

Note:

The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.

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

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Curriculum for the
**Master's Programme Secondary School Teacher Training (General Education)
in one subject only: Music Education**

joint study programme of the Kirchlichen Pädagogischen Hochschule - Edith Stein, the Pädagogischen Hochschule Tirol, the Pädagogischen Hochschule Vorarlberg, the University of Innsbruck and the Mozarteum University Salzburg (location: Innsbruck)

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Part I: General Regulations

§ 1 Allocation of the study programme

The Master's Secondary School Teacher Training Programme (General Education) in one teaching subject only is allocated to the teacher training programmes acc. to §54 of the Universities' Act 2002.

§ 2 Admission

Admission to the study programme by the Rectorate according to the regulations of the Universities' Act 2002, in the currently valid version, and based on the university regulations based thereon, is possible only once in the winter semester 2018/19 at the University of Innsbruck.

The Admission to the Master's Programme Secondary School Teacher Training (General Education) in one subject only requires:

- (1) The completion of a relevant study programme at an approved post-secondary education institution corresponding to a minimum of 180 ECTS-Credits. The Rectorate decides on the relevance and equivalence of a study programme at an approved post-secondary educational institution home or abroad based on the regulations of the Universities' Act and on the admission to the Master's Programme. If equivalence is given in principle, and only certain qualifications are missing for full equivalence, the Rectorate is entitled to demand the fulfilment of certain requirements that must be completed during the study programme.
- (2) In any case, the artistic Bachelor's Programmes Instruments (Concert), Voice, Conducting, Composition, Music Theory, Instrumental (Voice) Pedagogy and Elementary Music and Dance Pedagogy are considered as relevant study programmes.
- (3) Confirmation of a pertinent professional practice of at least 3,000 hours.
- (4) The admission to the Master's Programme Secondary School Teacher Training (General Education) in only one subject: Music Education requires, acc. to the Universities' Act 2002, in addition to the general admission requirements for regular study programmes and the requirements for the teacher training programme, the passing of partial exams to demonstrate the artistic aptitude:
 - vocals
 - piano playing skills
 - artistic group work

Further provisions on the admission examination are determined in the guidelines of the curricula committee of the Mozarteum University Salzburg.

§ 3 Allocation of courses

All courses in Education Studies in Part II of the study programme are allocated to the University of Innsbruck.

All courses in Subject-Didactic and Subject-Specific Training in the subject of Music Education in Part III are allocated to the Mozarteum University Salzburg.

§ 4 Scope and duration

- (1) The Master's Programme Secondary School Teacher Training (General Education) in one subject only covers 120 ECTS-Credits. The study duration is four semesters. One ECTS-Credit corresponds to workload of 25 hours.

- (2) In Education Studies modules covering 45 ECTS-Credits and in Subject-Didactics a minimum of 25 ECTS-Credits must be passed.
- (3) Pedagogical-practical studies corresponding to 30 ECTS-Credits must be passed, at least 10 of which must be practical training courses.

Within the scope of the Secondary School Teacher Training Programme (General Education) in one subject only pedagogical-practical studies (pps) serve the practice-oriented linking of school-practical, subject-didactic, educational and subