special consideration of religious and ideological issues	2	3
<b>b.</b>	<b>VU Overview of Metaphysics and Philosophical Doctrine of God</b> Core topics of classical metaphysics, including the philosophical attempts to clarify God's existence and attributes, as well as their epistemological characteristics	3	4.5
	<b>Total</b>	<b>5</b>	<b>7.5</b>
<b>Learning Outcomes:</b> The students know the basics of the history of philosophy at a high theoretical level and can critically assess claims and arguments in the religious and ideological area, especially with regard to questions about God.			
<b>Prerequisites:</b> none			

<b>4.</b>	<b>Compulsory Module: Historical Work and Liturgical Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Historical-Theological Working</b> Introduction to historically oriented work in theology and central methods of historical science	1	1.5
<b>b.</b>	<b>VO Liturgical Studies: Introduction to the Liturgy</b> Introduction to the characteristics of ritual activity; basics of the history of the liturgy and the theology of the liturgy from an ecumenical perspective; overview of the Roman Catholic liturgy of the present	2	3.5
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module are able to apply important historical-theological methods independently. They can present the basics of the Christian liturgy on a high theoretical level.			
<b>Prerequisites:</b> none			

<b>5.</b>	<b>Compulsory Module: Introduction to the Bible and Church History</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Introduction to the Old Testament</b> Overview of all writings of the Old Testament with regard to their origins; structure and theological focus of the Old Testament; canon formation	1	1.5
<b>b.</b>	<b>VO Introduction to the New Testament</b> Overview of all writings of the New Testament with regard to their origins; structure and theological focus of the New Testament; canon formation	1	1.5
<b>b.</b>	<b>VO Overview of Church History and Patrology</b> Overview of the decisive processes in the history of Christianity from antiquity to the present; exemplary advanced study of particularly significant historical decisions	3	4.5
	<b>Total</b>	<b>5</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Graduates can present the genesis and structure of the Christian Bible as well as the main features of the historical development of Christianity independently and in a context-appropriate			

	manner.
	<b>Prerequisites:</b> none

6.	Compulsory Module: Exegesis of the Bible and Dogmatic Theology	h	ECTS-Credits
a.	<b>VO Foundation of Exegesis of the Old Testament: Torah and History Books</b> Narrative overall outline as well as textual and literary form of the Torah and history books; introduction to Pentateuch theories and their criticism; study of key topics using selected key texts	2	4
b.	<b>VO Foundation of Exegesis of the New Testament: Gospels and Acts of the Apostles</b> Content, form and character of the four Gospels and the Acts of the Apostles; theological main statements based on exemplary interpretation of individual text excerpts	2	4
c.	<b>VU Overview of Dogmatics</b> Historical and systematic overview of the entirety of Christian dogmatics (Christology, soteriology, doctrine of the Trinity, creation doctrine, anthropology, ecclesiology, eschatology) with special consideration of educational contexts	3	4.5
	<b>Total</b>	<b>7</b>	<b>12.5</b>
<b>Learning Outcomes:</b> Graduates are familiar with the structure and content of the groups of writings in the Old and New Testaments. They can independently contextualise biblical texts socially and culturally using biblical methods. Graduates can independently present the core contents of the Christian doctrine of the faith at a high theoretical level and acquire the skills to conceptualise them in educational contexts.			
<b>Prerequisites:</b> none			

7.	Compulsory Module: Systematic Theology, Ethics and Canon Law	h	ECTS-Credits
a.	<b>VO Fundamental Theology: Outline of the Justification of Faith</b> Development of a reasoning and experience-based foundation of Christian faith in the signs of the times: question of God, revelation in Jesus Christ and the Church, especially in the context of secularity and ideological pluralism; history of fundamental theology	2	3
b.	<b>VO Canon Law: Introduction</b> History and theological justification of canon law; introduction to ecclesiastical legal thought; <i>Codex Iuris Canonici</i> and <i>Codex Canonum Ecclesiarum Orientalium</i> ; relationship between church and state; fundamental and current topics	2	3.5
c.	<b>VO General Sacramental Theology</b> Sacrament as real symbol: Christ – church – individual sacraments; special ways of effectiveness of sacramental symbols; anthropological foundation of sacramental causation of symbols and individual sacraments; relation and reference of sacraments to each other; eucharistic structure of sacraments	1	2.5
d.	<b>VO Fundamentals of Ethics</b> Introduction to ethics and its basic concepts; presentation of and dealing with various normative theories; introduction to metaethical questions	2	3.5

	<b>Total</b>	<b>7</b>	<b>12.5</b>
	<b>Learning Outcomes:</b> The graduates acquire the competence of a responsible Christian foundation of faith. They are able to independently present the basics of canon law and the theology of the sacraments in a gender-sensitive manner at a demanding level and acquire basic knowledge of philosophical ethics and the ability to critically assess validity claims in normative questions of lifestyle.		
	<b>Prerequisites:</b> none		

<b>8.</b>	<b>Compulsory Module: Fundamentals of Religious Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Fundamentals of Religious Education</b> Basic understanding of religious education in relevant ecclesial documents for teaching religion at schools and in adult education; most important and recent approaches of religious education; introduction to models for planning, implementing and reflecting on religious teaching/learning processes from one's own and an interreligious perspective	2	3
<b>b.</b>	<b>SE Fundamentals of Religious Education</b> Advanced theoretical discussion of selected methods of religious education and practical exercising of planning, implementation and reflection of learning processes with special consideration of the interreligious perspective	2	3
	<b>Total</b>	<b>4</b>	<b>6</b>
	<b>Learning Outcomes:</b> The students can differentiate between concepts, criteria and justifications of religious teaching and learning in school and community and develop them independently. They are able to plan, head and evaluated religious education processes in a competence-oriented manner.		
	<b>Prerequisites:</b> none		

<b>9.</b>	<b>Compulsory Module: Subject-Didactics Secondary Level and Pastoral Theology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Subject-Didactics Secondary Level I</b> Framework conditions for religious education in lower secondary schools (age range 10 – 14) with a focus on middle schools; relevant curricula and religion books; competence-based lesson planning and performance evaluations as well as gender-specific aspects	2	3
<b>b.</b>	<b>SE Subject-Didactics Secondary Level II</b> Framework conditions for religious education in upper secondary level (age range 14–19); relevant curricula and religion books; competence-oriented lesson planning and performance assessment; special questions of school pastoral care in secondary schools as well as gender-specific aspects	2	3
<b>c.</b>	<b>VO Pastoral Theology</b> Pastoral theology as theological reflection on experiences in the creative difference between theory and practice; constitutive practical relevance of a theology of Christian contemporaneity in the sense of the Second Vatican Council; Church in today's world as <i>locus theologicus</i>	2	3
	<b>Total</b>	<b>6</b>	<b>9</b>

	<p><b>Learning Outcomes:</b> The graduates are familiar with the framework conditions for religious education in secondary schools. They are able to present the specific requirements for religious education lower and upper secondary schools (level I and II) and acquire advanced planning competence. They are able to independently and theologically work on pastoral theory-practice constellations.</p>
	<p><b>Prerequisites:</b> none</p>

10.	Compulsory Module: Religious Education and Moral Theology	h	ECTS-Credits
a.	<p><b>VO Catechetics and Religious Education: Kairology</b> Age and situation-specific conditions of ideological, moral and religious development, socialisation and education, taking into account gender-specific aspects; theological-critical reflection on corresponding concepts</p>	2	2
b.	<p><b>VO Catechetics and Religious Education: Criteriology</b> Theological criteria for the practice of the development of faith in the catechetical-religious-pedagogical fields of activity with special consideration of practical-theological approaches based on the Second Vatican Council</p>	2	3
c.	<p><b>SE Cooperative Didactics of Religious Didactics</b> Fundamentals and criteria for religious didactic activity; process-oriented study of theological questions in cooperation between subject-specific science and religious didactics</p>	2	3.5
d.	<p><b>VO Fundamentals of Moral Theology</b> Fundamental features of a Christian anthropology including the positive human sciences; guidelines for moral action in a pluralistic social context on the basis of man's reliance on transcendence and the words and deeds of Jesus</p>	2	3
	<b>Total</b>	<b>8</b>	<b>12.5</b>
	<p><b>Learning Outcomes:</b> The graduates are able to present the basics of religious development and identity formation. They are able to develop theological criteria for the perception and further development of church and school practice sites on a high theoretical level. Graduates can didactically prepare theological topics and know about important arguments in the tradition of Christian moral theology. They can independently work on ethical issues against the background of the humanities and social studies.</p>		
	<p><b>Prerequisites:</b> none</p>		

11.	Compulsory Module: Practical Training	h	ECTS-Credits
	<p><b>PR Practical Training</b> Observation, planning, implementation and subject-didactic evaluation of religious education lessons; subject-didactic reflection of the practical training</p>	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates are competent in the planning and implementation of subject-specific class observation. They are able to operationalise the skills they have acquired for planning, implementation and evaluation of teaching and learning processes in teaching practice and to reflect on them in terms of subject didactics.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 8</p>		



12.	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	Courses amounting to 5 ECTS-Credits are to be chosen from the same subject or from the curricula of the bachelor's or diploma programmes offered at the University of Innsbruck.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> Graduates acquire in-depth advanced competences.		
	<b>Prerequisites:</b> The registration prerequisites specified in the respective curricula must be met.		

13.	<b>Compulsory Module: Bachelor's Thesis</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>SE Seminar with Bachelor's Thesis</b> Writing of the Bachelor's Thesis (4 out of altogether 5 ECTS-Credits); methodical reflection; presentation and discussion of interim results; final presentation of the Bachelor's Thesis	1	1 + 4
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are competent in the independent preparation of a Bachelor Thesis in a self-selected field of philosophy and theology according to the applicable standards of scientific writing.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 9		

## Section 18: Subject Latin

### § 1 Subject-specific qualification profile

The graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Latin have a well-founded knowledge of vocabulary and grammar of Latin and are able to interpret Latin texts and transfer them into German. This is, to a limited extent, also valid for the mastery of Greek. They also acquire productive skills in Latin and are able to translate given sentences from German into Latin. They have detailed knowledge of Roman literature and develop an awareness for the importance and power of Roman literature and culture up to the present time. They are familiar with subject-specific working techniques and methods and can use them situation-specifically. They are able to use secondary literature on literary science for interpreting Latin texts and for reflecting research opinions in a methodical way.

Dealing with Latin language and literature also leads to the acquisition of interdisciplinary competences. In particular through their translation work the students develop an increased awareness for the use of language and improve their expressiveness in German. Through intensive work with Latin texts, they acquire the skills to analyse literary works also in other languages and cultures and to comprehend their functionality. They are also able to detect argumentative structures in texts and to test them for their coherence. By dealing with a foreign culture, they gain insights into intercultural similarities and differences and are able to deal with contemporary foreign cultures.

The students acquire knowledge in the fields of didactics and methodology of teaching Latin as well as the skills to impart knowledge in consideration of the age of the pupils and the requirements of individual pupils. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They are able to resort to their knowledge and competences in the fields of the teaching subject and to use them for reaching their teaching goals. This enables the students to assist their pupils in understanding Latin texts and on reflecting on language and literature in general. With the acquisition of theoretical and practical fundamentals in the field of testing and evaluation, they are able to assess the pupils' performances in valid and reliable terms.

### § 2 Maximum number of participants

Practical courses (PR): 14

### § 3 Compulsory and Elective Modules

- (1) If combined with the teaching subject Greek, there are joint compulsory courses corresponding to 45 ECTS-Credits. They must be compensated by other courses corresponding to the same amount of ECTS-Credits from the offer of the curricula of the university, one third of which must be in the field of Classical Philology and another third in the field of Antiquity.
- (2) The following compulsory modules corresponding to 90 ECTS-Credits must be passed:

1.	Compulsory Module: Introduction to Classical Philology	h	ECTS-Credits
a.	<b>VO Introduction to Classical Philology</b> Structure and course of the study programme; occupational profile of teachers for the subjects Latin and Greek (professional habitus, challenges, tasks, activities); epochs of Greek-Roman literature; history of classical philology and their neighbouring disciplines; development of classical teaching and subject didactics; historical tradition; subject-specific working techniques and tools; fundamentals of scientific working	2	2.5
b.	<b>PS Scientific Working</b> Practical exercising of the knowledge acquired in the “VO Introduction to Classical Philology” in the field of scientific working: dealing with text-critical editions; literature research; library use; writing bibliographies and quoting; summarising scientific contributions; writing of a short written paper	2	2.5

	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>  The graduates of this module know the structure and course of the Bachelor's study programme. They are able to reflect subject-specific occupational profiles and develop an awareness for the profession of a teacher. They have gained first insights into the epochs of Greek-Roman literature and their main texts. They have gained an overview of the history and working techniques of classical philology and have basic knowledge in the field of tradition history. They have gained insights into the methods of text criticism and know the elements of text-critical editions. They are able to apply appropriate strategies for literature research, acquire the skills of quoting and writing bibliographies. They are able to elaborate argumentative structures of shorter scientific contributions and to present results verbally and in writing.</p>		
	<b>Prerequisites:</b> none		

<b>2.</b>	<b>Compulsory Module: Grammar I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Latin Morphology and Syntax I</b> Morphology and syntax; exercises; translation of single sentences (German-Latin)	2	2.5
<b>b.</b>	<b>UE Latin Morphology and Syntax II</b> Teaching of simple and compound sentence; translation of single sentences (German-Latin)	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>  The graduates of this module have advanced their knowledge of Latin morphology and syntax: They are familiar with the rules of Latin grammar and are able to independently create Latin forms and to translate single sentences from German into Latin. They understand basic metalinguistic concepts for describing grammatical phenomena and are able to apply them correctly for analysing texts. Moreover, they have consolidated and expanded their vocabulary.</p>		
	<b>Prerequisites:</b> none		

<b>3.</b>	<b>Compulsory Module: Translation</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Translation Exercise Latin</b> Linguistic interpretation and translation of Latin texts; repetition of grammatical phenomena based on the translation text	2	2.5
<b>b.</b>	<b>UE Translation Exercise Greek</b> Linguistic interpretation and translation of Greek texts; repetition of grammatical phenomena based on the translation text	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>  The graduates of this module improve their translation competence: They have expanded their repertoire of text analysis strategies and are able to appropriately apply them in the specific situation. They are able to interpret longer text units and to translate them into German. They have repeated and consolidated their knowledge of Greek and Latin grammar and have developed suitable translation options for complex grammatical structures.  With their translation work they have trained their expressiveness in German and increased their vocabulary in Greek and Latin.</p>		
	<b>Prerequisites:</b> none		

4.	<b>Compulsory Module: Interpretation I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Metrics</b> Fundamentals of ancient metrics (accentuation system, prosody, rhythm); central metrics of ancient times; metric analysis of selected text sections	2	2.5
<b>b.</b>	<b>VU Introduction to Stylistics</b> Introduction to ancient stylistics; central style characters of ancient times; stylistic analysis of selected text sections	2	2.5
<b>c.</b>	<b>PS Interpretation</b> Translation and interpretation of longer Latin texts; reading of secondary literature in literary science; dealing with a selected text passage and subsequent presentation of results; composition of a short written paper	2	5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> The graduates of this module are able to analyse antique metres, read them out loudly and relate them to specific literary genres. They know a wide range of figures of speech and are able to recognise them in texts and to determine their function. They are able to use their knowledge of metres and style to interpret antique texts. They have gained an advanced insight into a selected work of literature, a specific topic or genre and expanded their translation and interpretation skills. Moreover, the students have expanded their competences in the field of scientific working acquired in compulsory module 1 and are able to use them for text interpretation. They are able to interpret a selected text passage with given secondary literature and to present the results in the form of a presentation and a written paper.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

5.	<b>Compulsory Module: Fundamentals of Ancient History</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VO Fundamentals of Ancient History</b> Overview of the most important dates, topics and guidelines and/or events of ancient history, advanced study with specific examples, relativisation of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Acquisition of orientation and overview knowledge of ancient history based on central key issues and guidelines		
	<b>Prerequisites:</b> none		

6.	<b>Compulsory Module: History of Greek Literature</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Survey of the History of Greek Literature I</b> Overview of Greek literature from Homer to the epochs of Hellenism	2	3
<b>b.</b>	<b>VO Survey of the History of Greek Literature II</b> Overview of Greek literature from Hellenism to late antiquity	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates of this module have gained a systematic overview of Greek literature and basic knowledge of Greek culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have fundamental knowledge of the literature-historical epochs, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have a basic awareness of reception processes and their roles in the origin of literary works.</p>
	<p><b>Prerequisites:</b> none</p>

7.	Compulsory Module: History of Roman Literature	h	ECTS-Credits
a.	<p><b>VO Survey of the History of Latin Literature I</b> Overview of Roman literature from the beginnings to the end of Augustan times</p>	2	3
b.	<p><b>VO Survey of the History of Latin Literature II</b> Overview of Roman literature from the end Augustan times to late antiquity</p>	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have a systematic overview of Roman literature and basic knowledge of Roman culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have in particular studied the relationship of Greek writing with Roman literature. They have fundamental knowledge of the epochs of literary history, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have a basic awareness of reception processes and their roles in the origin of literary works.</p>		
	<p><b>Prerequisites:</b> none</p>		

8.	Compulsory Module: Grammar II	h	ECTS-Credits
a.	<p><b>UE Latin Stylistics I</b> Consolidation of knowledge in Latin morphology and syntax; introduction to linguistic characteristics of classical Latinity; translation of short text passages (Latin–German and German– Latin)</p>	2	2.5
b.	<p><b>UE Latin Stylistics II</b> Improvement of style awareness in the field of classical Latinity; consideration of author- and genre-specific characteristics; translation of short text passages (Latin–German and German– Latin)</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have advanced their competences acquired in compulsory module 2 and their awareness of style in the field of classical Latinity: They have consolidated and expanded their grammatical repertoire and are able to translate longer sentences from Latin into German. They are able to translate simple periods from German into Latin by reproducing grammatical phenomena dealt with in the course. Moreover, they have consolidated and expanded their vocabulary.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 2</p>		

9.	Compulsory Module: Latin Reading	h	ECTS-Credits
a.	<b>UE Latin Reading I (Prose)</b> Reading of comprehensive and representative passages of Latin prose from different genres and epochs	2	5
b.	<b>UE Latin Reading II (Poetry)</b> Reading and metric analysis of comprehensive and representative passages of Latin poetry from different genres and epochs	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Based on their acquired translation competence, graduates of this module are able to read Latin texts. From their repertoire of different interpretation methods, they have advanced strategies for achieving global text understanding. They are able to read comprehensive passage of Latin works and repeat their content in translation. They have gained insights into a series of influential Latin texts and are able to relate them to their knowledge of literary history. At the same time, they have improved their skills for metrically analysing antique poetry and expanded their vocabulary.		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Medieval and Neo-Latin Language and Literature	h	ECTS-Credits
a.	<b>VU Medieval Latin Literature</b> Overview of Medieval Latin language and literature; reading of selected text passages	2	2.5
b.	<b>VU Neo-Latin Literature</b> Overview of Neo-Latin language and literature; reading of selected text passages	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module have an overview of Medieval and Neo-Latin language and literature: They are able to trace the development of Latin language following antiquity and to elaborate linguistic characteristics of Medieval and Neo-Latin in texts of respective epochs. They have basic knowledge of history and culture of the Middle Ages and Modern Times. They know main Latin authors and works of the Middle Ages and Modern Times and are able to locate them in their historical and cultural context. They have dealt with the relationship of Medieval and Neo-Latin literature and are aware of its importance for the European intellectual history. Moreover, they have gained insights into specific genres and topics of Medieval and Neo-Latin literature and know the most important tools and methods of text interpretation.		
	<b>Prerequisites:</b> none		

11.	Compulsory Module: Interpretation II	h	ECTS-Credits
	<b>SE Interpretation of Latin Texts</b> Literary analysis of texts of Latin literature: translation and interpretation of comprehensive text passages; reading, analysis and discussion of secondary literature in literary science; scientific interpretation of a selected text passage and subsequent presentation of the results; composition of a longer written paper	2	5

	<b>Total</b>	<b>2</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> The graduates of this module have advanced their knowledge of Latin literature and are able to interpret texts based on their competences in literary science acquired in compulsory module 4. They are able to independently find appropriate secondary literature for specific issues and to deal with it critically. They are able to compare and methodically reflect on different research opinions. On this basis, they are able to take a stand on research questions and support their opinion in an argumentative way. They are able to present their results in the form of a presentation and a paper in a clear and conclusive way. This way they have acquired the necessary methodical instruments for writing the Bachelor's Thesis.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory module 4 and 9</p>		

<b>12.</b>	<b>Compulsory Module: Teaching Classical Languages</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VU Didactics of Language Acquisition</b> Educational goals of teaching classical language in the language acquisition phase in consideration of the specifications of the respective curricula; importance of classical subjects for learners with a first language other than German; overview of key areas (vocabulary, grammar, text interpretation, translation) and relevant topics (inclusion and internal differentiation, multilingualism, media); analysis of textbooks; planning of teaching units; development of teaching material</p>	2	5
<b>b.</b>	<p><b>VU Teaching Literature</b> Educational goals of teaching reading classical languages in consideration of the specifications of the respective curricula; overview of main topics in teaching reading (types of texts; interpretation, vocabulary and grammar required for the reading); analysis of reading volumes; didactical preparation of a reading module specified by the curriculum and planning of a teaching series</p>	2	5
<b>c.</b>	<p><b>VU Evaluation</b> Theories and principles of testing and evaluation; insights into evaluation of vocabulary and grammar competences as well as translation and interpretation; types of evaluation and performance assessment (exam, self-assessment, portfolio); diagnostic procedure and differentiation; legal basis of rating; analysis and independent design of test formats and tasks; application of different evaluation procedures</p>	2	5
	<b>Total</b>	<b>6</b>	<b>15</b>
	<p><b>Learning Outcomes:</b> Graduates of this Module are able to use their acquired knowledge for teaching in class: They have gained a systematic overview of the didactics of teaching classical languages and are familiar with a wide range of methods for teaching Greek and Latin language, culture and literature. They are able to critically analyse and independently design teaching materials. They are able to plan individual teaching units and to apply their subject-didactical knowledge in targeted way. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They know main principles of testing and assessment as well as different forms of evaluation, and they are able to independently design test formats and tasks and to use different evaluation procedures.</p>		
	<p><b>Prerequisites:</b> none</p>		

13.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Subject-Related Practical Course</b> Sitting in on classical language classes; planning of teaching sequences and designing of teaching materials; holding teaching units under the guidance of internship teachers; discussion of teaching activity; reflection on acquired experiences;	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of this module have insights into practical teaching of classical subjects and in-depth understanding of their profession. They know models of teaching observation and are able to use them target-oriented. They are able to apply the knowledge and skills acquired in compulsory module 12 in the school context and can hold teaching units under guidance as well as evaluate individual teaching activities. Based on their knowledge in subject-didactics, they are able to reflect on their experiences acquired in the teaching practice.		
	<b>Prerequisites:</b> successful completion of compulsory modules 2, 4 and 7		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> Methodical reflection; presentation of one's own Bachelor's Thesis and subject-related discussion of the Bachelor's Theses presented by other students. Within the scope of the seminar a Bachelor's Thesis corresponding to 4 (of altogether 5) ECTS-Credits must be written. The Bachelor's Thesis must be written on a subject-related or subject-didactic-related topic in the teaching subject of Latin.	2	1 + 4
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to find secondary literature for the selected topic and to deal with it critically. They are able to take a stand on a research question and support their opinion with arguments. They are able to reflect their approach methodically and to test their arguments' coherence. They are able to present interim results of their work in the form of a presentation and to use the following discussion for further elaboration.		
	<b>Prerequisites:</b> successful completion of compulsory modules 4 and 9		

- (3) From the following elective modules, two elective modules corresponding to 10 ECTS- Credits must be passed:

1.	Elective Module: Antiquity and Present	h	ECTS-Credits
a.	<b>VU Reception</b> Theoretical fundamentals of reception research; importance of ancient literature and culture based on selected reception documents	2	2.5
b.	<b>VO Mythology</b> Modern mythology research and theory; important ancient myths and their literary work	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>



	<p><b>Learning Outcomes:</b> The graduates of this module have a systematic overview of the theoretical fundamentals of reception and mythology research and are aware of the continuing influence of ancient literature for the present time. They deal with selected reception documents of ancient texts and have an insight into the mechanisms of reception processes. They know main myths of antiquity and examples of present literary variations of the themes.</p>
	<p><b>Prerequisites:</b> none</p>

2.	Elective Module: Advanced Topics in Medieval and Neo-Latin	h	ECTS-Credits
a.	<p><b>VU Palaeography</b> Basic knowledge of Latin palaeography; reading of Latin texts in medieval and early modern manuscripts</p>	2	2.5
b.	<p><b>VU Neo-Latin Reading</b> Linguistic interpretation and reading of selected longer neo-Latin text passages</p>	2	2.5
<b>Total</b>		<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates of this module have advanced their knowledge and skills acquired in compulsory module 9: They have advanced their language and translation competence in the field of neo-Latin literature and acquired well-founded knowledge of linguistic characteristics of Neo-Latin. They are able to locate the texts studied in their historical and cultural context and have in-depth knowledge of Neo-Latin literature. They have basic knowledge of Latin palaeography and are able to read medieval and early modern manuscripts.</p>
	<p><b>Prerequisites:</b> none</p>

3.	Elective Module: Advanced Topics in Classical Literary History	h	ECTS-Credits
a.	<p><b>VU Advanced Topics Classical Literature</b> Advanced study of individual aspects of classical literature; reading and analysis of selected text passages</p>	2	2.5
b.	<p><b>VU Classical Literature in the Context</b> Advanced study of individual aspects of ancient culture and history; reading and analysis of selected text passages</p>	2	2.5
<b>Total</b>		<b>4</b>	<b>5</b>

	<p><b>Learning:</b> The graduates of this module have advanced knowledge of ancient literature and individual aspects of ancient literature. They have advanced their knowledge of ancient culture and history and are able to explain literary phenomena related to their historical and cultural context.</p>
	<p><b>Prerequisites:</b> none</p>

4.	<b>Elective Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p>Courses corresponding to 5 ECTS-Credits must be chosen from the Bachelor or Diploma Programmes offered at the University of Innsbruck, however not from the other teaching subject.</p> <p>It is recommended to choose courses from the field of classical philology as well as courses in ancient history, archaeology, comparative literary studies, on gender-specific aspects, inclusive education, multilingualism, human-animal-studies etc.</p>		5
	<b>Total</b>		<b>5</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module have advanced and acquired additional competences and skills from other subjects.</p>		
	<p><b>Prerequisites:</b> The prerequisites specified by the respective curricula must be met.</p>		

## Section 19: Subject Mathematics

### § 1 Subject-specific qualification profile

(1) Graduates of the Bachelor Secondary School Teacher Training Programme (General Education) Subject: Mathematics have acquired the following subject-specific competences:

- They are able to explain the part of mathematics which is taught in secondary schools in a simple and comprehensible manner and to motivate learners. Therefore, it is necessary to know these parts of mathematics and its scientific backgrounds and connections very well.
- They are able to abstract, substantiate and generalize mathematic issues, in particular to model problem statements from different fields of application. In this context, they acquire overview and detailed knowledge of common mathematical methods, are able to classify them in terms of superior theories and to apply them on actual problem statements.
- They are able to apply mathematical methods in a formally and methodically correct way and deal with mathematical objects skilfully. Moreover, they are experienced with the use of suitable technical tools and are able to implement individual algorithms.
- They are able make best use of learning technologies for teaching.
- They are able to outline and present mathematical issues exactly as well as to interpret mathematical tasks and their solutions.
- They work logically correct and master different proof techniques. Moreover, they are able to question mathematical statements and argumentations critically.
- They use technical language and notations correctly and are able to communicate mathematical contents in consideration of the target group. They are able to present these contents as well as to document approaches and results in an understandable way.
- They know several solution strategies of mathematics and are able to approach issues in an experimental and heuristic manner, to formulate assumptions and develop solution strategies.
- They are able to evaluate the simplicity of mathematical argumentation in the respective contexts.
- They recognise mathematics as dynamic science.

(2) Based on these subject-specific competences, the graduates have acquired the following subject-didactical competences:

- They are able to evaluate and select teaching materials and thematic approaches as well as prepare teaching materials in consideration of the age of the learners and the target group.
- They are able to awaken the pupils' interest in mathematics and its fields of application.
- They know mathematical-didactical learning principles, theoretical concepts to central mathematical thinking as well as subject-didactical theories and models and use them for their teaching practice.
- They know objectives and methods of performance review and evaluation and are able to observe, analyse and interpret mathematical learning processes. They are familiar with the concepts of and examinations on dyscalculia and mathematical giftedness, recognise typical errors and develop suitable support measures.
- They are able to select, test and evaluate teaching methods based on the results of subject-didactical research. In this context, they deal with the results of subject-didactical research, know subject-didactical theories and models and apply them in practical teaching.

### § 2 Numbers of participants

1. Seminars (SE): 15
2. Lecture-tutorials (VU): 25
3. Introductory seminars (PS): 25
4. Practical courses (PR): 14

### § 3 Compulsory Modules

(1) The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Linear Algebra	h	ECTS-Credits
a.	<b>VO Linear Algebra</b> Basic concepts of mathematics (set theory and propositional logic); matrices calculation; linear system of equations; vector spaces, affine subspaces; scalar product, distance and angle; permutations; polynomial function; determinants; vector product; volumes of parallelotopes; eigenvalue tasks; linear functions; linear interpolation and regression	4	6
b.	<b>PS Linear Algebra</b> Discussion, in-depth study and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (also from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution methods; reflection on the school experiences and their classification in the contents of the lecture	3	4
<b>Total</b>		<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of linear algebra in consideration of the respective situation. They have basic understanding of mathematical thinking.			
<b>Prerequisites:</b> none			

2.	Compulsory Module: Algebra and Discrete Mathematics	h	ECTS-Credits
a.	<b>VO Algebra and Discrete Mathematics</b> Integral numbers and polynomials (Euclidean division, Euclidean algorithm, advanced Euclidean algorithm, zeros of polynomials, prime numbers, irreducible polynomials, rational numbers and rational functions); calculation methods for numbers in digits; difference equation; residue classes and their application in cryptography and coding; algebraic structures; calculating with functions; algebraic and complex numbers, number system extensions; interpolation by polynomials; polynomials in several variables; logic algebra; introduction to graph theory and combinatorics	4	6
b.	<b>PS Algebra and Discrete Mathematics</b> Discussion, in-depth study and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution methods; reflection on the school experiences and their classification in the contents of the lecture	3	4
<b>Total</b>		<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Students understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of algebra and discrete mathematics in consideration of the respective situation. They have basic knowledge of the methods of algebra and discrete mathematics.			
<b>Prerequisites:</b> none			

3.	Compulsory Module: Analysis 1	h	ECTS-Credits
a.	<b>VO Analysis 1</b> Real numbers; elementary (real) functions (power, root, exponential and logarithm functions), characteristics of functions (monotony, boundedness, continuity), sequences and series; differential calculus in a variable; Riemann integral, primitives, main theorem of differential and integral calculus; power series (convergence criteria), Taylor development	4	6
b.	<b>PS Analysis 1</b> Discussion, in-depth study and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution methods; reflection on the school experiences and their classification in the contents of the lecture	3	4
	<b>Total</b>	<b>7</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of analysis in consideration of the respective situation.. They have basic knowledge of the methods of analysis in a variable.		
	<b>Prerequisites:</b> none		

4.	Compulsory Module: Mathematical Working and Occupational Profile	h	ECTS-Credits
a.	<b>PS Mathematical Software 1</b> Linked with the contents of the module Linear Algebra: elaboration, composition, formal shaping and presentation of mathematical contents; introduction to mathematical text processing; use of a computer algebra system to solve mathematical tasks (numerical and symbolic calculation, visualization etc.); implementation of simple algorithms	2	2
b.	<b>VO Occupational Profile Mathematics Teacher</b> Presentation of the work of teachers in mathematics in different types of school and different regions; role of mathematics in society and teaching mathematics; gender aspects of mathematics	1	0.5
	<b>Total</b>	<b>3</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Graduates of this module have the skills to use selected mathematical software and to implement simple algorithms and linear algebra in a selected programming language. They are able to independently implement criteria of mathematical contents and formal shaping in a text. They know the occupation profile of a mathematics teacher in secondary schools and have an overview of the topics gender as well as of their study programme.		
	<b>Prerequisites:</b> none		

5.	Compulsory Module: Mathematical Software 2	h	ECTS-Credits
	<b>PS Mathematical Software 2</b> Linked with the contents of the module Analysis 1: Advanced use of mathematical text processing and a computer algebra system; fundamental skills in the use of selected programming languages	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Graduates of this module have advanced skills in the use of selected mathematical software. They are able to implement simple algorithms of analysis in a selected programming language and are able to independently implement advanced criteria of mathematical contents and formal shaping in a text.		
	<b>Prerequisites:</b> none		

6.	Compulsory Module: Stochastics	h	ECTS-Credits
a.	<b>VO Stochastics</b> Probability theory: random experiments, calculation with probabilities, combinatorics, discrete and continuous random variable as well as its distribution, expectation value and variance; statistics: graphic preparation of data, linear regression, validation of models, statistical figures, recognition and evaluation of rule in data, parameter estimation, confidence estimation, statistical tests	4	6
b.	<b>PS Stochastics</b> Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; fundamental skills in the use of selected statistics software; reflection on the school experiences and their classification in the contents of the lecture	3	4
	<b>Total</b>	<b>7</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of stochastics in consideration of the respective situation. They have basic knowledge of the methods of stochastics.		
	<b>Prerequisites:</b> none		

7.	Compulsory Module: Geometry	h	ECTS-Credits
a.	<b>VO Geometry</b> Transformations of plain: isometries, symmetries, congruence; analytical geometry of plain and space, affine geometry: representation of coordinates (Cartesian and polar coordinates), elementary geometry of plains: geometrical basic constructions, triangles and their characteristics, record sets such as Pythagoras, sine and cosine theorem, circle and circle parts, oriented angle, polygons, linear inequalities and elementary linear optimization; conic sections; elementary geometry of space: polyhedron, rotating body and ball, volume calculation; introduction to descriptive geometry	4	6

<b>b.</b>	<b>PS Geometry</b> Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; use of computer-aided constructive geometry; reflection on the school experiences and their classification in the contents of the lecture	3	4
	<b>Total</b>	<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of geometry in consideration of the respective situation. They have basic knowledge of the methods of geometry.			
<b>Prerequisites:</b> none			

<b>8.</b>	<b>Compulsory Module: Analysis 2 for Prospective Teachers</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Analysis 2 for Prospective Teachers</b> Numerical integration; topological basic concepts; real analysis in several variables (partial derivatives, total differential, curves, parameterisation); ordinary differential equations, numerical solution of initial value problems; power series (convergence criteria), Taylor polynomial, Fourier series; Fourier and Laplace transformation and their application to differential equations	4	6
<b>b.</b>	<b>PS Analysis 2 for Prospective Teachers</b> Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution methods; reflection on the school experiences and their classification in the contents of the lecture	3	4
	<b>Total</b>	<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts in consideration of the respective situation. They have basic knowledge of the methods of analysis.			
<b>Prerequisites:</b> none			

<b>9.</b>	<b>Compulsory Module: Analysis and Stochastics at School</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>VU Analysis and Stochastics at School</b> Critical analysis of the curricula and approved textbooks in the field of analysis and stochastics; illustration of fundamental ideas, basic strategies and methods in these fields referring to the modules 3, 6 and 8	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
<b>Learning Outcomes:</b> Graduates of this module are able to independently and correctly plan teaching lessons in analysis and stochastics. They are able to critically use the schoolbooks for secondary schools.			

	<b>Prerequisites:</b> successful completion of compulsory modules 3 and 6
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10.	Compulsory Module: Algebra and Geometry at School	h	ECTS-Credits
	<b>VU Algebra and Geometry at School</b> Critical analysis of the curricula and approbated textbooks in the field of algebra and geometry; illustration of fundamental ideas, basic strategies and methods in these fields referring to the modules 1, 2 and 7	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to independently and correctly plan teaching lessons in algebra and geometry. They are able to critically use the textbooks for secondary schools.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 and 2		

11.	Compulsory Module: History and Philosophy of Mathematics 1	h	ECTS-Credits
	<b>VO History and Philosophy of Mathematics 1</b> Insights into the historical development of mathematics, science theory of mathematics, philosophical aspects of mathematics; importance of mathematics in the society	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts in consideration of the respective situation. They have a basic understanding of the concepts of the history and philosophy of mathematics.		
	<b>Prerequisites:</b> none		

12.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> Advanced study of a subdiscipline of Mathematics with a clear link to school teaching; oral presentation and discussion of the results. Within the scope of the seminar a Bachelor's Thesis corresponding to 6 (of altogether 7.5) ECTS-Credits must be written.	2	1.5 + 6
	<b>Total</b>	<b>2</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to deal with a subdiscipline of mathematics with a clear link to school teaching in a methodically correct way and to demonstrate the results of this examination in writing and verbally in an understandable way,		
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 2, 3, 6 and 13		



13.	Compulsory Module: Didactics of Mathematics 1	h	ECTS-Credits
a.	<b>VO Didactics of Mathematics 1</b> Definitions; objectives of maths lessons; didactical principles; fundamentals of mathematical learning processes; models of lesson planning; methods in maths lessons, selection of the contents for maths lessons; overview of current research results with relevance for teaching practice; selected topics of didactics of algebra; typical mind-sets and errors of learners in this field	2	3
b.	<b>PS Didactics of Mathematics 1</b> Development of subject-related and target group-specific learning sequences for central topics in algebra; independent studies, critical presentation and discussion of selected texts; written elaboration	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They have a basic understanding of the concepts of didactics of mathematics.			
<b>Prerequisites:</b> none			

14.	Compulsory Module: Didactics of Mathematics 2	h	ECTS-Credits
a.	<b>VO Didactics of Mathematics 2</b> Structuring of maths lessons; working with internal differentiation; research- and problem-oriented maths lessons; use of modern technologies; methods in maths lessons; performance diagnosis (analysis of pupil performances, deficit analysis and ability diagnostics); process and result diagnostics; dealing with errors; current topics of didactic of mathematics; selected topics of didactics of analysis, geometry and stochastics; typical mind-sets and errors of learners in this field	2	3
b.	<b>PS Didactics of Mathematics 2</b> Development of subject-related and target group-specific learning sequences for central topics in analysis, geometry and stochastics; reflection of learning processes and strategies; exercise in scientific argumentation, presentation of mathematical contents and written elaboration of teaching concepts	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have acquired the skills to independently elaborate similar contents. They have in-depth understanding of the concepts of didactics of mathematics.			
<b>Prerequisites:</b> none			

15.	Compulsory Module: Subject-Didactical Seminar	h	ECTS-Credits
	<b>SE Subject-Didactical Seminar</b> Independent preparation of selected mathematical contents for school teaching, preparation and evaluation of learning materials, subject-didactical planning of a teaching sequence	3	5
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to deal with selected mathematical contents for school teaching and to impart knowledge in consideration of the respective situation.. To do so they use subject-didactical concepts.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 2, 3, 6 and 13		

16.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Subject-Related Practical Course</b> Independent teaching activity, sitting in on classes, evaluation of selected teaching methods, reflection	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to prepare selected mathematical contents for school teaching and to impart knowledge in consideration of the respective situation. To do so they use subject-didactical concepts.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 2, 3, 6 and 13		

## **Section 20: Music Education**

### **§ 1 Subject-specific qualification profile**

#### **(1) Artistic and subject-specific competences**

Graduates of the Bachelor Secondary School Teacher Training Programme (General Education), Subject Music Education

- understand music as sound phenomenon and medium of expression anchored in a historic and socio-cultural context that is subject to certain principles,
- are able to express themselves artistically in many ways,
- are able to outline the many uses of music (as soloists and in an ensemble), use it for their classes and instruct others to express themselves in music,
- can resort to knowledge and skills in the fields of music pedagogy, music science, music theory and musical practice,
- are able to work on scientific questions relating to music pedagogy, music didactics and other music-related disciplines by using appropriate research methods.

#### **(2) Subject-didactical competences**

Graduates of the Bachelor's Secondary School Teacher Training Programme (General Education), Subject Music Education

- are able to use music-pedagogical and subject-didactical issues, theories and concepts also with regards to gender, diversity and inclusion, for planning and implementing lessons.
- are able to plan lessons for their subject according to the curriculum and in consideration of the respective situation by dealing with historic and systematic aspects of music,
- can create a motivating learning environment with regards to the target group and the individual musical skills and interests of the learners,
- are able to make use of different approaches in reception and production of different forms of music, their structures, principles of organisation and inherent laws,
- are able to lastingly advance musical learning processes by selecting appropriate teaching materials
- are able to adequately use electronic teaching media in music lessons,
- are able to reflect on music-cultural developments, actively design them and to inspire a critical awareness for different forms of musical expression and their different social functions

### **§ 2 Admission**

(1) Admission to the Bachelor Secondary School Teacher Training Programme (General Education) in Music Education requires according to the Universities Act 2002 the passing of an admission exam as proof for the artistic aptitude in addition to the general admission requirements of regular study programmes and the admission requirements of the Secondary School Teacher Training Programme.

(2) Partial exams for determining artistic aptitude

- Artistic major
- Piano (unless piano or jazz/pop piano were selected as artistic major)
- Voice (unless singing or jazz/pop singing were selected as artistic major)
- Piano playing skills and rhythmical skills
- Sensitivity of the musical hearing General music science
- Artistic group work

The regulations for the admission exam, the passing of the modules and the Bachelor's Thesis are determined by the guidelines of the curriculum committee of the Mozarteum University Salzburg (guidelines).

### § 3 Maximum number of participants

1. Artistic one-to-one instruction (KE): 1
2. KG Singing Practice, KG Guitar Practice: 2
3. KG Jazz/Pop workshop, KG Band Practice: 8
4. KG Choir practice – lower grade pupils, KG Choir practice – upper grade pupils, KG Percussion practice: 5
5. KG Choir Conducting: 12
6. KG Ensemble Conducting, KG Voice Training for Children and Youths: 10
7. KG Choir, KG Choir Jazz/Pop: 100
8. KG Dance and Movement: 20
9. PS Introduction to Scientific Working: 30
10. VU Texture incl. Ear Training, VU Jazz/Pop theory, VU Fundamentals of arranging: 10
11. VU Introduction to Music Pedagogy: 30
12. UE Playing music in class, UE New Media in Class: 10
13. PR Subject-related Practical Course: 12
14. SL Introduction to Music Pedagogy: 30
15. SL Introduction to Scientific Working: 30

### § 4 Compulsory modules

- (1) If combined with the teaching subject of Music Education – Instruments the following additional regulations must be noted: The listed attributions in modules 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 must be applied not only to the Artistic Majors (KHF) but also to the respective artistic first and second majors (1. KHF and 2. KHF).
- (2) The following compulsory modules corresponding to 100 ECTS-Credits must be passed: From the compulsory modules 1.1, 1.2 or 1.3 one compulsory modules must be passed in accordance with the selected artistic major:

1.1	<b>Compulsory Module: Artistic Major</b> (Instrument or Voice)	h	ECTS-Credits
	<b>KE Artistic Major 1–6</b> Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	12	18
	<b>Total</b>	<b>12</b>	<b>18</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education in an artistic way,</li> <li>▪ have knowledge of a wide range of music styles and genres and can interpret them with their instrument/voice,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> To support teaching of the artistic major, students are entitled to Korrepetition coaching on demand, especially during the preparation for performances and exams Informal proof of performance including feedback in the semester 4		

	Exam before a committee in semester 6
	<b>Prerequisites:</b> none

1.2	<b>Compulsory Module: Artistic Major Jazz/Pop</b> (Voice, Guitar or Piano)	<b>h</b>	<b>ECTS-Credits</b>
	<b>KE Artistic Major Jazz/Pop 1–6</b> Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	12	18
	<b>Total</b>	<b>12</b>	<b>18</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education in an artistic way,</li> <li>▪ have knowledge of a wide range of music styles and genres in the fields of jazz and popular music and can interpret them with their instrument/voice,</li> <li>▪ have extensive competences in improvisation,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> To support teaching of the artistic major, students are entitled to Korrepetition coaching on demand, especially during the preparation for performances and exams. Informal proof of performance including feedback in the semester 4 Exam before a committee in semester 6		
	<b>Prerequisites:</b> none		

1.3	<b>Compulsory Module: Artistic Major Conducting</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Artistic Major Conducting 1–6</b> Formation of the artistic personality and the expressiveness, also with regards to the future work in teaching; dealing with music literature of the relevant stylistic epochs; links to music theory and music history; strategies for practice	6	9
<b>b.</b>	<b>VU Fundamentals of Arranging 1–2</b> Formal and texture-technical fundamentals; aspects of voice leading and instrumentation; music-analytical observations; making of own arrangements	4	4
<b>c.</b>	<b>KE Fundamentals of Playing from the Score 1–2</b> Implementation of simple scores on the piano; music-analytic supported reading; strategies for reduction of complex scores with playing techniques	2	2
<b>d.</b>	<b>KG Voice Training for Children and Youths 1</b> Physiological aspects of children voices; tone development; methods for imagining tone pitch; dealing with voice problems; didactical-methodological approaches	1	1

<b>e.</b>	<b>KG Choir Practice – Lower Grade Pupils 1</b> Participation in a musical project of a school choir of secondary level I (NMS, Gymnasium): organization, preparation of the music sheets, sitting-in on classes, choir practice, in possible concert	1	1
<b>f.</b>	<b>KG Choir Practice – Upper Grade Pupils 1</b> Participation in a musical project of a school choir of secondary level II (Gymnasium): organization, preparation of the music sheets, sitting-in on classes, choir practice, in possible concert	1	1
	<b>Total</b>	<b>15</b>	<b>18</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding musical conducting and mediating competences for representing the subject Music Education in an artistic way,</li> <li>▪ can resort to advanced knowledge in conducting techniques, practice didactics, voice formation for choir, arranging and practical piano playing,</li> <li>▪ have knowledge of a wide range of musical styles and genres and their interpretation in choir and ensemble,</li> <li>▪ are able the lead different musical formations (choir, ensemble, chamber music, orchestra) in an artistic way,</li> <li>▪ are able to plan and implement appropriate musical events or projects in school contexts and possibly also outside school,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> In the Artistic Major Conducting supplemental courses in the sense of the learning outcomes of this module are brought together content-related and conceptually. Informal proof of performance including feedback in semester 4 Exam before a committee in semester 6		
	<b>Prerequisites:</b> none		

From the compulsory modules 2.1, 2.2 or 2.3 a compulsory module must be passed according to the selected Artistic Major (Artistic Major as well as in combination with Music Education First/Second Artistic Major):

<b>2.1</b>	<b>Compulsory Module: Artistic-Practical Minor Piano</b> (except for Artistic Major Piano or Artistic Major Jazz/Pop Piano as well as in combination with Music Education for First/Second Artistic Major Piano, First/Second Artistic Major Jazz/Pop Piano)	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Piano Practice 1–2</b> Playing by ear and transcription based on music theory; auditory-mental practicing strategies; song accompaniment with focus on literature in popular music; self-accompanied singing in school-practical contexts.	2	2
<b>b.</b>	<b>KE Artistic Subject Piano 1–4</b> Study of adequate piano literature; links to music theory and history; improving of technical and musical skills; practicing strategies, shaping and musical expressiveness with regards to school practice	4	4

<b>c.</b>	Courses corresponding to 2 ECTS-Credits must be passed: <b>KE Artistic Subject Jazz/Pop Piano 1–2</b> (2 hrs., 2 ECTS-Credits) Fundamentals of music theory in the field of jazz/pop and their realizations on the the piano; auditory perception of musical structures; style-adequate harmony; practical realization of lead sheets; improvisation concepts <b>KE Artistic Subject Piano 5-6</b> (2 hrs., 2 ECTS-Credits) Advanced instrumental training; expansion of the repertoire	2	2
	<b>Total</b>	<b>8</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as corresponding instrumental or technical singing skills, to represent the subject Music Education in an artistic way,</li> <li>▪ can resort to a wide range of musical styles and genres incl. improvisation relevant for school-practice</li> <li>▪ experience auditory and musical-theoretical skills as immanent part of playing the piano,</li> <li>▪ experience self-piano-accompanied singing from a pianistic perspective as a central artistic skill and precondition for musical acting in class,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> Courses of this module are related with regards to content and methodology and should if possible be passed in a consecutive order, starting with piano practice 1-2. Examination before a committee in the artistic subject piano between semester 4 and 8 Examination part before a committee to demonstrate artistic-practical aptitude or school-practical competences resp. in semester 8 (in combination with compulsory module 7)		
	<b>Prerequisites:</b> none		

<b>2.2</b>	<b>Compulsory Module: Artistical-Practical Minor Piano</b> (for Artistic Major Piano as well as in combination for Music Education for First/Second Artistic Major Piano)	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Piano Practice 1–2</b> Playing by ear and transcription based on music theory; auditory-mental practicing strategies; song accompaniment with focus on literature in popular music; self-accompanied singing in school-practical contexts.	2	2
<b>b.</b>	<b>KE Artistic Subject Jazz/Pop Piano 1–2</b> Fundamentals of music theory in the field of jazz/pop and their realization on the piano; auditory perception of musical structures; style-adequate harmony; practical realization of lead sheets; improvisation concepts	2	2
<b>c.</b>	<b>KG Jazz/Pop Choir 1</b> Study of varied vocal literature from the field of jazz/pop; vocal and voice percussion arrangements; participation in concerts	2	1
<b>d.</b>	<b>KG Voice Training for Children and Youths 1</b> Physiological aspects of children voices; tone development; methods for imagining tone pitch; dealing with voice problems; didactical-methodological approaches	1	1
<b>e.</b>	<b>VU Fundamentals of Arranging 1</b>	2	2

	Formal and texture-technical fundamentals; aspects of voice leading and instrumentation; music-analytical observations; making of own arrangements		
	<b>Total</b>	<b>9</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as competences in practical piano-playing – completing the Artistic First Major Piano – to represent the subject Music Education in an artistic way,</li> <li>▪ can resort to a wide range of musical styles and genres incl. improvisation relevant for school-practice,</li> <li>▪ experience auditory and musical-theoretical skills as immanent part of playing the piano,</li> <li>▪ experience self-piano-accompanied singing from a pianistic perspective as a central artistic skill and precondition for musical acting in class,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> The course Piano Practice 1-2 and Artistic Subject Jazz/Pop Piano 1-2 are seen as school-practical advancement and stylistic expansion of the Artistic Major Piano. Examination part before a committee to demonstrate artistic-practical aptitude or school-practical competences resp. in semester 8 (in combination with compulsory module 7)		
	<b>Prerequisites:</b> none		

<b>2.3</b>	<b>Compulsory Module: Artistic-Practical Minor Piano</b> (only for Artistic Major Jazz/Pop Piano as well as in combination with Music Education for First/Second Artistic Major Jazz/Pop Piano)	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Piano Practice 1–2</b> Playing by ear and transcription based on music theory; auditory-mental practicing strategies; song accompaniment with focus on literature in popular music; self-accompanied singing in school-practical contexts.	2	2
<b>b.</b>	<b>KE Artistic Subject Piano 1–2</b> Study of adequate piano literature; links to music theory and history; improving of technical and musical skills; practicing strategies, shaping and musical expressiveness with regards to school practice	2	2
<b>c.</b>	<b>KG Jazz/Pop Workshop 1–2</b> Realization of theoretical, auditory and instrumental skills in an ensemble; creating and studying own arrangements; school-practical aspects	4	4
	<b>Total</b>	<b>8</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as competences in practical piano-playing – completing the Artistic First Major Jazz/Pop Piano – to represent the subject Music Education in an artistic way,</li> <li>▪ can resort to a wide range of musical styles and genres incl. improvisation relevant for school-practice,</li> <li>▪ experience auditory and musical-theoretical skills as immanent part of playing the piano,</li> <li>▪ experience self-piano-accompanied singing from a pianistic perspective as a central artistic skill and precondition for musical acting in class,</li> </ul>		



	<ul style="list-style-type: none"> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>
	<p><b>Special notes:</b> The course Piano Practice 1-2 and Artistic Subject Piano 1-2 and Jazz/Pop Workshop are seen as school-practical advancement and stylistic expansion of the Artistic Major Jazz/Pop Piano. Examination part before a committee to demonstrate artistic-practical aptitude or school-practical competences resp. in semester 8 (in combination with compulsory module 7)</p>
	<p><b>Prerequisites:</b> none</p>

From the compulsory modules 3.1, 3.2 or 3.3 a compulsory module must be passed according to the selected Artistic First Major (Artistic Major as well as in combination with Music Education First/Second Artistic Major):

<b>3.1</b>	<b>Compulsory Module: Artistic-Practical Minor Voice</b> (except for Artistic Major Voice or Artistic Major Jazz/Pop Voice as well as in combination with Music Education for First/Second Artistic Major Jazz/Pop Voice)	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>KE Artistic Subject Voice 1-4</b> Formation of a healthy singing voice; breathing; stylistics; creation of a repertoire; shaping of the musical expressiveness with regards to school practice</p>	4	4
<b>b.</b>	<p>Courses corresponding to 2 ECTS-Credits must be passed: <b>KE Artistic Subject Jazz/Pop Voice 1–2</b> (2 hrs., 2 ECTS-Credits) Formation of a healthy singing voice; breathing; stylistics in the field of jazz/pop; creation of a repertoire; shaping of the musical expressiveness with regards to school practice <b>KE Artistic Subject Voice 5–6</b> (2 hrs., 2 ECTS-Credits) Advanced voice training; expansion of the repertoire</p>	2	2
<b>c.</b>	<p><b>KG Singing Practice 1–2</b> Work on different aspects of voice: technique, sound, phrasing and stylistics; improvisation and self-accompaniment; getting to know and working on the relevant literature of popular music for school practice</p>	2	2
	<b>Total</b>	<b>8</b>	<b>8</b>
	<p><b>Learning Outcomes:</b> Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ have a resilient voice technique suitable for school and an appealing singing voice, suitable as role model for youths,</li> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as vocal and singing competences to represent the subject Music Education in an artistic way,</li> <li>▪ can resort to a wide range of musical styles and genres incl. improvisation relevant for school-practice,</li> <li>▪ experience auditory and musical-theoretical skills as immanent part of singing,</li> <li>▪ experience self-accompanied singing as a central artistic skill and precondition for confident musical acting in class,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		

	<p><b>Special notes:</b>  Courses of this module are related with regards to content and methodology and should if possible be passed in a consecutive order, starting with Artistic Subject Voice 1-4.  Examination before a committee in the artistic subject voice between semester 4 and 8  Examination part before a committee to demonstrate artistic-practical aptitude or school-practical competences resp. in semester 8 (in combination with compulsory module 7)</p>
	<p><b>Prerequisites:</b> none</p>

3.2	<b>Compulsory Module: Artistic-Practical Minor Voice</b> (only for Artistic Major Voice as well as in combination with Music Education for First/Second Artistic Major Voice)	h	ECTS-Credits
<b>a.</b>	<p><b>KE Artistic Subject Jazz/Pop Voice 1–2</b>  Formation of a healthy singing voice; breathing; stylistics; creation of a repertoire; shaping of the musical expressiveness with regards to school practice</p>	2	2
<b>b.</b>	<p><b>KG Singing Practice 1–2</b>  Work on different aspects of voice: technique, sound, phrasing and stylistics; improvisation and self-accompaniment; getting to know and working on the relevant literature of popular music for school practice</p>	2	2
<b>c.</b>	<p><b>KG Jazz/Pop Choir 1</b>  Study of varied vocal literature from the field of jazz/pop; vocal and voice percussion arrangements; participation in concerts</p>	2	1
<b>d.</b>	<p><b>KG Voice Training for Children and Youths 1</b>  Physiological aspects of children voices; tone development; methods for imagining tone pitch; dealing with voice problems; didactical-methodological approaches</p>	1	1
<b>e.</b>	<p><b>VU Fundamentals of Arranging 1</b>  Formal and texture-technical fundamentals; aspects of voice leading and instrumentation; music-analytical observations; making of own arrangements</p>	2	2
	<b>Total</b>	<b>9</b>	<b>8</b>
	<p><b>Learning Outcomes:</b>  Graduates of this module</p> <ul style="list-style-type: none"> <li>▪ have a resilient voice technique suitable for school and an appealing singing voice, suitable as role model for youths,</li> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as vocal and singing competences to represent the subject Music Education in an artistic way,</li> <li>▪ can resort to a wide range of musical styles and genres incl. improvisation relevant for school-practice,</li> <li>▪ experience auditory and musical-theoretical skills as immanent part of singing,</li> <li>▪ experience self-accompanied singing as a central artistic skill and precondition for confident musical acting in class,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<p><b>Special notes:</b>  The course Singing Practice 1-2 and Artistic Subject Jazz/Pop Voice are seen as school-practical advancement and stylistic expansion of the Artistic Major Voice.  Examination part before a committee to demonstrate artistic-practical aptitude or school-practical competences resp. in semester 8 (in combination with compulsory module 7)</p>		

	<b>Prerequisites:</b> none
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<b>3.3</b>	<b>Compulsory Module: Artistic-Practical Minor Voice</b> (for Artistic Major Jazz/Pop Voice as well as in combination with Music Education for First/Second Artistic Major Jazz/Pop Voice)	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Artistic Subject Voice 1–2</b> Formation of a healthy singing voice; breathing; stylistics; creation of a repertoire; shaping of the musical expressiveness with regards to school practice	2	2
<b>b.</b>	<b>KG Singing Practice 1–2</b> Work on different aspects of voice: technique, sound, phrasing and stylistics; improvisation and self-accompaniment; getting to know and working on the relevant literature of popular music for school practice	2	2
<b>c.</b>	<b>KG Jazz/Pop Workshop 1–2</b> Realization of theoretical, auditory and instrumental skills in an ensemble; creating and studying own arrangements; school-practical aspects	4	4
	<b>Total</b>	<b>8</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have a resilient voice technique suitable for school and an appealing singing voice, suitable as role model for youths,</li> <li>▪ possess competences in differentiated artistic awareness, experience and design as well as vocal and singing competences complementing the Artistic Major Jazz/Pop Voice to represent the subject Music Education in an artistic way,</li> <li>▪ can resort to a wide range of musical styles and genres incl. improvisation relevant for school-practice,</li> <li>▪ experience auditory and musical-theoretical skills as immanent part of singing,</li> <li>▪ experience self-accompanied singing as a central artistic skill and precondition for confident musical acting in class,</li> <li>▪ are able to express themselves artistically and convincingly as soloists and in different music formations (chamber music, ensemble, orchestra/choir) also outside of school contexts,</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special notes:</b> The course Singing Practice 1-2, KF Voice 1-2 and Jazz/Pop Workshop and Artistic Subject Jazz/Pop Voice are seen as school-practical advancement and stylistic expansion of the Artistic Major Jazz/Pop Voice. Examination part before a committee to demonstrate artistic-practical aptitude or school-practical competences resp. in semester 8 (in combination with compulsory module 7)		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Music Pedagogy and Subject Didactics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SL Introduction to Music Pedagogy</b> Theory and practice of music teaching and fundamentals of scientific music pedagogy (basic concepts, developments and interdisciplinary skills)	2	2
<b>b.</b>	<b>PS Subject-Didactics 1–2</b> Planning, conceptual design and substantiating of music-didactical action in music lessons; teaching strategies and adoption patterns for music-related learning	4	4

<b>c.</b>	<b>PS Introductory Seminar in Music Pedagogy</b> Development of music-didactical conceptions as orientation aids for teaching music; scientific dealing with historic links and current trends	2	2
<b>d.</b>	<b>UE Portfolio Support</b> Structuring and reflection on music-pedagogical and music-didactical knowledge and skills with regard to the module exam	1	1
	<b>Total</b>	<b>9</b>	<b>9</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ can resort to a fundamental knowledge in the field of music pedagogy and music didactics,</li> <li>▪ can examine music-pedagogical or subject-didactical issues resp. based on scientific criteria under supervision,</li> <li>▪ are able to implement music-pedagogical or subject-didactical concepts resp., also in relation to gender, diversity and inclusion for their lesson planning,</li> <li>▪ can use their respective artistic-practical competences including dance and movement as well as knowledge of music science and music theory for their teaching,</li> <li>▪ know about the basic conditions of musical talent and development,</li> <li>▪ can resort to a manifold repertoire of methods for designing teaching, learning and practicing processes,</li> <li>▪ are sufficiently familiar with different teaching forms at school,</li> <li>▪ are able to develop a critical awareness for music and its manifold historic and sociocultural contexts and functions, joint singing and music-making and social learning in creative design</li> </ul>		
	<b>Special notes:</b> The Portfolio Support course serves the preparation for the exam before a committee at the end of this module. Examination before a committee on the music-didactical portfolio in semester 6 (in combination with compulsory module 7)		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Musicology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SL Introduction to Scientific Working</b> Formal requirements for creating and developing scientific papers; use of scientific literature and libraries; literature research; correct quoting; introduction of pertinent lexicons	2	2
<b>b.</b>	<b>VO Music History 1–4</b> Overview of music history from antiquity to the present time; music-historical developments and trends; important personalities and works; links to politics, sociology and art and literary history	8	8
<b>c.</b>	<b>VO History of Jazz and Popular Music 1–4</b> Overview of the history of jazz and popular music: roots, events, developments, styles, composers, performers in historic and sociological context	2	2
<b>d.</b>	<b>VO Acoustics</b> Outline of music-relevant sound phenomena, sound perception and way of working of the sense of hearing; historic, physical and perception-psychological aspects	1	1
<b>e.</b>	<b>VO Organology</b> Way of working and classification of instrument groups; acoustic characteristics and phenomena; outline of the most important musical instruments	1	1

	<b>Total</b>	<b>14</b>	<b>14</b>
	<b>Learning Outcomes</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have a knowledge of music history based on reflection of relations and developments,</li> <li>▪ can resort to a comprehensive understanding of musical epochs, styles and genres and a well-founded repertoire knowledge,</li> <li>▪ are able to recognise and reflect on music in its historic, social and aesthetic conditions of development and are able to make auditory-stylistic classifications,</li> <li>▪ are familiar with physical and physiological conditions of sound creation,</li> <li>▪ know about economic, cultural and socio-political conditions in the field of music making and music reception,</li> <li>▪ are ready to deal with the emergence and effects of music in a critical and reflected way, beyond the scope of the study programme.</li> </ul>		
	<b>Prerequisites:</b> none		

6.	Compulsory Module: Musical Theory	h	ECTS-Credits
a.	<b>VU Texture including Ear Training 1–2</b> Fundamentals of harmonics; diatonic four-part scale; diatonic modulation, auditory reflection and re-enacting; tonal and non-tonal ear training	4	4
b.	Courses corresponding to 4 ECTS-Credits must be passed: <b>VU Jazz/Pop Theory 1–2</b> (4 hrs., 4 ECTS-Credits) Functional harmony and its fundamentals; transcription and analysis, fundamentals of improvisation; auditory reflection and re-enacting <i>(compulsory for Artistic Major Jazz/Pop as well as in combination with Music Education for First/Second Artistic Major Jazz/Pop (voice, guitar or piano))</i> <b>VU Texture including Ear Training 3–4</b> (4 hrs., 4 ECTS-Credits) Advanced harmonics; diatonic and chromatic four-part scale; change of mode and enharmonic modulation; auditory reflection and re-enacting; advanced ear training	4	4
	<b>VO Study of Musical Forms 1</b> Overview of the most important genres and form in the context of history and musical theory	2	2
	<b>Total</b>	<b>10</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ can resort to knowledge and skills in the fields of music science and music theory, apply it in an interlinked way and work on scientific issues under supervision,</li> <li>▪ are able to auditorily perceive harmonic, melodic and formal principles and implement them closely linked to the respective artistic-practical subjects,</li> <li>▪ are able to use their knowledge of music theory in their artistic practice and prepare them for use at school,</li> <li>▪ can resort to a fundamental understanding of music forms, styles and genres in the historic context.</li> </ul>		

	<b>Special notes:</b> If combined with the subject Music Education – Instruments, no courses which were already selected for the subject Music Education – Instruments may be selected.
	<b>Prerequisites:</b> none

7.	Compulsory Module: School-Related Practical Skills	h	ECTS-Credits
a.	<b>KG Dance and Movement 1</b> Body awareness, reproduction, production and improvisation within the scope of singing, making music, movement, design; free and regulated forms of dance; school-practical aspects	1	1
b.	<b>UE Making Music in Class I</b> Initiating musical creation processes in groups; making music without instruments; circle grooves; didactical aspects of group improvisation	1	1
c.	<b>KG Guitar Practice I</b> Fundamental techniques of style-appropriate accompaniment on guitar, making of simple arrangements for the guitar; self-accompanied singing in the school context <i>(If guitar is selected as Artistic Major Jazz/Pop or in combination with Music Education as First/Second Artistic Major Jazz/Pop, courses corresponding to 7 instead of 6 ECTS-Credits must be passed in module 7f)</i>	1	1
d.	<b>KG Band Practice 1</b> Basic playing technique of genre-specific instruments; transcription, arrangement and notation of song material in the field of pop/rock/jazz; sound engineering, school-practical aspects	2	2
e.	<b>KG Voice Training for Children and Youths 1</b> Physiological aspects of children voices; tone development; methods for imagining tone pitch; dealing with voice problems; didactical-methodological approaches <i>(If voice, piano or conducting is selected as Artistic Major or in combination with Music Education as Artistic Major, courses corresponding to 7 instead of 6 ECTS-Credits must be passed in module 7f)</i>	1	1
f.	Courses corresponding to 6 ECTS-Credits must be selected from the following courses: <i>(If piano, voice or conducting is selected as Artistic First Major or guitar as Artistic First Major Jazz/Pop or in combination with Music Education voice, piano or conducting, then 7 ECTS-Credits must be selected from the following courses:</i> <b>KG Guitar Practice 2</b> (1 h, 1 ECTS-Credit) <b>KG Band Practice 2</b> (2 hrs., 2 ECTS-Credits) <b>KG Jazz/Pop Workshop 1-2</b> (4 hrs., 4 ECTS-Credits) <i>(compulsory for Artistic Major Jazz/Pop Guitar as well as in combination with Music Education for First/Second Artistic Major Jazz/Pop Guitar)</i> <b>KG Jazz/Pop Choir 1-2</b> (4 hrs., 2 ECTS-Credits) <b>KG Percussion Practice 1</b> (1 h, 1 ECTS-Credit) Basic percussion techniques; coordination of movement at the drum set and on percussion instruments; basic rhythmic phrasing and accompanying patterns in the school context <b>UE Making Music in Class 2–3</b> (2 hrs., 2 ECTS-Credits) <b>KG Voice Training for Children and Youths 2</b> (1 h, 1 ECTS-Credit) <b>VU Elocution and Rhetoric 1–2</b> (2 hrs., 2 ECTS-Credits)		

	Formation of the speaking voice; breathing and posture training; basic ideas of rhetoric; understanding of spoken language and correct pronunciation; training of personal appearance <b>KG Dance and Movement 2–3</b> (2 hrs., 2 ECTS-Credits) <b>VU Fundamentals of Arranging 1–2</b> (4 hrs., 4 ECTS-Credits) <b>UE New Media in Class 1-2</b> (2 hrs., 2 ECTS-Credits) Software applications in school contexts, e.g. notation, sampling, sequencing, learning programmes		
	<b>Total</b>		<b>12</b>
	<b>Learning Outcomes</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have a comprehensive artistic-practical and music-didactical reflected competence profile focused on school practice,</li> <li>▪ can resort to advanced competences, partly artistic-practical skills in the majors and competences in music theory</li> <li>▪ understand auditee and musical-theoretical skills as immanent part of the artistic practice</li> <li>▪ are able to guide instrumental and vocal music including dance and movement in class in a gender-sensitive and diversity-sensitive way.</li> <li>▪ have an artistic-practical repertoire of methods based on the respective competence areas,</li> <li>▪ are familiar with the manifold possible uses of the new media in class</li> <li>▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school.</li> </ul>		
	<b>Special Notes:</b> Only courses may be chosen, which are not compulsory in other modules. Moreover, it is recommended to select courses with regards to one's own school-practical profile and to the examination before the committee at the end of the module. Examination before the committee to show artistic-practical aptitude or school-practical competences resp. in semester 8 (combined with compulsory modules 2 and 3)		
	<b>Prerequisites:</b> none		

<b>8.</b>	<b>Compulsory Module: Choir and Ensemble Conducting</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KG Choir 1–4</b> Active participation in choir practice and concert performances; getting to know corresponding literature	8	4
<b>b.</b>	<b>KG Choir Conducting 1</b> Conducting technique (posture, gesture, expressiveness); aspects of voice formation in a choir; rehearsing, arranging and musical implementation in school-vocal contexts	2	1
<b>c.</b>	<b>KG Ensemble Conducting 1</b> Conducting technique (posture, gesture, expressiveness); aspects of voice formation in a choir; rehearsing, arranging and musical implementation school-instrumental contexts	2	1
	<b>Total</b>	<b>12</b>	<b>6</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ are able to conduct choirs and ensembles,</li> <li>▪ have a command of conducting techniques, basic methods of studying and school-specific knowledge of literature,</li> <li>▪ experience work with choirs and ensembles as suitable platform for imparting music,</li> </ul>		

	<ul style="list-style-type: none"> <li>experience artistic-practical skills (piano, vocal) as immanent part of work with choirs and ensembles.</li> </ul>
	<b>Prerequisites:</b> none

9.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<b>PR Subject-Related Practical Course</b> Independent teaching; sitting-in on classes, evaluating of selected teaching methods; if possible participation in projects, pedagogical conferences and other school events; reflection	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>are able to prepare special knowledge correctly and understandably for teaching music and to plan, implement and evaluate their teaching based on the principles of modern music didactics,</li> <li>are able to reflect on research in music didactics in the context of the teaching practice, implement it and critically question their own teaching.</li> </ul>		
	<b>Special notes:</b> The subject-related practical course includes getting to know the fields of school practice, sitting in on subject-specific classes and holding of teaching units or sequences resp. in the subject Music Education as well as a preparation, support and follow-up phase at the university.		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Seminar with Bachelor's Thesis</b> Advanced dealing with a subject- or subject-didactical related topic in the school context; verbal presentation and discussion of the results; Within the scope of the seminar a Bachelor's Thesis amounting to 4 (of altogether 5) ECTS-Credits must be written	2	1 + 4
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of this module are able to deal with a subject-specific or subject-didactical topic in relation to the school context in a methodically correct way and to present the results in writing and verbally in an understandable way.		
	<b>Precondition:</b> successful completion of compulsory modules 5 and 6		



11.	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	Providing the availability of places, courses amounting to 5 ECTS-Credits can be freely chosen from one's own subject and/or the curricula of the Mozarteum University Salzburg/location Innsbruck or the Bachelor and Diploma Programmes of the University of Innsbruck, with the exception of the teaching subject. It is recommended to pick courses relating to school practical issues, on gender-specific aspects and inclusive pedagogy.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> This module serves to expand the study programme and to acquire additional qualifications.		
	<b>Prerequisites:</b> The registration requirements specified by the respective curricula must be met.		

## Section 21: Subject Physics

### § 1 Subject-specific qualification profile

The Bachelor Secondary School Teacher Training Programme (General Education) Subject: Physics aims at supporting the students in developing the subject-specific and subject-didactical qualifications and competences needed for promoting the valid competence model for natural sciences and for awakening the pupils' interest in physical processes in nature and technology. In particular, graduates should

- have a well-founded knowledge in all central subdisciplines of physics (in particular, in curriculum-related fields from the different school types of the secondary level), whereby the focus is not on a great number of known facts, but on an overall view promoting understanding, a synoptic view and a linking to other fields of science.
- be able to acquire knowledge and competences in the field of subject-didactics and to deal with research literature of this field. They apply the results of subject-didactical research in their own teaching and consider them for designing their lessons.
- be enabled to prepare contents in physics (also to related fields, where physical knowledge is required for understanding) in a pupil-appropriate way. This skill enables the graduates to include current research results in natural science in their teaching.
- be convinced of the necessity to independently acquire knowledge and continue their education in terms of lifelong learning (in the teaching subject and subject didactics). This way they should be able to follow subject-specific and subject-didactical developments and to independently modernize, adapt and further develop their teaching practice.
- be able to introduce their pupils to the “method (way of thinking) of physics”, which requires the understanding of complex situations with the help of simple methods, without forgetting about important features of the procedure. They are enabled to present this method of gaining knowledge as generally applicable and very successful method for approaching the world in a rational manner and to encourage their pupils to adopt this attitude to make them critically thinking as citizens.
- be able to introduce pupils gently and age-appropriately to the fact that physics compiles its models from mathematical components. At the same time they acquire skills to relate the contents of their teaching to the world of experience of the pupils and to impressively illustrate a variety of interesting experiments in the classroom.
- be able to demonstrate the advantages but also dangers and risks of technical use of physical insights as well as associated possible effects on the society and to deal with them critically.

### § 2 Maximum number of participants

1. Introductory seminars (PS): 25
2. Seminars (SE): 15
3. Practical courses (PR): 8–15 (basic internship 8, subject-related practical course 14, school trial internship 15)
4. Lecture-tutorials (VU): 30

### § 3 Compulsory Modules

(1) The following compulsory modules corresponding to 100 ECTS-Credits must be passed:

1.	Compulsory Module: Preparatory Course in Mathematics	h	ECTS-Credits
a.	<b>VO Preparatory Course in Mathematics</b> Introduction to the basics of elementary mathematics; vector calculus; differential equation; scalar and vector fields; basic concepts of vector analysis; simple differential equations; complex numbers; Taylor development	1	1
b.	<b>PS Preparatory Course in Mathematics</b> Discussion, advanced study and practice of the contents of the lecture	1	1.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>

	<b>Learning Outcomes:</b> Graduates are able to describe the fundamentals of elementary mathematics and to apply their knowledge for solving mathematical problems.
	<b>Prerequisites:</b> none

2.	Compulsory Module: Mathematical Methods of Physics for Prospective Teachers	h	ECTS-Credits
a.	<b>VO Mathematical Methods of Physics for Prospective Teachers</b> Introduction to relevant mathematical concepts and methods: functions, vectors, matrices, eigenvalue problems; coordinate systems, curvilinear coordinates, differential and integral calculus in one and several variables, Fourier series and Fourier integrals, vector analysis, common and partial differential equations, elements of probability calculation, use of mathematical tools for physics	3	4.5
b.	<b>PS Mathematical Methods of Physics for Prospective Teachers</b> Discussion, advanced study and practice of the contents of the lecture; practicing of scientific argumentation and presentation of mathematical contents and their application for solving physical problems	2	3
	<b>Total</b>	<b>5</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates are able to describe simple mathematical methods of physics and to apply them for solving physics problems. They are able to independently elaborate similar contents.		
	<b>Prerequisites:</b> none		

3.	Compulsory Module: Physics I: Mechanics and Thermodynamics	h	ECTS-Credits
a.	<b>VO Physics I: Mechanics and Thermodynamics</b> Measurement of units; mechanics of the mass point and rigid bodies; deformable bodies and liquids; oscillation and waves; thermodynamics; basic elements of statistical mechanics	4	6
b.	<b>PS Physics I: Mechanics and Thermodynamics</b> Discussion, advanced study and practice of the contents of the lecture; practicing of scientific argumentation and presenting of physical contents; independent study of selected examples in the field	2	4
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to describe the fundamentals of classical physics (mechanics and thermodynamics) and corresponding concepts. They are able to transfer their knowledge and to solve problems in mechanics and thermodynamics.		
	<b>Prerequisites:</b> none		

4.	Compulsory Module: Physics II: Electromagnetism and Optics	h	ECTS-Credits
a.	<b>VO Physics II: Electromagnetism and Optics</b> Maxwell's equations with applications in electrostatics, magnetostatics and electrodynamics; wave propagation and interference; diffraction grating and interferometer; optics in isotropic and anisotropic media; (laser)beam spread; geometrical optics	5	7

<b>b.</b>	<b>PS Physics II: Electromagnetism and Optics</b> Discussion, advanced study and practice of the contents of the lecture; practicing of scientific argumentation and presentation of physical contents; independent study of selected examples in the field	2	3
	<b>Total</b>	<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates are able to describe the fundamentals of electromagnetism and optics and corresponding concepts. They are able to transfer their knowledge and to solve the problems in electromagnetism and optics.			
<b>Prerequisites:</b> none			

<b>5.</b>	<b>Compulsory Module: Physics of Matter</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Atomic and Quantum Physics</b> Experimental and theoretical fundamentals of quantum theory: Important experiments, conceptual basics, quantum mechanical conditions and preparation, measuring process, observables; discrete quantum mechanics: qubits & spin, quantum cryptography and quantum computer, Bell's inequality; Wave mechanics: Wave functions, Hilbert space, Schrödinger equation and selected solutions (potential well, harmonic oscillator, hydrogen atom), atomic structure and atomic spectra; Heisenberg uncertainty principle; impartation of necessary mathematical fundamentals	3	3.5
<b>b.</b>	<b>PS Atomic and Quantum Physics</b> Discussion, advanced study and practice of the contents of the lecture; practicing of scientific argumentation and presentation of physical contents and presentation school lessons	2	3
<b>c.</b>	<b>VO Structure of Matter</b> Atom models, scattering experiments, concept of cross section, discovery and structure of atomic nucleus, mass and binding energy of cores, radioactivity and radioactive beams, atomic bomb, radiation protection; Particle concepts in the overview, particle zoo of hadrons, order in the particle zoo, particle decay, concepts of invariant mass, standard model of particle physics, modern high-energy physics experiments	2	2
<b>d.</b>	<b>PS Structure of Matter</b> Advanced study of the contents of the lecture with examples; preparation of selected topics for the use in school lessons with short papers	1	1.5
	<b>Total</b>	<b>8</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates are able to describe and explain the structure of matter as a principle of physics and to study similar contents independently. They are able to generalize the fundamentals of particle, nuclear, and quantum physics and to apply this knowledge for solving problems and presentations in the classroom.			
<b>Prerequisites:</b> none			

6.	Compulsory Module: Physics Laboratory	h	ECTS-Credits
	<b>PR Physics Laboratory 1</b> Taking minutes, measuring, measurement errors, data evaluation and data presentation for physical tests. Experiments from mechanics, thermodynamics, and electromagnetism	4	7.5
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Graduates are able to demonstrate the working method of physics, which is based on experiments and are able to independently implement, evaluate, record and present fundamental physical experiments on mechanics, thermodynamics and electromagnetism. They are able to work in a team in a structured, reliable and successful way.		
	<b>Prerequisites:</b> successful completion of compulsory modules 3 and 4		

7.	Compulsory Module: Physics in Everyday Life, Historical Aspects of Physics	h	ECTS-Credits
a.	<b>VO Physics in Context</b> Application and analysis of physics in interesting contexts and illustrating the importance of physics in everyday life; Physics and sport, physics in everyday life and environment; physics in technology with special regard to solid state and semiconductor physics	2	2.5
b.	<b>VO History of Physics</b> Historical development of physical terms, ideas and laws; world views and paradigm change; important physicists and steps of awareness; social and ethical aspects, scientific aspects, nature of science	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates are able to recognise the role of physics in the historical context for different processes in nature and technology and illustrate it with selected examples. They are able to independently elaborate similar contents and to impart them in school. They are able to use examples in their teaching to make the classes more interesting.		
	<b>Prerequisites:</b> none		

8.	Compulsory Module: Astronomy and Astrophysics	h	ECTS-Credits
	<b>VU Astronomy and Astrophysics</b> Astronomy: orientation in the sky, course of celestial objects in the sphere, calendar systems, celestial navigation, astronomy in everyday life Astrophysics: big bang theory, the origin of the planetary systems, exoplanets, physics of the stars and interstellar matter, matter cycle in the Milky Way, galaxies and galaxy clusters, gravitational lenses, dark matter, distance ladder, astronomic measuring methods Discussion, advanced study of the contents; exercise of scientific argumentation and presentation of astrophysical and astronomic contents; independent study of selected examples from the field	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>

	<p><b>Learning Outcomes:</b> Graduate understand physical laws and the current state and development of the cosmos as well as the interaction of its parts in an overview. They know fundamental concepts and mind-sets of astronomy and astrophysics and have basic understanding of astronomic and astrophysical methods. Moreover, they understand astronomic phenomena in the sky.</p>
	<p><b>Prerequisites:</b> none</p>

9.	Compulsory Module: Theoretical Physics 1 for Prospective Teachers	h	ECTS-Credits
	<p><b>VU Theoretical Physics 1 for Prospective Teachers: Mechanics</b> Discussion of logical structures of physics based on classical mechanics; Newton's axioms, Newton's mechanics of systems of mass points, equations of motion and their solution, reference systems, Galilean transformation, Kepler problem, harmonic oscillator, Lagrange formalism, symmetries and conserved quantities, rigid bodies; elements of special relativity theory; Conveyance of necessary mathematical tools; discussion, advanced study and practicing by independent solution of examples; practicing of scientific argumentation and presentation of physical contents and their imparting in the classroom</p>	4	5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> Graduates are able to describe and explain mechanics as a basis of theoretical physics and to independently elaborate similar contents. They are able to generalize the fundamentals of theoretical mechanics and are able to and to apply this knowledge for solving problems and presentations in the classroom.</p>		
	<p><b>Prerequisites:</b> none</p>		

10.	Compulsory Module: Theoretical Physics 2 for Prospective Teachers	h	ECTS-Credits
	<p><b>VU Theoretical Physics 2 for Prospective Teachers: Electrodynamics</b> Discussion of logical structures of physics based on classical electrodynamics; Maxwell's equations in the vacuum; boundary value problems of electrostatics and magnetostatics; electrodynamics in media; dipole radiation, radiation of moved point landings; connection with optics; Lorentz transformation and Minkowski space; Conveyance of necessary mathematical tools; discussion, advanced study and exercise by independent solution of examples; practicing of scientific argumentation and presentation of physical contents and their imparting in the classroom</p>	4	5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b> Graduates are able to describe and explain electrodynamics as a basis of theoretical physics and to independently elaborate similar contents. They are able to generalize the fundamentals of theoretical electrodynamics and are able to apply this knowledge for solving problems and presentations in the classroom.</p>		
	<p><b>Prerequisites:</b> none</p>		

11.	Compulsory Module: Subject-Related Practical Course	h	ECTS-Credits
	<p><b>PR Subject Related Practical Course</b></p> <p>Preparation, implementation and evaluation of teaching physics in consideration of content-based learning and related to the curriculum and the heterogeneity of learning groups; use of different methods and different social forms, in particular regarding individualization and competence-orientation of teaching; strategies for classifying and organizing learning groups, in particular during experiments of pupils; reflection of lessons regarding teaching and learning; development, evaluation and use of diagnostic tools for performance assessment;</p> <p>The subject-related practical course is closely supported by subject-specific and didactical knowledge.</p>	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b></p> <p>Graduates have – assisted by mentors - planned, implemented and reflected on physics lessons for given goals in school. They have practiced different methods and social forms and used different media in consideration of the situation. They have tested different approaches to content-based learning, perceived the heterogeneity of learning groups and tested appropriate teaching methods. Within the scope of their reflection on their teaching lessons, they have gained first experience in using learning-promoting feedback and evaluation instruments.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory modules 6, 12 and 14</p>		

12.	Compulsory Module: Subject Didactics 1	h	ECTS-Credits
a.	<p><b>VO Basics of Subject Didactics</b></p> <p>Fundamental aspects of subject didactics: concepts of physics lessons (genetic teaching and learning; course orientation, action orientation; project orientation, context orientation; inquiry-based-learning etc.); prevailing teaching scripts; objectives and legitimation of physics lessons; social importance of physical (basic) education; competence models and educational standards; language and physics lessons; curricula</p>	2	2.5
b.	<p><b>SE Methods in Subject Didactics and their Application</b></p> <p>Method diversity in teaching physics, in particular planning and implementation of experiments; method selection from the view of competence development; methods with special regard to heterogeneity, differentiation and individualization; performance assessment, diagnosis, and feedback in physics lessons</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b></p> <p>Graduates are able to name characteristics of different teaching concepts, reflect their implementation in the classroom, name basic objectives and contents of physics lessons and to explain the importance of physics (physics lessons) for social and technical developments. They know prevailing teaching scripts and their empirically researched deficits for designing physics lessons. They are able to classify competence-oriented assignments in the system of educational standards.</p> <p>Graduates know important teaching methods, presentation forms and forms of conversation in physics lessons. They are able to select methods which promote competence development and thus to consider aspects of individualization and differentiation for heterogeneous learning groups. They know central functions of experiments and learning tasks for teaching and develop competence-related tasks. They are able to develop learning-promoting diagnosis and</p>		

	feedback procedures and use different forms of performance evaluation and assessment.
	<b>Prerequisites:</b> none

13.	Compulsory Module: Subject Didactics 2	h	ECTS-Credits
a.	<b>VO Preconcepts and Models in the Physics Classroom</b> Pupils' performances; evaluation of pupils' performances; model formation and models in physics; objective, graphic and mathematical models; interdisciplinary and project-oriented physics lessons; gender-sensitive physics lessons	2	2.5
b.	<b>SE Developing, Planning and Reflecting Physics Lessons</b> Planning and preparation of physics lessons with regard to content-based learning design; analyses; didactical analysis; methodical planning; material sources for teaching physics; standard situations in physics lessons (summary, consolidation, work instructions, introducing group works, planning, implementing and evaluating experiments, dealing with "errors" etc.); reflection of physics lessons and conclusions	2	2.5
<b>Total</b>		<b>4</b>	<b>5</b>
<p><b>Learning Outcomes:</b></p> <p>Graduates are able to plan and shape teaching units with regard to core ideas and long-term objectives. In this context, they are able to select appropriate teaching methods based on didactical analysis with regard to differentiation in teaching lessons. They are able to analyse and reflect their own teaching action compared to the plans and objectives of teaching sequences and learning effects and to develop alternative procedure for future teaching. They know and consider relevant safety measures.</p> <p>Graduates are able to name and diagnose concept-related and comprehensive pupils' presentations as well as learning difficulties. They know difficulties of comprehension and misconceptions of learners and react appropriately. Moreover, they have options of action for appropriately reacting to misconceptions and resulting learning difficulties. They elaborate physical issues with regard to familiar misconceptions and heterogeneous learning conditions.</p> <p>Graduates know common and iconic models are able to plan their targeted use in the lessons and enable pupils to become familiar with the mind-set of physics. In this context, they are able to recognise their limits and are aware that students can mix-up model and reality, which might result in misunderstanding and learning difficulties. They are able to adopt measures to counteract such difficulties.</p> <p>Graduates are familiar with the possibilities of interdisciplinary and project-oriented teaching with selected examples, are able to plan and implement selected examples. They are able to implement measures for promoting girls and boys in physics lessons.</p>			
<b>Prerequisites:</b> none			

14.	Compulsory Module: Classroom Experiments	h	ECTS-Credits
	<b>PR Classroom Experiments</b> Functions, objectives and didactical potential of demonstration experiments and pupils' experiments; implementation of experiments relevant for school in a practical course; safe use and handling of common materials for experiments; implementation of demonstration experiments, pupils' experiments with school-appropriate tools and devices from everyday life and their subject-specific and didactical preparation and follow-up; the selection of experiments is based on the curriculum and the devices available in the schools	5	5



	<b>Total</b>	<b>5</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>  Graduates know categories of experiments, their functions in physics lessons as well as their relevant didactical potential, and thus they recognise the central position of the experiment in physics lessons. They know common school experiments for different topics in physics lessons and materials available in schools. They are able to select demonstration and pupils' experiments in a targeted and pupil-oriented manner and to implement experiments safely. They are able to plan, prepare, implement and use experiments in a targeted manner. Apart from practical skills, they know the subject-specific and didactical background of different experiments.</p>		
	<b>Prerequisites:</b> none		

15.	<b>Compulsory Module: Seminar Subject Didactics</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>SE Seminar Subject Didactics: Secondary Level 1</b>  Didactical reduction of selected contents from different thematic areas to a level which can be understood by pupils; in particular relating to the curriculum of the secondary level 1; analysis and presentation; textbooks, teaching-learning-software and other specialist media; methodology toolbox for physics lessons; the selection of topics is made with regard to the curriculum as well as to the pupils' experiences and everyday life.</p>	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<p><b>Learning Outcomes:</b>  Graduates are able to present and express complex and abstract physical issues age-specifically. In this context, they are able to substantiate methodical procedure and to adapt their procedure to the contents and the respective group of learners, in consideration of the diversity of the learning group (learning difficulties, gender specifics, interculturality socio-economic background). They are able to reduce complex issues to the basics and to make them easily understandable. They use topic-based media (teaching materials, presentation media, teaching-learning-software, schoolbooks, internet) and also use this sources for preparing lessons.</p>		
	<b>Prerequisites:</b> none		

16.	<b>Compulsory Module: Bachelor's Thesis</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p><b>SE Seminar with Bachelor's Thesis</b>  Introduction to the methods of scientific working; advanced study in a seminar and writing of a Bachelor's Thesis with a subject-specific or subject-didactical topic in relation to school teaching. Within the scope of the seminar a Bachelor's Thesis corresponding to 6 (of altogether 7.5) ECTS-Credits must be written.</p>	2	1.5 + 6
	<b>Total</b>	<b>2</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b>  Graduates are able to demonstrate a professional and methodically correct approach to a field of physics and to illustrate it in writing and verbally in a clear and understandable way. They are able to impart information, ideas, problems and solutions to experts and interested laypersons. They have developed learning strategies which they need to continue their studies in a result-oriented way, in a given timeframe with a very high level of autonomy. They have comprehensive knowledge of a field of physics which offers them the possibility to develop and apply ideas creatively and innovatively. They are able to prepare contents in consideration of the their pupils and present them in an understandable way and in consideration of modern didactical aspects.</p>		

	<b>Prerequisites:</b> successfully completed courses with a total of 65 ECTS-Credits from the compulsory modules 1 – 15 and 17
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17.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	Providing the availability of places, courses amounting to 5 ECTS-Credits can be freely chosen from the Bachelor and Diploma Programmes offered at the University of Innsbruck, with the exception of the second teaching subject. It is recommended to pick courses in natural sciences and technology, science ethics and on gender-specific aspects, inclusive education, multilingualism, media pedagogy etc.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> Graduates have acquired additional and advanced competences.		
	<b>Prerequisites:</b> The prerequisites specified by the respective curricula must be met.		

## Section 22: Subject Russian

### § 1 Subject-specific qualification profile

(1) The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: Russian understand their interest in Russian-speaking countries, acquaintances with local people there and in particular stays in Russian-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

#### (2) Objectives

1. Bachelor's Secondary School Teacher Training Programme (General Education) with a modern foreign language as subject is a scientifically founded vocational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect on and comprehend texts in a critical way, have an extensive repertoire of methods, flexibility and the ability to coordinate and motivate. They are able to creatively and competently design learning processes in language teaching and thus perform a leading, advisory and evaluating role. The graduates can apply the competences acquired in the study programme for enabling learners to speak Russian as a foreign language with regards to the situation, the learners' age and the respective performance level (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the respective language in its verbal and written form as befits the respective situation and age.
3. From their linguistic education, future teachers get insights into the functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods for their correctness and according to their suitability for a respective situation.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks specified by the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately teach reading strategies and analysis methods in an appropriate way.
5. Against the background of their cultural-scientific education, graduates are able to provide insights into the countries, where the target language is spoken.

#### (3) Skills

##### 1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communicate;
- Spoken language skills in different communication situations and roles (monologic and interactive);
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions;
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit;
- Written language skills for different text types;
- Wide range of knowledge in the fields of vocabulary and idiomology. This makes it possible to participate in communication on many different topics; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language;
- Language mediation: The different forms of expression and the different structures of the mother tongue and the foreign language are recognised in a contrastive way.

- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use, but are also able to use them for transfer, correction and assessment in teaching.

## 2. Linguistics and Linguistic Reasoning

In the field of linguistics and linguistic reasoning the graduates theoretically permeate the knowledge acquired in the command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronous linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of the historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

## 3. Literary Studies and Text Analysis

The field of literary studies develops different approaches to texts in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

## 4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand media states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

## 5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macromethods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be

transformed to first practical routines within the scope of subject-related practical courses.

Subject-didactical competences are not only taught in relevant courses, but also dealt with in subject-specific courses, which also focus on scientific study of a certain topic. In addition, the connection between subject-specific knowledge and subject didactics is considered in course examinations.

## § 2 Maximum number of participants

PR Practical course: 14

## § 3 Compulsory and Elective Modules

- (1) If combined with another modern foreign language (English, French, Italian, Spanish) there are joint compulsory courses (1.a., 3.a.). Those must be compensated by the courses 1.c and 3.c. Students with other combinations pass only courses 1. a and 1.b in compulsory module 1 and only the courses 3.a and 3.b in compulsory module 3.
- (2) The following compulsory modules corresponding to 90 ECTS-Credits must be taken:

A. Subject Didactics (20 ECTS-Credits)

1.	<b>Compulsory Module: Foundations in Modern Language Teaching and Learning</b>	h	ECTS-Credits
<b>a.</b>	<b>VU Introduction to Teaching Foreign Languages</b> Familiarization with theories and methods of foreign language teaching at schools with regards to the curricular of the respective school type and the <i>Common European Framework of Reference – CEFR</i> ; integration of approaches of multilingualism and interculturality; considering of motivational and affective factors of foreign language teaching with regards to inclusiveness and diversity	2	3
<b>b.</b>	<b>UE Language-Specific Introductory Course in Teaching Russian</b> Language-specific course, which accompanies the introduction course and puts the theoretical content presented in this course into practice, reflects on the contents and introduces to planning processes for teaching. The students' own biography of learning is considered for getting first insights into multilingualism.	2	2
<b>c.</b>	<b>VU Selected Aspects for Advanced Study of the Introduction to Modern Language Teaching and Learning</b> Advancing the fundamentals and theories of teaching and learning of foreign languages in the school context with reference to school-specific curricula and the Common European Framework of Reference for Languages; multilingualism, interculturality, factors of motivation and affective factors in foreign language teaching	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research findings as well as to apply this knowledge for teaching English at school with regards to the target group and the age of the pupils.		
	<b>Prerequisites:</b> none		

2.	<b>Compulsory Module: Competence Orientation in Modern Language Teaching and Learning</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Learning/Teaching Languages</b> The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject Russian and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives	2	2
<b>b.</b>	<b>SE Learning/Teaching Languages</b> In-depth study of selected theories of teaching and learning of foreign languages in the school context. The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context. They are able to include multilingualism-didactics, inclusive and diversity-specific aspects in English lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject English and have acquired first action routines.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

3.	<b>Compulsory Module: Evaluation of Modern Language Competences</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Introduction to Testing and Assessing in Teaching Foreign Languages</b> Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2
<b>b.</b>	<b>UE Language-Specific Course for Testing and Assessing Russian</b> Preparation of test formats and tasks on productive and receptive skills as well as linguistic competences in the teaching subject Russian (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3

<b>c.</b>	<b>VU Advanced study of the principles, fundamentals and theories of testing and assessing of foreign languages</b> Types and kinds of testing and assessing of language skills and linguistic competences in foreign language teaching; differentiated performance assessment (e.g. dynamic testing); introduction to statistic calculations for item and test modification	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject Russian.			
<b>Prerequisites:</b> successful completion of compulsory module 2			

<b>4.</b>	<b>Compulsory Module: Subject Related Practical Course at School and University</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> (Topic-)specific observation of teaching processes: planning, implementation and evaluation of Russian lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module are familiar with Russian teaching practice; they have tested, critically reflected on and evaluated own teaching approaches by using procedures and methods of Russian teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in Russian lessons and acquire fundamental professional understanding for their occupational field.			
<b>Prerequisites:</b> successful completion of compulsory modules 2 and 7			

#### B. Introduction and Orientation (5 ECTS-Credits)

<b>5.</b>	<b>Compulsory Module: Introduction and Orientation</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Fundamentals of the Study Programme</b> Introduction to the Teacher Training Programme for the subject of Russian; introduction to the different fields of the study programme; fundamentals of scientific working (subject-specific working techniques such as transliteration and transcription; literature research, online resources, literature administration programmes; correct quoting and writing of bibliographies; avoiding plagiarism); reading of chapters on the introduction to the study programme	1	2.5
<b>b.</b>	<b>VO Culture and History of Eastern Europe</b> Overview of the culture and history of Eastern/Middle and Southern Europe illustrated by selected topics and issues with special regard to Russia	2	2.5
	<b>Total</b>	<b>3</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The graduates have a command of basic scientific working techniques. They are able to classify and discuss selected topics and issues of the culture and history of Eastern/Middle and South-Eastern Europe with special regard to Russia.</p>
	<p><b>Prerequisites:</b> none</p>

C. Command of Language (32.5 ECTS-Credits)

6.	Compulsory Module: Command of the Russian Language A	h	ECTS-Credits
a.	<p><b>UE Russian I</b> Advancing of basic knowledge of Russian grammar and lexis and elementary skills in listening, speaking, reading and writing; fundamentals of intercultural competences (level A2+)</p>	6	7.5
b.	<p><b>UE Russian II</b> Advancing of grammar and lexis and elementary skills in listening, speaking, reading and writing with a transfer from elementary to independent language use; expansion of intercultural competence (level A2/B1)</p>	4	5
	<b>Total</b>	<b>10</b>	<b>12.5</b>
	<p><b>Learning Outcomes:</b> Mostly independent language use, simple exchange of experiences and information; understanding of the gist of moderately difficult, sometimes also longer written and oral texts (level: A2/B1)</p>		
	<p><b>Prerequisites:</b> Russian level A2; Students who have not yet reached this level can complete the Basic Course Russian from the Bachelor's Programme Slavonic Studies (compulsory module 2).</p>		

7.	Compulsory Module: Command of the Russian Language B	h	ECTS-Credits
a.	<p><b>UE Russian III</b> Advancing of Russian grammar and lexis and skills in listening, speaking, reading and writing; advancing of intercultural competences (level B1)</p>	4	5
b.	<p><b>UE Russian IV</b> Intensive training of the four language skills (listening, speaking, reading and writing) with authentic materials; systematic expansion of linguistic, sociolinguistic, pragmatic and intercultural competences; development of an advanced language awareness (level B1/B2)</p>	4	5
	<b>Total</b>	<b>8</b>	<b>10</b>
	<p><b>Learning Outcomes:</b> Independent language use; understanding of the gist of long, complex oral and written texts; consolidation of language awareness in the field of grammar, stylistics and pragmatics (level: B1/B2)</p>		
	<p><b>Prerequisites:</b> none</p>		



<b>8.</b>	<b>Compulsory Module: Command of the Russian Language C</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UE Russian V</b> Systematic enhancement of skills in the fields of listening, speaking, reading and writing with complex, authentic materials; expansion of linguistic, socio-linguistic, pragmatic and intercultural competences; further advancement of language awareness (level B2)	4	5
<b>b.</b>	<b>UE Russian VI</b> Enhancement of oral and written expression with special regard to genre conventions and stylistic characteristics of spoken and written language (level B2)	2	2.5
<b>c.</b>	<b>UE Terminology Russian</b> Detailed analysis of special language texts from different domains; independent production of short and long specialist texts with regard to the conventions of the respective language styles; acquisition of specialist language vocabulary (level B2)	2	2.5
	<b>Total</b>	<b>8</b>	<b>10</b>
	<b>Learning Outcomes:</b> Spontaneous, fluent speaking, lively exchange of information and successful arguing; understanding of long complex oral and written texts of specific and abstract topics; awareness for genre-specific and stylistic characteristics of spoken and written language; production of short as well as long (specialist) texts with regard to linguistic conventions (level: B2)		
	<b>Prerequisites:</b> successful completion of compulsory module 7		

D. Linguistics and Literary Studies: Fundamentals (27.5 ECTS-Credits)

<b>9.</b>	<b>Compulsory Module: Fundamentals</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Russian Phonetics and Phonology</b> Linguistic fundamentals of Russian phonetics, phonology and orthoepy as well as Russian word accent, including basic terminology	2	2.5
<b>b.</b>	<b>VO History of the Slavonic Languages / of the Russian Language</b> Understanding of the historical development of the Slavic languages; overview of the most important periods in the history of Slavic literature languages, in particular of Russian	2	2.5
<b>c.</b>	<b>VO Selected Periods of Russian Literature</b> Overview of the most important formal and textual trends, works, authors, which marked the Russian literature in a specific period or several epochs; historical contexts as well as social and political function of Russian literature; conveyance of literary techniques and issues from selected works	2	2.5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> The graduates know the fundamentals of Russian phonetics and phonology and are able to explain and use it in practice; they are able to explain intra- and extralinguistic factors which have influenced modern Russian standard language; they know decisive development stages in Russian literature and are able to describe typical issues of specific epochs and literary techniques of selected literary works.		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Core Skills	h	ECTS-Credits
a.	<b>PS Linguistic Introductory Course</b> Acquisition of working techniques and ability to linguistically analyse texts in a Slavic language, in particular Russian; introduction to scientific study of selected topics	2	2.5
b.	<b>PS Literary Studies Introductory Course</b> Thematically oriented course focusing on the analysis of texts and independent scientific working based on a specific question or example (author, monograph, genre, group of works, epochs etc.)	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates know actual questions of philological core disciplines illustrated by Russian language and literature. They are able to analyse texts independently and apply the methods to other texts and questions. They are familiar with selected scientific methods of linguistics and literature studies and can apply them for finding solutions to specific questions.			
<b>Prerequisites:</b> none			

11.	Compulsory Module: Advanced Topics A	h	ECTS-Credits
a.	<b>VU Selected Topics of the Russian Language System and Their Conveyance</b> Analysis of difficult chapters of Russian language in comparison to German and its conveyance; reflection on selected fields of Russian linguistics	2	2.5
b.	<b>VU Selected Topics of Literature and Culture and Their Conveyance</b> Advanced study and application of literary and cultural scientific knowledge based on selected analyses in the fields of Russian literature/culture and/or another Slavic literature/culture; reflection on the conveyance of literature and culture	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates are able to analyse and reflect on issues with selected topics from Russian language, literature or culture. They are able to compile and teach curricula-specific contents of Russian in class.			
<b>Prerequisites:</b> successful completion of compulsory module 6			

12.	Compulsory Module: Advanced Topics B	h	ECTS-Credits
	<b>VU Selected Areas of Film</b> Study of methods of film analysis and fundamentals of film theory; application of the methods to study specific films, genres, actors or trends and epochs of film history with special consideration of Russian film	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
<b>Learning Outcomes:</b> The graduates are able to describe media aspects of Russian culture; they are able to critically evaluate different media of social communication and apply methods of film and media analysis.			

	<b>Prerequisites:</b> none
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13.	Compulsory Module: Subject Related Seminar	h	ECTS-Credits
	One of the following courses must be passed: <b>SE Selected Topics of Linguistics</b> (Functional-)stylistic and social differentiation of Russian and/or other Slavic languages as well as pragmatic aspects of communication  <b>SE Seminar in Literary Studies</b> Specific issues from the field of Russian literature and/or other Slavic literatures	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to critically analyse, reflect and evaluate texts based on selected questions of linguistic or literature scientific research.		
	<b>Prerequisites:</b> none		

E. Linguistics, Literary and Cultural Studies, Subject Didactics: Bachelor's Thesis (5 ECTS-Credits)

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<b>SE Research in Subject Didactics: Russian Linguistics and Russian Literature and Cultural Studies</b> Within the scope of the seminar a Bachelor's Thesis corresponding to 4 (of altogether 5) ECTS-Credits must be written. The topic for the Bachelor's Thesis must be taken from compulsory modules 2, 3, 11 or 12.	1	1 + 4
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to apply theoretical and methodical instruments of Russian language or literature/culture studies to analyse a specific problem.		
	<b>Prerequisites:</b> none		

(3) Elective modules corresponding to 10 ECTS-Credits must be passed:

1.	Elective Module: Slavonic Excursion	h	ECTS-Credits
	<b>EU Slavonic Excursion</b> Illustration of cultural, historical and linguistic relationships on site, including preparation and follow-up	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcome:</b> The graduates are able to explain, demonstrate and reflect on cultural and historical relationships on site.		
	<b>Prerequisites:</b> none		

2.	Elective Module: Mobility	h	ECTS-Credits
	Russian language courses corresponding to 5 ECTS-Credits may be freely selected from the curricula of acknowledge post-secondary educational institutions in the countries of the target language.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> The graduates have advanced their language and culture competences.		
	<b>Prerequisites:</b> none		

3.	Elective Module: Applied Literary and Cultural Studies	h	ECTS-Credits
	<b>UE Practical Course on Slavonic Literatures/Cultures</b> Exemplary, practice-oriented dealing with a subject in Slavic literatures and cultures; visit of and/or active participation in literature, art or culture-related events or institutions	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to name and interpret application fields of research in literary and cultural studies. They are able to study specific problems in the field of literary and cultural studies.		
	<b>Prerequisites:</b> none		

4.	Elective Module: Russian Text Linguistics	h	ECTS-Credits
	<b>VO Text and Corpus Linguistics</b> Fundamentals and findings of text and corpus linguistics	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to explain the fundamentals (e.g. terminology, text classes, definitions) and different approaches of text and corpus linguistics and name their application fields (research institutions, methods, corpora, text/corpus analyses).		
	<b>Prerequisites:</b> none		

5.	Elective Module: Media and Conversation	h	ECTS-Credits
a.	<b>VU Media Analysis</b> Introduction to the current media landscape in Russia/East, Central and Southeast Europe; insights into print media, radio and TV as well as new media; concepts of issues of media theory and media analysis; application for analysing texts, problem areas and thematic fields (media and politics, ideology and propaganda; media orchestration and communication forms; media aesthetics; media reception; media criticism etc.)	2	2.5
b.	<b>UE Russian Conversation</b> Selected topics from different media: Russian history, art, culture, literature, lifestyle, science and research, economy, religion, bilateral relations etc. (level B1/B2)	2	2.5

	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are able to evaluate the Russian media landscape and to apply and explain terms of media theory and analysis; they are able to make conversation in a wide range of topics and areas of interest actively and without preparation.		
	<b>Prerequisites:</b> successful completion of compulsory module 7		

<b>6.</b>	<b>Elective Module: Countries, Languages, Cultures</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Russian History, Geography, Politics</b> Overview of important epochs of Russian history, geographical characteristics and current political developments in and around Russia	2	2.5
<b>b.</b>	<b>VO Slavic Languages and Cultures in Europe</b> Insights into the relationships of Slavic languages, their history (with regard to Austrian-Slavic interrelations) as well as oral and written traditions of Slavic cultures in different epochs	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates know the most important epochs of Russian history, geographical characteristics of Russian and (current) internal and foreign political developments in Russia; they are able to characterise the interrelations between Slavic languages and cultures in Europe.		
	<b>Prerequisites:</b> none		

<b>7.</b>	<b>Elective Module: Multilingualism</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Russian Outside Russia</b> Language and cultural identity; migration – assimilation, integration; preservation of language, language decay and language loss; development of Russian learners with L1 Russian and characteristics of Russian teaching for these learners	2	2.5
<b>b.</b>	<b>VO German as Second Language in the Context of Multilingualism</b> Fundamentals of second language acquisition and the development of multilingualism; survey of the acquisition of linguistic competence (speaking, listening, reading, writing) in the second language; reflection on the role of “inner” (varieties of a language) and “outer multilingualism” (different languages) in school and society (multilingualism imparted by the world we are living in or learned at school); importance of multilingualism for school	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates are familiar with the characteristics of changes of Russian in migration and modern diaspora; they are able to identify connections between language and cognition and language and society. They have skills in using language varieties and multilingualism.		
	<b>Prerequisites:</b> none		

## Section 23: Subject Spanish

### § 1 Subject-specific qualification profile

(1) The graduates of the Bachelor's Secondary School Teacher Training Programme (General Education) Subject: Spanish understand their interest in Spanish-speaking countries, acquaintances with local people there and in particular stays in Spanish-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

#### (2) Objectives

1. Bachelor's Secondary School Teacher Training Programme (General Education) with a modern foreign language as subject is a scientifically founded vocational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect on and comprehend texts in a critical way, have an extensive repertoire of methods, flexibility and the ability to coordinate and motivate. They are able to creatively and competently design learning processes in language teaching and thus perform a leading, advisory and evaluating role. The graduates can apply the competences acquired in the study programme for enabling learners to speak Spanish as a foreign language with regards to the situation, the learners' age and the respective performance level (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the respective language in its verbal and written form as befits the respective situation and age.
3. From their linguistic education, future teachers get insights into the functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods for their correctness and according to their suitability for a respective situation.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks specified by the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately teach reading strategies and analysis methods in an appropriate way.
5. Against the background of their cultural-scientific education, graduates are able to provide insights into the countries, where the target language is spoken.

#### (3) Skills

##### 1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communicate;
- Spoken language skills in different communication situations and roles (monologic and interactive);
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions;
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit;
- Written language skills for different text types;
- Wide range of knowledge in the fields of vocabulary and idiomology. This makes it possible to participate in communication on many different topics; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language;
- Language mediation: The different forms of expression and the different structures of the mother tongue and the foreign language are recognised in a contrastive way.

- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use, but are also able to use them for transfer, correction and assessment in teaching.

## 2. Linguistics and Linguistic Reflection

In the field of linguistics and linguistic reasoning the graduates theoretically permeate the knowledge acquired in the command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronous linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of the historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

## 3. Literary Studies and Text Analysis

The field of literary studies develops different approaches to texts in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

## 4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

## 5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macromethods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be

transformed to first practical routines within the scope of subject-related practical courses.

Subject-didactical competences are not only taught in relevant courses, but also dealt with in subject-specific courses, which also focus on scientific study of a certain topic. In addition, the connection between subject-specific knowledge and subject didactics is considered in course examinations.

## § 2 Maximum number of participants

1. PR Practical course: 14
2. Course type VO: 200
3. Courses of the modules CM 6 to CM 12 (Command of Language): 25
4. Course types SL, AG, PS, SE, VU, EX and UE: 30
5. Course types VU, UE, PS, SE of the modules CM 1 to CM 3: 20

## § 3 Compulsory Modules

- (1) If combined with another modern foreign language (English, French, Italian, Russian) there are joint compulsory courses (1.a., 3.a.). Those must be compensated by the courses 1.c and 3.c. Students with other combinations pass only courses 1. a and 1.b in compulsory module 1 and only the courses 3.a and 3.b in compulsory module 3.
- (2) If combined with another Romance language as school subject, there is a joint compulsory course covering 2.5 ECTS-Credits (Compulsory Module 5). This must be compensated by taking another course from the offer of the curricula at the University of Innsbruck covering the same amount of ECTS-Credits.
- (3) The following compulsory modules (including Bachelor's Thesis) corresponding to 100 ECTS-Credits must be passed:

### A. Subject Didactics (20 ECTS-Credits)

1.	<b>Compulsory Module: Foundations in Modern Language Teaching and Learning</b>	h	ECTS-Credits
a.	<b>VU Introduction to Teaching Foreign Languages</b> Familiarization with theories and methods of foreign language teaching at schools with regards to the curricular of the respective school type and the <i>Common European Framework of Reference – CEFR</i> ; integration of approaches of multilingualism and interculturality; considering of motivational and affective factors of foreign language teaching with regards to inclusiveness and diversity	2	3
b.	<b>UE Language-Specific Introductory Course in Teaching Spanish</b> Language-specific course, which accompanies the introduction course and puts the theoretical content presented in this course into practice, reflects on the contents and introduces to planning processes for teaching. The students' own biography of learning is considered for getting first insights into multilingualism.	2	2
c.	<b>VU Selected Aspects for Advanced Study of the Introduction to Modern Language Teaching and Learning</b> Advancing the fundamentals and theories of teaching and learning of foreign languages in the school context with reference to school-specific curricula and the Common European Framework of Reference for Languages; multilingualism, interculturality, factors of motivation and affective factors in foreign language teaching	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields		



	mentioned above. They are able to explain, analyse and discuss them based on research findings as well as to apply this knowledge for teaching Spanish at school with regards to the target group and the age of the pupils.
	<b>Prerequisites:</b> successful completion of compulsory module 6

2.	<b>Compulsory Module: Competence Orientation in Modern Language Teaching and Learning</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Learning/Teaching Languages</b> The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject Spanish and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives	2	2
<b>b.</b>	<b>SE Learning/Teaching Languages</b> In-depth study of selected theories of teaching and learning of foreign languages in the school context. The main focus is on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context. They are able to include multilingualism-didactics, inclusive and diversity-specific aspects in Spanish lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject English and have acquired first action routines.		
	<b>Prerequisites:</b> successful completion of compulsory module 1		

3.	<b>Compulsory Module: Evaluation of Modern Language Competences</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Introduction to Testing and Assessing in Teaching Foreign Languages</b> Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2

<b>b.</b>	<b>UE Language-Specific Course for Testing and Assessing Spanish</b> Preparation of test formats and tasks on productive and receptive skills as well as linguistic competences in the teaching subject Spanish (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
<b>c.</b>	<b>VU Advanced study of the principles, fundamentals and theories of testing and assessing of foreign languages</b> Types and kinds of testing and assessing of language skills and linguistic competences in foreign language teaching; differentiated performance assessment (e.g. dynamic testing); introduction to statistic calculations for item and test modification.	2	2
<b>Total</b>		<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject Spanish.			
<b>Prerequisites:</b> successful completion of compulsory module 2			

<b>4.</b>	<b>Compulsory Module: Subject Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> (Topic-)specific observation of teaching processes: planning, implementation and evaluation of Spanish lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
<b>Total</b>		<b>1</b>	<b>5</b>
<b>Learning Outcomes:</b> The graduates of this module are familiar with Spanish teaching practice; they have tested, critically reflected on and evaluated own teaching approaches by means of procedures and methods of Spanish teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in Spanish lessons and acquire fundamental professional understanding for their occupational field.			
<b>Prerequisites:</b> successful completion of compulsory modules 2 and 10			

#### B. Scientific Fundamentals (2.5 ECTS-Credits)

<b>5.</b>	<b>Compulsory Module: Fundamentals of Philological and Cultural Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>SL Fundamentals of Philological and Cultural Studies</b> Practical introduction to the basic skills and techniques needed for academic research. The course is also an introduction to the respective study programme.	1	2.5
<b>Total</b>		<b>1</b>	<b>2.5</b>
<b>Learning Outcomes:</b> Knowledge of specific forms of scientific communication and philological working techniques; insights into the structures of the institution university.			
<b>Prerequisites:</b> none			

C. Command of Language (37.5 ECTS-Credits)

6.	Compulsory Module: Spanish 1	h	ECTS-Credits
a.	<b>UE Spanish 1: Grammar and Vocabulary (B1+)</b> Advancing of knowledge of the standard language – grammar and vocabulary in context – related to the topics of level B1+	4	5
b.	<b>UE Reading/Writing 1 (B1+)</b> Understanding of written texts – written texts production at level B1+	1	1.5
c.	<b>UE Corrective Phonetics (B1 &amp; B2)</b> Teaching and use of basic pronunciation and accentuation rules of Spanish – level B1 and B2	2	1
	<b>Total</b>		<b>7.5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary at level B1+; Basic skills in writing at level B1+; pronunciation competence including accentuation rules			
<b>Prerequisites:</b> none			

7.	Compulsory Module: Spanish 2	h	ECTS-Credits
a.	<b>UE Spanish 2: Grammar and Vocabulary (B2)</b> Advancing of knowledge of the standard language – grammar and vocabulary in context – related to the topics of level B2	4	4
b.	<b>UE Reading/Writing 2 (B1+)</b> Understanding of written texts – written text production at level B1+	1	1.5
c.	<b>UE Listening/Speaking 2 (B1+)</b> Understanding of spoken language – verbal use of acquired language skills at level B1+	2	2
	<b>Total</b>	<b>7</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary at level B2; skills in writing and speaking at level B1+			
<b>Prerequisites:</b> successful completion of compulsory module 6			

8.	Compulsory Module: Spanish 3	h	ECTS-Credits
a.	<b>UE Listening/Speaking 3 (B2)</b> Advanced understanding of spoken language – enhanced use of oral language skills at level B2	2	2.5
b.	<b>UE Reading/Writing 3 (B2)</b> Independent understanding of written texts – productive written use of acquired language skills in consideration of the target group and the respective text type on the topics of level B2	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Skills in listening and speaking, reading and writing at the level B2			
<b>Prerequisites:</b> successful completion of compulsory module 7			

9.	Compulsory Module: Spanish 4	h	ECTS-Credits
a.	<b>UE Spanish 4: Grammar and Vocabulary (B2+)</b> Focused study of grammar and style – expansion of vocabulary for the topics covered at level B2+	2	2.5
b.	<b>UE Spanish 4: Text Production (B2+)</b> Productive written use of language skills in consideration of the target group and the respective text type on the topics covered at level B2+	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary as well as skills in writing at level B2+			
<b>Prerequisites:</b> successful completion of compulsory module 8			

10.	Compulsory Module: Spanish 5	h	ECTS-Credits
a.	<b>UE Oral Communication Spanish 5 (C1)</b> Understanding of spoken language – oral communication skills at level C1	1	2.5
b.	<b>UE Translation into the Foreign Language (C1)</b> Translation of coherent general texts or specialised texts in the context of contrastive linguistics (C1)	2	2.5
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Skills in listening/speaking at level C1; translation at level C1 with a constructive focus			
<b>Prerequisites:</b> successful completion of compulsory module 9			

11.	Compulsory Module: Spanish 6	h	ECTS-Credits
a.	<b>UE Spanish 6: Grammar and Vocabulary (C1)</b> Focused study of grammar and style – expansion of vocabulary for the topics covered at level C1	2	2.5
b.	<b>UE Technical Terminologies (C1)</b> Lexical and stylistic characteristics of communication in selected special languages at level C1; focus on special languages according to the curricula of vocational secondary schools (BHS)	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
<b>Learning Outcomes:</b> Grammar and vocabulary at level C1, special language competences in selected fields			
<b>Prerequisites:</b> successful completion of compulsory module 9			

12.	Compulsory Module: Spanish 7	h	ECTS-Credits
	<b>UE Scientific Writing (C1)</b> Written use of acquired language skills at level C1, in particular with regard to the production of scientific papers and Bachelor's Theses; This module should be passed parallel to the writing of the Bachelor's Thesis.	2	2.5
	<b>Total</b>	<b>2</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> Written use of acquired language skills at level C1, in particular with regard to the production of scientific papers and Bachelor's Theses		
	<b>Prerequisites:</b> successful completion of compulsory module 9		

D. Linguistics (15 ECTS-Credits)

13.	Compulsory Module: Linguistics and Analysis	h	ECTS-Credits
<b>a.</b>	<b>VU Grammatical Analysis</b> Grammatical analysis according to formal and functional criteria	3	2.5
<b>b.</b>	<b>VU Introduction to Spanish Linguistics</b> Overview of the most important fields of Spanish linguistic areas (phonology, morphology, lexicology and semantics, text linguistics, pragmatics, sociolinguistics)	2	2.5
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates of the compulsory module "Linguistics and Analysis" are familiar with the fundamentals of linguistics of the respective language, this means the competence to analyse, understand and explain linguistic expressions based on the principles of scientific grammar. The analysis includes a formal and functional level. Apart from the knowledge of grammatical terminology, students use the studied foreign language in a reflected way. Students also have overview knowledge of the fields of linguistics with special regard to the resp. foreign language, and they are able to independently work with expert literature on linguistics.		
	<b>Prerequisites:</b> successful completion of compulsory module 6		

14.	Compulsory Module: Advanced Topics in Spanish Linguistics 1	h	ECTS-Credits
	<b>VU Morphology, Syntax, Text Linguistics – Spanish (with Reading List)</b> Advanced study of the areas word, sentence and text	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> By dealing with different fields of the course in a contrastive-linguistic way, graduates of the module have acquired in-depth knowledge of the respective fields of linguistics and a contrastive awareness of the linguistic structures and norms of French with regard to classroom teaching. They are able to correctly explain the specifics of French linguistics in an understandable way. By dealing with thematically relevant literature, graduates have gained advanced skills of the module's topics.		
	<b>Prerequisites:</b> successful completion of compulsory module 13		

15.	Compulsory Module: Advanced Topics in Spanish Linguistics 2	h	ECTS-Credits
	<b>VU Lexicology, Semantics, Pragmatics, Applied Linguistics – Spanish (with Reading List)</b> Advanced study of the fields of word form, meaning as well as language in interaction	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>
<p><b>Learning Outcomes:</b> By dealing with different fields of the course in a contrastive-linguistic way, graduates of the module have acquired in-depth knowledge of the respective fields of linguistics and a contrastive awareness of the linguistic structures and norms of Spanish with regard to classroom teaching. They are able to correctly explain the specifics of Spanish linguistics in an understandable way and consider specific phenomena of language acquisition for their teaching. By dealing with thematically relevant literature, graduates have gained advanced skills of the module's topics.</p>			
<b>Prerequisites:</b> successful completion of compulsory module 13			

E. Literary Studies (15 ECTS-Credits)

16.	Compulsory Module: History of Spanish Literature and Culture	h	ECTS-Credits
a.	<b>SL History of Spanish Literature and Culture</b> History of Spanish literature and culture as a mirror of changing worldviews and perception patterns	2	3
b.	<b>VU Reading and Analysis</b> Introduction to the methods of literary studies; Parallel to the lecture, analytical and interpretive skills are trained with selected texts or excerpts from the Spanish literary canon.	2	2
	<b>Total</b>	<b>4</b>	<b>5</b>
<p><b>Learning Outcomes:</b> Overview knowledge of the literary and cultural history with the example of representative authors and works Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments Knowledge of literary and cultural-scientific concepts and fundamental methods or text/media analysis Exemplary application of acquired methods and exemplary interpretive consolidation by writing several short scientific texts</p>			
<b>Prerequisites:</b> none			

17.	Compulsory Module: Spanish Language Literatures and Cultures	h	ECTS-Credits
a.	<b>VU Spanish Language Literatures and Cultures II (with Reading List)</b> Thematically oriented course dealing with different aspects of Spanish literature and culture with regard to cultural scientific concepts such as “identity”, “nation”, “migration”, “transculturality”, “gender”, “class” etc.	2	7.5
b.	<b>PS Advanced Text and/or Media Analysis Using Examples from Spanish-speaking Regions</b> Thematically oriented introductory seminar in literary science focusing on independent scientific work with literary texts and/or other media from the	2	2.5

	Spanish-speaking world; writing of a paper on a selected thematic aspect		
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Overview knowledge of the literary and cultural history with the example of representative authors and works Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments and their relevance for the present Differentiated understanding of cultural processes, which makes it possible to critically analyse medial representations (literature or film or music) independent, differentiated analysis of medial representations (literature or film or music) in consideration of independently researched secondary literature		
	<b>Prerequisites:</b> successful completion of compulsory modules 5 and 16		

#### F. Countries and Cultures of the Spanish-speaking Area (5 ECTS-Credits)

18.	Compulsory Module: Countries and Cultures of the Spanish-speaking Area	h	ECTS-Credits
a.	<b>VO Cultural Studies</b> Overview lecture of the fields of geography, economy, history, politics, administration, religion, education, language policy, arts and culture, international relations, specific aspects of historical development and the society in Spanish-speaking countries	3	3
b.	<b>VU Hispanophone Culture and Their Representation in the Media</b> With the example of Spain and other Spanish-speaking countries, exemplary cultural concepts are discussed, e.g. nation and identity politics, trans-cultural society, commemorative cultures, media landscape, language politics etc.; presentation of appropriate theoretical and methodical approaches	2	2
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> Knowledge of Spanish-speaking countries in the fields: geography, economy, history, institutions (in politics, administration, media, education, religion, language politics, arts/culture, international relations) Knowledge of and reflection on issues such as nation and identity politics, transcultural societies, commemorative cultures, media landscape, language politics etc. and the corresponding cultural scientific concepts Understanding of the state of the media and a relativity of culture Ability to safely and critically deal with different media of social communication		
	<b>Prerequisites:</b> none		

#### § 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits must be written in Spanish. The performance of the Bachelor's Thesis must be delivered in addition to the course, within the scope of which it is written. The Bachelor's Thesis must be written within the scope of a course with continuous performance assessment from the modules 2, 3, 14, 15, 17 or 18.

#### § 5 Subject-Specific Examination Regulation

For the compulsory modules 14, 15 and 17 lit. a a reading list is part of the assessment in addition to the contents of the course.

## **Section 24: Subject Technology and Textiles**

### **§ 1 Subject-specific qualification profile**

The Bachelor's Programme Secondary School Teacher Training (General Education) in the subject of Technology and Textiles focuses on the one hand on the perception of one's own and foreign environments and on questions relating to materials, processes and/or objects that influence and determine this environment - and on the other hand on the own creative, competent acting and active shaping of the environment.

In the process, the material culture in all its manifestations, functions and meanings is explored hands-on by actively inventing, constructing and shaping. Based on the independent conceptual design and making of shaped and artistic pieces, new insights are won by experimenting with and analysing of materials. The own as well as society's predominant consumerism are reflected in consideration of sustainable production and use of recycled materials.

Strategies for creative-artistic and technical implementation are applied, function and technology integrated as decisive components. The resulting synergies between production and reflection form the framework and potential for pedagogical-didactic training.

Everyday aesthetic perceptiveness and individual expressiveness, personality development and craft skills of graduates are expanded and opportunities for open, networked learning are practiced. A combination of craft and science as well as the combination of technology and tradition with regard to the digitization of work processes is aimed for.

Specialisation in subject science and subject didactics in the areas of diversity, inclusion, gender, queer studies and intersectionality create new synergies and development potentials for independent conceptual design and creating of artistic, textile and technical work pieces, enable conceptual, experimental working and promote and support subject-specific and interdisciplinary teaching and learning processes.

In addition to teaching at schools, the Bachelor's Programme in Technology and Textiles also qualifies for other occupational fields, such as out-of-school youth work, adult education, culture and media, arts, culture and museum pedagogy, free artistic professions and the like.

### **Structure of the study programme**

Subject-related practice, subject science and didactics are the three main and closely connected levels of the study programme. Training offers include the subject areas of design, body, space and technology, arts, culture and subject science as well as the subject didactics from the perspective of technology and textiles, the pedagogical practice and inclusive pedagogy.

The first four semesters form the "foundation", the basis on which the subject areas are studied in depth and linked in projects starting from the 5<sup>th</sup> semester. Interdisciplinary and transdisciplinary approaches are focused on therewith.

### **Subject-specific skills (Learning Outcomes)**

Graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) in the subject Technology and Textiles have a comprehensive understanding of their educational mission, from the imparting of technical skills in the field of designing, arts and subject-science to the guiding and supporting of children and youths in their individual development as well as contributing to the shaping of society. They are able to act creatively with regards to ethical, philosophical, life-practical, political and ecological aspects, have knowledge of the importance of lifelong learning and promote appropriate attitudes and skills in the pupils they supervise.

During their Bachelor's programme the graduates acquire a broad, in-depth fundamental knowledge of the subject, which they apply within the scope of the subject-specific pedagogical-practical studies (PPS). This enables them to independently follow the subject-related and subject-didactic developments of their subject and to gain and generate new insights for their teaching.

The Bachelor's programme is based on the current state of research in subject science and didactics, in educational science as well as the educational requirements of a developing school and society. It lays the foundations for the competences that characterise a teacher who succeeds in school life. The individual competences have to be further developed during the practical phase of the Master's programme.



(1) Creative-artistic and scientific competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) in the subject of Technology and Textiles

- have a broad repertoire of competences and skills in crafts, design and art.
- know production methods, properties, structure and applicability of materials.
- use suitable technologies, tools and machines for working properly and professionally.
- know safety aspects and standards in schools and workshops.
- recognise correlations of scientific principles, their technical implications and apply them practically.
- use materials systematically, targeted and with a focus on problem solution.
- are versed in processing materials in a researching, experimental and process-like as well as creative, intuitive and transdisciplinary way.
- develop creative and innovative solutions.
- implement creative-artistic projects in the fields of design, body, space and technology.
- think across categories and act interdisciplinary
- develop their ability to design in a constructive, functional and aesthetic way by applying design criteria that are material- and substance-immanent: from the idea to planning to the implementation and presentation of own design projects.
- use a descriptive, analysing, appreciative and non-judgmental language, document, reflect and discuss their results in this way.
- gain insights into the professional and working world and in craft, industrial and creative-artistic production processes.
- perceive our culture (spaces), the designed and built environment critically and reflect economic, ecological and socio-cultural aspects of design, fashion, building and living and advancing technology.
- develop team spirit in practical activities, can provide assistance, work on community projects and provide feedback.
- know about the possibilities and chances of free creative activity, its positive effects and can put this into practice.

(2) Subject-didactic competences

Graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) in the subject of Technology and Textiles

- know the structure, areas and working methods as well as the educational mission of the subject and contemporary requirements for the teaching profession.
- have a diverse repertoire of current methods of lesson design and practical teaching and are particularly concerned with the subject-specific requirements in workshops.
- plan and implement subject-specific and interdisciplinary teaching projects.
- get involved in school projects - especially those with a creative focus.
- consider heterogeneous groups in all work processes, deal sensitively with aspects of diversity.
- establish perseverance and stamina in their own work process and know about strategies to initiate these qualities in pupils (differentiation).
- have an enquiring and critical attitude towards school- and socio-political developments as well as towards their own pedagogical work.
- know about current research and discussions in the fields of inclusion, diversity and interdisciplinarity, reflect and implement them into their practice.
- analyse methods of practical teaching critically and help to develop innovative perspectives for teaching situations.
- critically and constructively deal with gender and cultural connotations.

- know appropriate procedures for the reflection of one's own teaching and can substantiate results.

## § 2 Admission examination

The admission to the Secondary School Teacher Training (General Education) in the subject of Technology and Textiles requires acc. to Universities Act 2002 in addition to the general admission regulations for regular study programmes and the admission conditions for the teaching training programme, the successful completion of an admission examinations to proof the artistic aptitude. The regulations for the admission examination, the passing of the modules and the Bachelor's Thesis are regulated by the curriculum committee (guidelines).

## § 3 Maximum number of participants

1. Basic course (GK): 7
2. Artistic one-to-one course (KE): 7
3. Introductory seminars (PS): 25
4. Seminars (SE): 15
5. Tutorials (UE): 15
6. Practical course with lecture (UV): 7
7. Study orientation courses (SL) CM 1.b., CM 3.b.: 7

## § 4 Compulsory modules

The following compulsory module covering altogether 100 ECTS-Credits must be passed:

1.	Compulsory Module: Material and Technology	h	ECTS-Credits
a.	<b>GK Wood</b> Material and raw material science, tool, equipment and machine science, processing technologies	4	3
b.	<b>SL Fibre/Thread/Colour/Surface and Classification of Textile Techniques</b> Textile basics, textile design, product design, textile processes in the past and future, expertise and expertise in textile design	3	2
c.	<b>UV Materials Laboratory</b> Material and raw material science, material and tool knowledge, material experiments and testing	2	1
d.	<b>GK Metal</b> Material and raw material science, tools, equipment and machine science, processing technologies in the field of metal technology	4	3
e.	<b>GK Textile Structures/Formation of Surfaces</b> Fundamentals of design theory in the field of textiles, colour, form and proportion theory	4	3
f.	<b>GK Ceramics</b> Material and raw material science, tool, equipment and machine science, processing technologies in the field of ceramics	4	2
g.	<b>GK Textile Surface Design</b> In-depth study of the basics of design theory in the textile sector, comparison of surface formation and surface design	4	3
h.	<b>GK Plastics</b> Material and raw material science, tool, equipment and machine science,	2	1

	processing technologies in the field of plastics		
<b>i.</b>	<b>GK Textile Surface Processing</b> In-depth study of the basic knowledge, testing of possibilities for practical implementation, reshaping, shaping, surface forming, chromophore, structure- and texture creating, texture changing procedures	4	3
<b>j.</b>	<b>GK Paper</b> Material and raw material science, tool, equipment and machine science, processing technologies in the field of paper	3	2
	<b>Total</b>	<b>34</b>	<b>23</b>
	<p><b>Learning Outcomes:</b> The module imparts theoretical, project- and practice-oriented basics of materials and technologies and opens up possibilities for creative-artistic practice. The graduates of this module</p> <ul style="list-style-type: none"> <li>▪ consider heterogeneous groups in all work processes and deal sensitively with aspects of diversity.</li> <li>▪ are aware of the economic and ecological effects of the product cycle from the extraction of raw materials, production and use to disposal.</li> <li>▪ know and discuss production methods, properties, structure and applicability of wood-based materials, ceramics, plastics, metals, paper, textile raw materials and innovative materials.</li> <li>▪ use suitable technologies, tools and machines for the processing of these materials in a proper and professional manner and know about the safety aspects and standards in workshop operation.</li> <li>▪ are able to independently and systematically use materials in a targeted, enquiring, experimental and process-oriented but also intuitive way with a focus on problem-solution.</li> <li>▪ are experienced in recognising and reflecting visual and tactile connections and are have well-trained and versatile perceptive skills and gross and fine motor skills.</li> <li>▪ advance their ability to constructively, functionally and aesthetically design things by applying design criteria that are immanent to the material and raw material.</li> <li>▪ gain insights into the professional and working world, in crafts, industrial and artistic production processes and can impart the in accordance to the respective decrees of the Federal Ministry.</li> </ul>		
	<b>Prerequisites:</b> none		

2.	Compulsory Module: Body, Space, Technology	h	ECTS-Credits
<b>a.</b>	<b>VO Building and Construction</b> Solid and skeleton construction, constructions subject to tensile load, mobile and flexible space, planning and design of environments (public and private)	1	1
<b>b.</b>	<b>KE Body/Cover/Space</b> Materiality, construction and structure of buildings, rooms and shells; technological, economic, ecological and ethical aspects of clothing (smart clothing, smart textiles, functional textiles, eco-friendly clothing and certifications, Clean Clothes)	3	3
<b>c.</b>	<b>UV Technological Processes and Foundations in Natural Science 1</b> Technical processes and scientific phenomena as well as special content: bionics, robotics, mechatronics, technical and textile methods in the past and present	2	2
<b>d.</b>	<b>UV Technological Processes and Foundations in Natural Science 2</b> Technical processes and scientific phenomena as well as special content:	2	2

	bionics, robotics and basic knowledge in mechatronics in the fields of electrical engineering and electronics		
<b>e.</b>	<b>VO Dimensions of Fashion</b> Physical and spatial perception, historical and contemporary aspects of fashion, society, gender	2	2
	<b>Total</b>	<b>10</b>	<b>10</b>
	<b>Learning Outcomes:</b> The graduates of the module <ul style="list-style-type: none"> <li>▪ deal with the aspects of body and ergonomics, clothing and space, architecture and technology.</li> <li>▪ recognise clothing and space as basic human needs for protection, decoration, status and individual expression.</li> <li>▪ reflect codes of youth culture in terms of "body cult", fashion, styles in connection with the search for identity.</li> <li>▪ perceive our cultural (spaces) critically and reflect socio-cultural aspects of fashion, building and living.</li> <li>▪ capture, analyse, discuss and test materiality, construction, statics and structure of shells, buildings, public and private spaces.</li> <li>▪ recognise contexts of scientific principles, their technical implementations and apply them in practice.</li> <li>▪ understand the form, structure and function of everyday devices and can even build simple mechanical objects.</li> <li>▪ experience a meaningful and responsible handling of body, space and technology.</li> <li>▪ link acquired knowledge and skills with the competences acquired in the module Material and Technology and apply them.</li> </ul>		
	<b>Prerequisites:</b> none		

<b>3.</b>	<b>Compulsory Module: Design and Visualisation, Principles of Art</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Introduction to Art Practice</b> Artistic basics and practice, design and construction practice	2	2
<b>b.</b>	<b>SL Visual Communication and Design Theory</b> Image processing, fundamentals of aesthetics (aesthetic perception and experience, aesthetic expression, etc.); "Aesthetic workshops"	2	2
<b>c.</b>	<b>VO Contextualised Design</b> Individual and industrial design: historical development and socio-cultural context, product functions and product language, design and responsibility (sustainable design), design and innovation	2	2
<b>d.</b>	<b>UV Representation Techniques</b> Methods and applications of subject-relevant visual communication	2	2
<b>e.</b>	<b>UV Product Photography and Documentation</b> Basics of photography and camera technology as well as lighting design in studio photography; product photography as the basis for the presentation and documentation	2	1
<b>f.</b>	<b>UV CAD and 3D-Modelling</b> Analogue and digital, two- and three-dimensional design and presentation methods (sketches, true-to-scale plan representation, simple presentation models, figural representations, textile design, etc.); CAD as an interface to innovative computer-assisted production methods (3D printing, CNC, laser-cutting, etc.)	2	2

	<b>Total</b>	<b>12</b>	<b>11</b>
	<p><b>Learning Outcomes:</b> The graduates of this module</p> <ul style="list-style-type: none"> <li>▪ develop and test creative-artistic principles, aspects of design and visualisation.</li> <li>▪ develop strategies and solutions for their own artistic and creative practice in the sense of personality development.</li> <li>▪ use creative principles and strategies of visual communication: from the idea to the planning to the implementation and presentation of design products as well as their documentation.</li> <li>▪ link design-historical knowledge with current tendencies and use it as a basis for practical discussion.</li> <li>▪ can visualise, critically reflect on the relationships between economic, ecological and sociological aspects of product development and establish their social relevance.</li> <li>▪ apply different image processing techniques in a targeted way.</li> <li>▪ visualise ideas and designs two- and three-dimensionally with the help of Computer Aided Design (CAD) programmes.</li> <li>▪ know the basics of photographic design possibilities and apply the possibilities of lighting design in product photography in a targeted way.</li> <li>▪ combine the acquired knowledge and skills with the following modules: - Material and Technology, Body, Space, Technology.</li> </ul>		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Foundation Course in Subject Didactics and Scientific Research</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Introduction to Subject Didactics in Technology and Textiles</b> Overview of related areas of the subject, subject-didactic fundamentals	2	2
<b>b.</b>	<b>UE Introduction to Scientific Working</b> Fundamentals of scientific working	1	1
<b>c.</b>	<b>UV Subject-Specific Teaching Concepts</b> Fundamental knowledge of planning, structuring, implementing and reflecting on lessons in Technology and Textiles	2	2
<b>d.</b>	<b>UV Theories and Concepts</b> Historic and current theories and concepts in the pedagogy of Technology and Textiles	2	2
	<b>Total</b>	<b>7</b>	<b>7</b>
	<p><b>Learning Outcomes:</b> The graduates of this module</p> <ul style="list-style-type: none"> <li>▪ are introduced to the didactics of their subject and know the most important areas and ways of working.</li> <li>▪ know the structure, areas and working methods as well as the educational mission of the subject and the requirements of the teaching profession.</li> <li>▪ know historic developments and current trends in the pedagogy for teaching Technology and Textiles.</li> <li>▪ know and understand the needs of youths and consider them in their lesson design.</li> <li>▪ have a diverse repertoire of current methods for designing lessons and practical teaching.</li> <li>▪ plan their lessons in consideration of inclusion and diversity.</li> <li>▪ initiate and accompany creative processes.</li> <li>▪ know the results of current educational research (e.g. neuro-didactics) and are able to reflect it and use it situational in their teaching.</li> <li>▪ create and reflect on their own teaching concepts.</li> <li>▪ links to the living environment of the pupils.</li> </ul>		

<b>Prerequisites:</b> none
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<b>5.</b>	<b>Compulsory Module: Design, Body, Space and Technology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>KE Project 1</b> Artistic-scientific, creative-practical and theoretical-scientific practice as well as reflection in the plenum of the various workshops; idea development and planning; implementation in the workshops; analytical project reflection and discussion; project documentation in words and pictures.	8	5
<b>b.</b>	<b>KE Project 2</b> Artistic-scientific, creative-practical and theoretical-scientific practice as well as reflection in the plenum of the various workshops; idea development and planning; implementation in the workshops; analytical project reflection and discussion; project documentation in words and pictures.	8	5
<b>c.</b>	<b>KE Project 3</b> Artistic-scientific, creative-practical and theoretical-scientific practice as well as reflection in the plenum of the various workshops; idea development and planning; implementation in the workshops; analytical project reflection and discussion; project documentation in words and pictures.	8	5
<b>d.</b>	<b>KE Project 4</b> Artistic-scientific, creative-practical and theoretical-scientific practice as well as reflection in the plenum of the various workshops; idea development and planning; implementation in the workshops; analytical project reflection and discussion; project documentation in words and pictures.	8	5
<b>Total</b>		<b>32</b>	<b>20</b>

<p><b>Learning Outcomes:</b></p> <p>The projects build on the competences acquired in the modules 1 – 4 and serve to test project-oriented working. They must be selected from the fields of Design, Body, Space and Technology. A project must be combined and evaluated with Compulsory Module 7: Visualisation (in Combination with a Project).</p> <p>The projects are listed per semester in the current course catalogue.</p> <p>Limitations for the topic:</p> <ul style="list-style-type: none"> <li>▪ If there are two annual projects, at least two different topical areas must be selected (the course registration and evaluation takes place per semesters as project 1-4).</li> <li>▪ If there are four semester projects, at least three different topical areas must be selected (the course registration and evaluation takes place per semester as project 1-4).</li> <li>▪ If there is an annual project and two semester project, three different topical areas must be selected (the course registration and evaluation takes place per semester as project 1-4).</li> </ul> <p>The graduates of this module</p> <ul style="list-style-type: none"> <li>▪ implement product-, body-, technology- and space-related artistic projects.</li> <li>▪ develop creative solutions by planning, research and experimenting.</li> <li>▪ implement ideas with specific materials and processes.</li> <li>▪ analyse, document, reflect, discuss and present their projects.</li> <li>▪ recognise the positive, constructive way of dealing with mistakes/weaknesses as part of finding solutions for creative learning processes.</li> <li>▪ have perseverance and stamina in their own working processes and know strategies to initiate these also in their students (differentiation).</li> <li>▪ develop team spirit through practical work, can provide assistance, work together on projects and give feedback.</li> <li>▪ recognise the connection between craft and science with regard to the digitisation of work processes and implement this in their own actions.</li> </ul>
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	<p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>▪ can find innovative object / product design solutions for everyday problems.</li> <li>▪ deal responsibly, economically and in an organised way with materials and resources.</li> </ul> <p><b>BODY</b></p> <ul style="list-style-type: none"> <li>▪ work artistically and experimentally with the medium of body-related textiles.</li> <li>▪ create plastic, sculptural pieces just as clothing/object in relation to the human body and stage these products in a spatial context.</li> </ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"> <li>▪ develop spatial projects from the research to the sketch to the presentation.</li> <li>▪ know the interaction of body, clothing and space and use this knowledge specifically for creative-artistic projects.</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>▪ design, develop, construct, produce and design technical devices, constructions, objects.</li> <li>▪ find and solve technical problems.</li> <li>▪ can structure and implement processes, activities and procedures.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 1

<b>6.</b>	<b>Compulsory Module: Science of Art, Cultural Studies and Scientific Discipline</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO History of Technology and Philosophy of Technology</b> Theoretical and practical examination of current trends of the subject sciences with reference to historical aspects	1	1
<b>b.</b>	<b>VO Present Contemporary Textile Art and its History</b> Historical developments of textile art in relation to current trends	1	1
<b>c.</b>	<b>VO Architecture and Housing</b> History and intention of architecture and technology, history of housing	2	2
<b>d.</b>	<p><b>Courses of one's own choice corresponding to 1 ECTS-Credit have to be selected from the following list:</b></p> <p><b>VO Introduction to Media Theory</b> Way or working of individual and mass media, fundamentals of communication and information theory, fundamentals of media theory</p> <p><b>VO Topics of Architectural History and Art History</b> Development history of architecture and expert knowledge in the context of architecture and stylistics, architectural history, architecture and landscape, stylistics, art historical foundations</p> <p><b>VO Diversity</b> Examination of gender research; diversity and social relevance of interior design in history, present and future</p> <p><b>UE Creative Writing</b> Based on the fundamentals acquired in Introduction to Scientific Writing, working techniques and research mechanisms are studied in-depth, with a special focus on good scientific practice. Moreover, students practice different text types that are relevant for the conclusion of the Bachelor's programme in a writing workshop.</p>	1	1

	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of the module <ul style="list-style-type: none"> <li>▪ deal theoretically and practically with cultural / artistic / media-theoretical topics and questions and can reflect their social relevance.</li> <li>▪ exemplify historical developments of textile arts in relation to current trends.</li> <li>▪ analyse history and intention of architecture and technology.</li> <li>▪ show correlations of economic, ecological and sociological aspects and reflect these with regard to their educational relevance.</li> <li>▪ stimulate ethical and philosophical disputes over subject-relevant areas.</li> <li>▪ approach diversity and social relevance of spatial design in history, present and future.</li> <li>▪ create cross-connections between social and political events and can integrate them adequately into the lessons.</li> </ul>		
	<b>Prerequisites:</b> none		

7.	<b>Compulsory Module: Visualising and Publishing (in Combination with a Project)</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>UV Product and Fashion Photography</b> Brainstorming processes, creativity techniques; visualisation and communication of ideas and results; colour management in photography and prepress; extended possibilities of studio, product and fashion photography	2	2
<b>b.</b>	<b>UV Presentation, Layout and Publishing</b> Documentation and presentation, conception, design and development of publications / printed matter; editorial work; layout development: design rules of various text forms, text-image relationships, design grid, application in layout, etc.	3	3
	<b>Total</b>	<b>5</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of the module <ul style="list-style-type: none"> <li>▪ develop concepts for the documentation of projects and can present them professionally.</li> <li>▪ independently document study-relevant work processes and results.</li> <li>▪ work with presentation possibilities of product and fashion photography and consequently use it targeted and object-related.</li> <li>▪ learn methods of information design.</li> <li>▪ apply design options and fundamentals of layout development for presentation of work in print and screen media.</li> <li>▪ use advanced possibilities of image processing.</li> <li>▪ can discuss, develop and implement visualisation concepts beyond the scope of a course.</li> <li>▪ use their knowledge about editorial processes for developing actual publication projects.</li> <li>▪ know the possibilities and risks of modern information and sharing media and question the processes of data use as users and providers of information.</li> </ul>		
	<b>Prerequisites:</b> none		

8.	<b>Compulsory Module: Subject-Related Practical Course</b>	<b>h</b>	<b>ECTS-Credits</b>
	<b>PR Subject-Related Practical Course</b> Preparation, implementation and evaluation of lessons in Technology and Textiles against the background of current subject-didactic theories and models; specific teaching methods in Technology and Textiles; compe-	1	5



	tence-orientated task assignment and individualisation; development of innovative strategies for creative artistic and technical implementation; linking function, design and technology as decisive components; production and reflection as a framework and potential for pedagogical-didactic education; independent conception and execution of creative, artistic, textile and technical work pieces; dealing with diversity, gender-appropriate teaching; resource management; reflection of teaching with regard to teaching and learning; development and use of performance assessment tools; The subject-related practical course includes the getting to know fields of school practice, sitting in on classes of the subject and the teaching of lessons or sequences of lessons resp. in the subject of Technology and Textiles, as well as a preparing, accompanying and follow-up phase at the university.		
	<b>Total</b>	<b>1</b>	<b>5</b>
	<b>Learning Outcomes:</b> The graduates of the module <ul style="list-style-type: none"> <li>▪ can prepare and plan the content of the subject correctly and comprehensibly.</li> <li>▪ can hold and evaluate their lessons according to the principles of contemporary arts didactics.</li> <li>▪ can reflect art didactic research findings, theories and models in the context of teaching practice and critically examine their own teaching.</li> <li>▪ pass on own knowledge gained in practice to colleagues and participate in the subject discourse.</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory module 4		

<b>9.</b>	<b>Compulsory Module: Subject Didactics: Support and Specialisation</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>PS Support in Subject Didactics and Portfolio</b> Subject-didactic accompaniment of the pedagogical practice; raising the awareness for subject-didactic and subject-scientific research questions; aspects of linking learning processes and learning products (portfolio)	2	3
<b>b.</b>	<b>SE Support in Subject Didactics 2</b> Subject-didactic accompaniment of the pedagogical practice	2	3
<b>c.</b>	<b>VO Specialisation in Subject Didactics 1</b> Advanced study of current subject-didactic topical areas	2	2
	<b>Total</b>	<b>6</b>	<b>8</b>
	<b>Learning Outcomes:</b> Graduates of this module <ul style="list-style-type: none"> <li>▪ have a research-based, critical attitude towards school and socio-political developments as well as towards their own pedagogic activity.</li> <li>▪ follow the current research and discussions in the areas of inclusion, diversity and interdisciplinarity and can reflect and implement them in their own practice.</li> <li>▪ analyse methods of practice imparting and develop innovative perspectives for teaching situations.</li> <li>▪ deal critically and constructively with gender and cultural connotations.</li> <li>▪ are aware of their future tasks and responsibilities at school.</li> <li>▪ recognise contents and topics relevant for teaching and analyse them in consideration of pedagogical and didactical targets.</li> <li>▪ plan contemporary and innovative lessons and use the latest findings of the subject sciences as well as technologies in consideration of gender in doing so.</li> <li>▪ recognise the relations of perception and motor skills and use the resulting developmental potential in a subject-specific way.</li> </ul>		

	▪ create well-structured portfolios on subject-specific topics.
	<b>Prerequisites:</b> successful completion of compulsory module 4

10.	Compulsory Module: Bachelor's Thesis Seminar	h	ECTS-Credits
	<b>SE Bachelor's Thesis Seminar</b> Theoretical and methodical discussion of research questions in the fields of Technology and Textiles, introduction of the research project. Within the scope of the seminar a Bachelor's Thesis corresponding to 5 (of altogether 6) ECTS-Credits must be written.	1	1 + 5
	<b>Total</b>	<b>1</b>	<b>6</b>
	<b>Learning Outcomes:</b> The graduates of this module are able to deal methodically with a subject-related or subject didactic topic in relation to the practice field school and to present the result of this examination in writing and orally in an understandable way.		
	<b>Prerequisites:</b> successful completion of compulsory module 4		

## Section 25: Specialisation Inclusive Education (Focus Disability)

### § 1 Subject-specific qualification profile

The specialisation Inclusive Education within the scope of the Bachelor Secondary School Teacher Training Programme (General Education) is a well-founded scientific basic education for school-educational work, which enables pupils in special problem situations to visit classes equally with others and to enjoy inclusive, high-quality education. Inclusive education takes it as given that the diversity of pupils, e.g. with regards to social background, culture, gender, religion, sexual orientation, disability, competences and talents is a resource for designing teaching and everyday life at school in heterogenous groups of learners.

Graduates of a Secondary School Teacher Training Programme with a specialisation in Inclusive Education are teachers, who arrange subject-specific and interdisciplinary inclusive learning environments for school education, accompany learning processes for individuals and groups, promote the personal development processes of children and youths as well as their school transitions. They have the ability to act as advisors for parents and/or legal guardians as well as for colleagues, in particular for issues of designing joint classes, individualized learning offers and performance evaluation of pupils with special needs and providing assistance during school and job transitions. They know different models of school inclusion, are able to initiate inclusive school cultures and are able to make arrangements for the participation of all pupils and other involved persons within the scope of school organization and school development processes.

#### (1) Subject-specific competences and basic skills

##### 1. Theoretical knowledge:

Graduates have

- basic knowledge of developmental psychology in relation to continuous and discontinuous biographic learning processes, the variety of possibilities for development in particular during the life stage of youth and with regards to the needs and challenges of youths in different problem situations;
- basic knowledge in educational science about social inequality and disability as well as about social difference construction and categorical attribution processes;
- knowledge of the intersectionality of gender, migration, social background and disability;
- an understanding of school inclusion in a larger political and economic context against the background of changing paradigms and points of view, i.e. with regards to people with disabilities (in the sense of the UN Convention of Rights of Persons with Disabilities);
- knowledge with regard to current subject-specific and vocation-related research results on inclusion standards and on the implementation of inclusion and education.

##### 2. Didactical action competences in heterogenous groups of learners:

Graduates

- know resource-orientated concepts and methods of teaching and learning in the sense of inclusion and diversity (among other things because of different social background, cultural lifestyle, gender, religion, sexual orientation, disability, competences and talents) and are able to distinguish them from separating teaching concepts;
- understand the heterogeneity of groups of learners and classes as a precondition of their acting and are able to use the different competences and interests of pupils for joint lessons;
- know methods which promote social behaviour of children and youths as well as the class community;
- are able to cooperatively design teaching and learning (formal, non-formal, interdisciplinary, mixed age groups ...), promote and accompany individual learning and deal with contents on different levels of complexity.

##### 3. Learning progress diagnosis and learning development planning:

Graduates

- know about the possibilities and limits of pedagogical diagnostics, in particular about the dangers of labelling, pejorative and defining classifications and use diagnostic tools to work

in a resource-oriented way (bio-psycho-social model of disability, ICF and educational diagnostics);

- know theoretical concepts of cooperative pedagogical diagnostics and individual development planning and know how to record the interest and ability profiles of pupils accompanying the learning process and with suitable tools
- are able to develop targeted cooperative, future- and action-oriented educational programmes for pupils.

4. Pedagogical action competences – joint groups of learners and differentiation:

Graduates

- have advanced pedagogical knowledge with regards to scientifically-based teaching and learning methods and are able to apply it for joint teaching and in inclusive classes without separating pupils;
- are able to identify the barriers of learning, perceive learning barriers and individual resources and possibilities of pupils and to plan, implement, evaluate and further develop corresponding subject-related and interdisciplinary learning offers;
- have the required knowledge of methods and objects of differentiation within specific teaching situations and the required competences for advising colleagues, parents and legal guardians.

5. Professional self-concept:

Graduates

- have a professional self-concept in the different fields of action of the profession (teaching, accompanying, supporting and advising);
- are able to perceive and reflect on school as educational space and to initiate forms of inclusive didactics and methods of teaching design and to support and accompanying pupils with special problems;
- are able to recognise the relationship of learning and experience (knowledge in and outside school) and their influence on the development of the pupils; are able to consider different possibilities of intellectual and psycho-social development and are able to implement adequate support in and outside of groups of learners;
- know and reflect on different forms of multi-professional teamwork and are able to encourage and promote it.

6. Professional role understanding: Graduates

- have basic communicative and psycho-social knowledge and competences, required for advising colleagues, parents and/or legal guardians as well as pupils and understand their role as encouraging supporters;
- know different support systems in and outside of school and can use them in relation to challenges of inclusion education and initiate cooperation between schools and these institutions.

(2) Scientific vocational preparation

Graduates

- have a scientific founded, theoretical basis for acting in inclusive education and for implementing it into school practice as well as the ability to design processes of inclusive school and teaching development;
- are able to take school-pedagogical didactical measures in the sense of inclusive education on the level of individuals (pupils), groups of learners (school classes) and structures (school organizations, school management); to act as advisors for colleagues, parents and/or legal guardians and to initiate inclusive cultures and practices;
- are able to acquire the required knowledge for their specific field of action independently and to expand their competences;
- have a critical professional attitude and are able to relate processes in pedagogical action fields with current scientific findings.

### (3) Interdisciplinary skills

#### Graduates

- are able to reflect their own convictions and attitudes in relation to different diversity categories and towards pupils and
- understand their personal upbringing biography against the background of the historic and cultural context and act accordingly;
- are able to develop a differentiated understanding in relation to different categories of diversity and to reflect on their own positions.

## § 2 Maximum number of participants

1. Lecture-tutorials (VU): 40
2. Tutorials (UE): 15
3. Practical courses (PR): 12
4. Seminars (SE): 25

## § 3 Compulsory Modules

Compulsory modules corresponding to 100 ECTS-Credits must be passed.

1.	Compulsory Module: Theoretical Foundations of Inclusive Pedagogy	h	ECTS-Credits
a.	<b>VO Principles of Inclusive Education at School</b> This lecture deals with the theoretical and conceptual basics of inclusion in educational contexts. Influences of social disparity and differences, such as social background, cultural background, gender, religion, sexual orientation, age and disabilities, on educational processes will be discussed. Key concepts and insights into issues in the context of inclusion in pedagogy (justice in education, intersectionality) will be imparted. Furthermore, the history of integration, models of inclusion, and legal regulations of inclusive education (i.e. national laws) will be discussed.	2	3
b.	<b>PS School Integration to Inclusion</b> This course completes the lecture and deals with historic and current developments in the field of inclusive pedagogy. It offers a forum for getting to know new approaches and perspectives of the field by reading scientific texts and joint discussions. With a focus on theoretical and historic fundamentals of inclusive pedagogy it is on the one hand possible to get to know existing practices of segregation and separation, to understand the consequences for the education and upbringing of children and youths and to review its rightfulness. On the other hand the basic principles of inclusive pedagogy should become apparent as well as the social and societal requirements tied to it.	2	3.5
c.	<b>VO Principles of Inclusive Education</b> The lecture focuses on an introduction to theories of social studies, which show disability as bio-psycho-social issue and as product of developments. In this context the institutional preconditions for inclusive education and the most important concepts of this approach are discussed, such as e.g. self-determination, empowerment, und assistance.	2	3,5
d.	<b>VO Introduction to Disability Studies</b> Questions of the social and cultural constitution of disability are dealt with in this course through the analysis of social and historical discourses on disability. It is also discussed how Disability Studies as a science of and with	2	4

	disabled scientists strive for socio-cultural changes in dealing with disabilities.		
	<b>Total</b>	<b>8</b>	<b>14</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ understand that there are profound correlations between social inequality and success at school and know about the intersectionality of disability, gender and migration;</li> <li>▪ have a fundamental knowledge about the heterogeneity of groups of learners and understand that the society's perception of "normal" or "average" abilities are subject to a historic change;</li> <li>▪ are able to apply their acquired knowledge for issues in inclusive education;</li> <li>▪ are able to recognise and distinguish between different models of disability and understand disability studies as interdisciplinary research field examining the historic, political and cultural conditions of disadvantage and disability;</li> <li>▪ have a fundamental knowledge of inclusive education and are able to differentiate between special needs theory and theories and concepts of inclusive education.</li> </ul>		
	<b>Prerequisites:</b> none		

2.	<b>Compulsory Module: Youth, Diversity and Inclusive Schools</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Inclusion in Youth</b> The lecture discusses the life stage of youth as developmental task and deal with questions of inclusion in secondary schools from a intersectional perspective. It conveys an understanding for the challenges of development (detachment from the family, sexual orientation, social affiliation, identity finding, future planning). Gender-specific questions of individuation and integration of youths are discussed in consideration of different problems of youths and in their interactions with categories with social structure (disability, social background, gender, migration), possibilities to assist youths in coping with crises of adolescence are discussed with regards to strengthening their self-concept and models of support for youths in case of problems with performance development are introduced. Another focus is on dealing with types and functions of peer groups (scenes, norms, social comparisons, group identity, conformity), forms and consequences of social isolation and exclusion as well as forms and consequences of integration and inclusion.	2	4
<b>b.</b>	<b>PS Education and Training of Youths with Special Problems</b> In this introductory course basic knowledge about the developmental tasks in the life stage youth are presented based on scientific theories and discrimination, disadvantages in education and crises of adolescence of pupils with special problems are discussed in detail. Concepts of inclusive education for promoting participation and performance of youths are introduced and discussed. Another focus is on dealing with concepts of peer counselling and peer group culture of Disability Studies in Education.	2	2.5
<b>c.</b>	<b>PS Participative School Culture</b> The introductory seminar understands participation as action-based principle of inclusive education and training and gives an overview of inclusive school models in consideration of the whole school environment (that is the pupils, teachers, parents and/or legal guardians and neighbours) for school culture and everyday life at school. Questions of active contributions to school cultures by pupils with different interests and skills and possibilities	2	3

	for creating and ensuring barrier-free access, self-determination, participation and mixed-age forms of project and action-based teaching and learning are discussed. Democratic-inclusive school culture and teaching principles (e.g. anti-bias-approach, principles of cooperative learning, mixed age learner groups, possibilities of peer tutoring, school parliaments, class council) are introduced and reflected on with regards to their effectiveness. To ensure the participation of youths with special problems at schools and in class, the use of assisting technologies, such as computer-based communication, visual communication, information and learning aids as well as the possibilities of supportive use of web-based learning offers are introduced.		
<b>d.</b>	<b>PS Advice and Support for School Transition</b> Based on every pupil's right to have non-discriminating, equal access to higher-education schools and in the awareness of the formal-legal admission requirements and windows of opportunity as well as the possibilities of individualized performance assessment and documentation, the different models and concepts for promoting and supporting school changes from primary to secondary schools I and II, general education and vocational schools and to tertiary education offers are introduced and discussed. Acknowledged and common "good practice" models of inclusion-based school transmissions are discussed and concepts of cooperative-pedagogical advising of parents/legal guardians and colleagues within the scope of transition processes of children and youths are elaborated and reflected on.	2	3
	<b>Total</b>	<b>8</b>	<b>12.5</b>
	<b>Learning Outcomes:</b> Graduates <ul style="list-style-type: none"> <li>▪ have basic knowledge of the development processes of youths in western societies, in particular with regards to gender-specific processes of learner and personality development of youths and know of the importance of peer groups;</li> <li>▪ know the possibilities for supporting youths with special problems at school;</li> <li>▪ are able to reflect on school organization and structure and institutionalized forms of action at schools in relation to dealing with heterogeneity and diversity and to recognise barriers for participation;</li> <li>▪ recognise the heterogeneity of pupils, parents and legal guardians with regard to social, linguistic and cultural background as an important resource and enable their participation;</li> <li>▪ have basic knowledge of assisting technologies, such as media-supported learning aids and possibilities of computer-supported communication;</li> <li>▪ are able to recognise and implement possibilities to ensure barrier-free access of all kind, equal opportunities, self-determination and participation;</li> <li>▪ know about the importance of school changes for the education processes of children and youths and different educational support concepts;</li> <li>▪ are able to implement and reflect on different support models for school transmissions.</li> </ul>		
	<b>Prerequisites:</b> none		

3.	<b>Compulsory Module: Teaching Strategies</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Didactical Concepts and Models for Inclusive Teaching</b> The course offers an introduction to inclusive-didactical concepts, discusses different models of inclusion, integration and progressive education for interest-based learning and deals in depth with the question how learning cultures, learning environments and teachings processes can be designed with regards to gender and other differences, to promote self-dependent and cooperative behaviour of pupils. The course focuses on the design of teaching	2	3

	<p>materials and aims at identifying and removing (learning) barriers. Special focus is on the consideration of special problem situations of children and youths, the development of a varied and differentiated offer and the provision of adequate structural (learning) aids and the use of assisting technologies in class. The students deal in-depth with the possibilities of designing inclusive learning offers and environments in professional learning groups and discuss materials and textbooks.</p> <p>Pedagogical decisions are substantiated and working methods are reflected on in a team.</p>		
<b>b.</b>	<p><b>PS Inclusive Forms of Organization in Class</b></p> <p>The introductory course shows possibilities for using the diversity of the pupils as starting point for promoting talents in inclusive teaching and it offers opportunities for testing and reflecting on concrete teaching and learning methods. Possibilities for designing school and class as project- and action-oriented place for learning and implementing cooperative learning forms are introduced. In consideration of personal experiences with heterogeneity and differences, methods are tested and reflected on in the practical part, which improve the learning and working behaviour of pupils as well as their attention, motivation and participation. Special attention is given to subject-specific and interdisciplinary competences for designing and implementing methods of open teaching forms and internal differentiation.</p>	4	5
<b>c.</b>	<p><b>PS Inclusion and Diversity of Languages and Cultures</b></p> <p>Based on discussions on diversity and on the way of functioning of national-ethnic-cultural differentiation, migration-pedagogical approaches and programmes for teaching heterogenous, multilingual groups of learners are introduced and explained based on practical examples.</p> <p>In cooperative teams, students design subject-related teaching concepts and interdisciplinary school projects, which perceive the language skills and the cultural diversity of the students as enrichment for learning together and substantiate and reflect on their pedagogical decisions in the team.</p>	2	3
<b>d.</b>	<p><b>PS Differentiation and Personalization, Models and Methods of Performance Assessment</b></p> <p>This course discusses the relations between performance diagnostics and the design of a competence- and developmental-oriented learning culture in inclusive teaching.</p>	3	4
	<b>Total</b>	<b>11</b>	<b>15</b>
	<p><b>Learning Outcomes:</b></p> <p>Graduates</p> <ul style="list-style-type: none"> <li>▪ have the required methodological and didactical knowledge for designing inclusive teaching for heterogenous groups of learners;</li> <li>▪ are able to orient towards the competences and possibilities of development of their learners, to consider gender and differences of their learners' interests and to provide teaching materials;</li> <li>▪ are able to plan and implement teaching offers based on inclusive didactical and methodical principles; substantiate didactical decisions and reflect on working methods;</li> <li>▪ are able to use learning and communication aids and supporting technologies in a conscious way and to design their teaching so that all pupils can participate and demonstrate performance;</li> <li>▪ are able to recognise the diversity of pupils with regards to their interests and skills and to use them as resources in cooperative learning and teaching forms;</li> <li>▪ are able to perceive the individual resources and possibilities of pupils and to plan, implement and further develop subject-related and interdisciplinary learning offers accordingly;</li> <li>▪ have the required knowledge to use different possibilities of individualized performance</li> </ul>		



	<p>assessment in inclusive classes;</p> <ul style="list-style-type: none"> <li>▪ have the required knowledge of methods and goals of differentiation and personalization within specific teaching situations, as well as the required skills and competences to give advice to colleagues, parents and legal guardians.</li> </ul>
	<b>Prerequisites:</b> none

4.	<b>Compulsory Module: School Development, Team Work and Professionalism</b>	h	ECTS-Credits
a.	<p><b>VO Inclusive School and Organisation Development</b></p> <p>The lectures imparts fundamental knowledge on questions of (further)development of school structures and encourages to deal with quality criteria of inclusive education processes and to reflect on central issues of inclusive school development. Different concepts and “good practice” models, instruments of school an teaching development (e.g. index for inclusion, SQA, QUIBB) and (self)evaluation as well as methods and model for implementing inclusive school development are discussed. Special focus is on designing of multilingual school cultures and cooperative language improvement.</p>	3	4
b.	<p><b>PS Networking and Working in Multiprofessional Teams</b></p> <p>The course gives an overview of the possibilities and necessity of interdisciplinary networking with institutions outside of school, which give advice and support to inclusive education and teaching offers. The course prepares the students for working in multiprofessional teams. The introductory seminar helps to clarify the pedagogical mission of muliprofessional teams in the context of inclusive education and training and stresses the principle of shared responsibility and competence transfer. Goals, contents and the design of productive networking and cooperation, the different roles within the team, the cooperation with school assistants and different possibilities for developing an equal, mission- and competence-oriented team culture are topics dealt with in the course. Forms of effective design of team processes, team development and conflict solution strategies are focused on. Special attention is given to cooperation with pedagogical advice centres, advisory teachers and school psychological services, as well as relevant partners outside of school, such as psycho-social services and rehabilitation centres.</p>	2	3
c.	<p><b>PS Professional Self-Conception and Professional (Continuing) Development</b></p> <p>Against the background of selected models of “teacher professionalism”, the introductory course serves to reflect on the professional self-conception in the context of inclusive education and training and the strengthening of personal further development.</p> <p>Personal experiences with discouraging and encouraging learning environments and the dealing with the basic concerns of human-rights-based, impartial education are the starting point of this course. Students formulate their present subjective understanding of inclusive education and training and reflect on their understanding of professionalism as inclusive teachers, describe their personal competence profile, evaluate their academic progress and deal with open questions or concerns resp. Special attention is given to the development of personal future perspectives and the importance on continuing professional (continuing) development.</p>	2	3
	<b>Total</b>	<b>7</b>	<b>10</b>

	<p><b>Learning Outcomes:</b> Graduates</p> <ul style="list-style-type: none"> <li>▪ know standards of inclusive education and specific instruments for inclusive school organisation and development and are able to apply them;</li> <li>▪ are able to effectively design, reflect on and give advice for team processes among colleagues;</li> <li>▪ are aware of their role's/function's importance in a multiprofessional team;</li> <li>▪ know institutions outside of school, which advise and support inclusive education and teaching offers;</li> <li>▪ are able to cooperate with partners outside of school.</li> <li>▪ are able to reflect on their understanding of the profession and their personal learning process.</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory module 1

5.	<b>Compulsory Module: Development of Learning, Diagnostics and Counselling</b>	h	ECTS-Credits
a.	<p><b>PS Pedagogical Diagnostics and Promotion of Talent</b> Based on critical reflection of personal preconceptions and social ascription processes on gender, migration, social origin, religion, sexual orientation etc and related to different problem situations at school and in dealing with legal requirements for pedagogical dealing with disabilities (e.g. physical-movement related, cognitive, linguistic, social-emotional development) in secondary schools, basic knowledge in the field of learning-process-orientated diagnostics are imparted and their contents, goals and quality criteria discussed and reflected on. The course is aimed at the discontinuity of development processes, which are formative for children and youths in special problem situations. The differentiation between norm-oriented diagnostic procedures and eco-systemic or diagnostic approaches resp. (e.g. men-environment-diagnostics, rehistoricizing diagnostics, ICF) is stressed. With a dynamic understanding of talent, new ways of dealing with classifications and diagnostics are promoted as well as a resource-oriented pedagogical planning and acting in education and training. The interrelated processes of diagnostics, self-worth and performance of pupils are discussed and the development- and resource-oriented use of pedagogical diagnostics for individual promotion is discussed and tested.</p>	2	3
b.	<p><b>PS Pedagogical Action and Socio-Emotional Learning</b> Related to a reflection of personal preconceptions and social ascriptions and the critical dealing with promotion concepts, programmess and diagnostic guidelines (DSM-4, ICDH, ICF) in relation to social-emotional development processes, the structured observation and support and assistance of learning of children and youths and the dynamics of social relationships in inclusive classes are focused on in the introductory seminar. By dealing with and reflecting on situation-appropriate action concepts for designing teacher-learner interaction and between pupils and effective measures for promoting self- and social competence, the students are encouraged, to develop systemic and development-oriented views of challenging behaviours.</p>	2	2
c.	<p><b>VU Educational Action to Support Physical and Motor Development</b> The causes and manifestations of physical disabilities and relevant syndromes are examined against the background of disability classification models (ICF). Social and school requirements with regard to participation and accessibility are critically assessed and discussed. This brings different barriers (physical and spatial), as well as attitudes, prejudices and stigmatisation</p>	2	2,5

	processes into focus. The focus is on dependency, external and self-determination processes, which are shown and reflected on with regard to the necessary support measures for physical and multiple disabilities.		
<b>d.</b>	<p><b>PS Pedagogical Action for Promoting Cognitive Development</b></p> <p>This course makes a basic discussion of concepts and key ideals of inclusive education and training, which aim at doing justice to the cognitive learning abilities and needs of pupils, possible. Based on a discussion of the importance of cognitive development for learning, the introductory seminar discusses basic pedagogical assumptions of openness towards developments, future- and development-orientated promotion concepts for required supporting of cognitive development processes are introduced and their implementation in joint classes are discussed. The course stresses the importance of adequate promotion concepts and framework conditions for pupils with special needs (e.g. because of autism, trisomy 21) in inclusive teaching at secondary schools. the advantages of working in multiprofessional and interdisciplinary teams and of networking with institutions outside of schools are stressed, just like the importance of the cooperation with parents and legal guardians.</p>	2	2
<b>e.</b>	<p><b>UE Basic Counselling Methods, Approaches and Techniques</b></p> <p>The course advances basic knowledge on the varied forms and aims of counselling in school contexts. The importance of advice for parents in relation to the diagnosis of “special educational needs” is stressed, especially with regard to future changes of school and the preparation for the world of work. The course theoretically substantiates and practically tests in particular systemic and cooperative counselling approaches and counselling methods and conversation techniques, promoting a clarification of issues, the exploration of available and additional resources and the solution of problems. Opportunities for reflection on delicate and conflict-laden topics in counselling of parents and/or legal guardians are given and reflection of alternative actions are supported.</p>	2	3
<b>f.</b>	<p><b>UE Learning Development Plans</b></p> <p>The course focuses on a systematic reflection on the use of learning development plans for observing and promoting the (learning) development of pupils. With case vignettes students identify possible developmental tasks and analyse the causes and factors of different problem situations at school. The use of learning development plans for pupils with diagnosed special educational needs (e.g. in the field of physical-movement-related, cognitive, linguistic, socio-emotional learning) is highlighted for planning and targeted provision of support and learning materials.</p> <p>It is discussed with colleagues how to best support children and youths in the subjects as well as interdisciplinary and which importance the participation of parents, legal guardians and pupils has for the use and implementation of learning development plans.</p> <p>In professional groups of learners, the students expand their methodological-didactical skills and design examples of learning development plans together.</p>	2	2,5
	<b>Total</b>	<b>12</b>	<b>15</b>
	<p><b>Learning Outcomes:</b></p> <p>Graduates</p> <ul style="list-style-type: none"> <li>▪ know different pedagogical-diagnostic approaches;</li> <li>▪ have the required legal, theoretical and practical knowledge for using development-oriented diagnostic procedures as starting point for cooperative teaching;</li> <li>▪ are able to reflect on personal preconceptions and social ascriptions on gender, migration,</li> </ul>		

	<p>social origin, religion, sexual orientation etc.;</p> <ul style="list-style-type: none"> <li>▪ know the currently acknowledge fields of special needs in physical-movement-related, cognitive, linguistic and socio-emotional development and have basic didactic and methodologic knowledge of individual development promotion;</li> <li>▪ have the required knowledge and skills and competences for avoiding problem situations by designing the teaching appropriately and offering target-oriented incentives and aids;</li> <li>▪ are able to apply the basic principles of future- and person-centered and cooperative forms of counselling with pupils, parents and legal guardians and colleagues;</li> <li>▪ know the structure and aims of learning development plans and are able to compose them in a formally correct way;</li> <li>▪ are able to design learning development plans based on case vignettes and are able to include colleagues as well as third parties outside of school.</li> </ul>
	<b>Preconditions:</b> successful completion of compulsory modules 1 and 2

6.	<b>Compulsory Module: Commonalities and Differences within Educational Processes (Disability, Migration, Gender...)</b>	h	ECTS-Credits
<b>a.</b>	<p><b>A course corresponding to 3.5 ECTS-Credits must be passed:</b></p> <p><b>VO Key Issues of Critical Gender Research</b> (2 h; 3.5 ECTS-Credits) The lecture introduces to gender-related problems of social, cultural and natural structural relations, of power and social inequality, of biographies, socialization, education and training processes and discusses the generative importance of gender for society and biography as well as the creation of gender in interaction processes.</p> <p><b>VO Introduction to Migration Education</b> (2 hrs.; 3.5 ECTS-Credits) The lecture offers an introduction to the relationship between differences in society due to migration and upbringing and education. In addition to an overview of the history of education for foreigners, intercultural education and antiracist upbringing and educational science for migrants, the discussion of how non-school and school institutions deal with differences and inequalities associated with migration phenomena is focused on.</p>		3.5
<b>b.</b>	Courses on the topics of equality and difference in educational processes (disability, migration, gender etc.) from the course offer of the involved institutions.		1,5
	<b>Total</b>		<b>5</b>
	<p><b>Learning Outcomes:</b> Graduates</p> <ul style="list-style-type: none"> <li>▪ understand the historic, political and cultural conditions of gender relations, orders and differences and are able to present a scientific knowledge of gender-related issues;</li> <li>▪ are able to present the historic, political and cultural conditions of construction of difference and dominance in a migration society.</li> </ul>		
	<b>Prerequisites:</b> none		

7.	<b>Compulsory Module: Focus on Professionalism: Orientation, Preparation and Selection</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p><b>VO Fundamentals for Arranging the Transition into the World of Work</b></p> <p>Starting from the discussion of the importance of work and forms, functions, developments and changes of the employment market, the lectures imparts specific knowledge of the tertiary education offer and job integration offers (e.g. supported jobs, work assistance) and in-depth knowledge of the occupational fields, the occupational system and the developments in transition systems (e.g. integrative job training, job coaching, job training assistance, partial qualifications). Career choice theories, processes, gender and migration-related influences on the passage from school to work and the importance of assistance in passage processes are also discussed.</p>	1	2
<b>b.</b>	<p><b>UE Support for Occupational Choice – Assistance and Advice</b></p> <p>Based on a reflection of one’s own professional choice, the importance of occupational orientation and advice or family-related and socio-cultural influences resp. during the selection process are discussed against the background of gender- and migration-specific socialization. Knowledge of (regional) specific job offer for youths, methods and instruments for professional orientation and choice (e.g. instruments for dealing with self and foreign image, individual planning of help, importance of practical work experiences), methods for planning the future and counselling and networking possibilities – in particular in cooperation with training companies and experts – are introduced and discussed.</p>	2	3
<b>c.</b>	<p><b>PR Out-of-School Practical Course</b></p> <p>This course consists of a presence phase (2 ECTS-Credits) and an out-of-school practical course in the field of inclusive pedagogy (employment market, educational or leisure institution, self-empowerment institutions) (3 ECTS-Credits).</p> <p>The out-of-school practical experiences gives students the opportunity to get an insight and overview of the different fields of the life, job and employment world of people in special problem situations and to get an understanding for the relations of the institution school and institutions outside of school. This way the practical course outside of school gives the opportunity to get a comprehensive picture of the developments and developmental tasks of children, youths and young adults in problem situation.</p> <p>The presence phase of the course concentrates on the preparation, discussion and reflection on the practical experience.</p>	2	5
	<b>Total</b>	<b>5</b>	<b>10</b>
	<p><b>Learning Outcomes:</b></p> <p>Graduates</p> <ul style="list-style-type: none"> <li>▪ have fundamental knowledge of developments of the employment market and know the different educational routes, including (regional) specific offers for youths in companies, specialist schools and administrations etc.;</li> <li>▪ are able to reflect on gender specifics of career finding processes and can offers youths a wide range of career options;</li> <li>▪ know instruments and methods to encourage youths to critically deal with their self and foreign image as well as with demands on an from their environment without being discouraging;</li> <li>▪ are able to develop networks with institutions outside of school, initiate, coordinate and present cooperative processes for career choice in a resource-oriented way;</li> <li>▪ have an insight in different social occupational and working fields;</li> <li>▪ know institutional conditions of the world of work and are able to deal with the scope</li> </ul>		

	<p>offered by the organisation of work;</p> <ul style="list-style-type: none"> <li>▪ have an insight in the life areas of children, youths and young adults in problem situations outside of school and have the competence to support the interests of children, youths and young adults in their families, leisure time, work, career choice, self-empowerment initiatives etc.;</li> <li>▪ are able to initiate and accompany cooperation between school and different institutions outside of school</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 2 and 4

8.	<b>Compulsory Module: Subject-Related Practical Course</b>	h	ECTS-Credits
	<p><b>PR Subject-Related Practical Course</b>            The course consists of a presence phase (1 ECTS-Credit) and the practice at school (4 ECTS-Credits).            Practice support phase: preparation, implementation and evaluation of inclusive teaching situations; use and reflection on inclusive teaching principles; implementation and reflection on strategies for leading a class and for organizing of groups of learners; reflection of teaching with regard to teaching and learning in heterogeneous groups; development and use of teaching development plans and instruments for performance assessment.</p>	1	5
	<b>Total</b>	<b>1</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            Graduates</p> <ul style="list-style-type: none"> <li>▪ are able to plan teaching units based on given goals and in consideration of the heterogeneity of groups of learners and to implement them in practice;</li> <li>▪ are able to reflect on and further develop their own learning processes</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 to 5		

9.	<b>Compulsory Module: Inclusive Education and its Fields of Research</b>	h	ECTS-Credits
a.	<p><b>VO Research Questions and Current Research in Inclusive Education</b>            Insight into the research areas and research methods of inclusive education; presentation and discussion of selected national and international studies that deal with the implementation of inclusion, standards of inclusion and questions about dealing with heterogeneity in schools (e.g. from the areas of disability studies, inclusion research, migration and gender research).</p>	2	3
b.	<p><b>PS Development of and Reflection on Research Questions in Inclusive Education</b>            Developing and dealing with further questions on dealing with heterogeneity in schools based on one's own practical experience and in consideration of current research in the field of inclusive education; methodological and conceptual-theoretical examination of selected studies and their results; exchange with colleagues and reflection on questions and approaches preferred and the underlying "teacher beliefs".</p>	2	3
	<b>Total</b>	<b>4</b>	<b>6</b>
	<p><b>Learning Outcomes:</b>            Graduates</p> <ul style="list-style-type: none"> <li>▪ have knowledge of central research questions, specific reference theories, scientific paradigms, methodological approaches and findings of inclusive pedagogy and develop a reflective knowledge and practice attitude;</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ are able to classify research approaches and results, to reflect critically and to derive their own questions;</li> <li>▪ are prepared for the Bachelor's Thesis in terms of methodology and topic</li> </ul>
	<b>Prerequisites:</b> successful completion of compulsory modules 1 to 3

10.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p><b>SE Seminar with Bachelor's Thesis</b> In-depth study of selected issues of inclusive pedagogy; methodological reflection, presentation of the Bachelor's Thesis and specialist discussion of the theses presented by other students;</p> <p>Within the scope of the seminar a Bachelor's Thesis corresponding to 5 (of altogether 7.5) ECTS-Credits must be written.</p>	2	2.5 + 5
	<b>Total</b>	<b>2</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b> Graduates</p> <ul style="list-style-type: none"> <li>▪ are able to research and critically deal with specialist literature on a self-chosen issue in inclusive pedagogy;</li> <li>▪ are able to formulate a research question, answer it and support their answer with arguments;</li> <li>▪ are able to reflect on their approach in a methodological way and to check their argumentation for coherence;</li> <li>▪ are able to present interim results of their work in the form a theoretically founded presentation and to use the subsequent scientific discussion for further elaborating the thesis.</li> </ul>		
	<b>Prerequisites:</b> successful completion of compulsory modules 1 to 6		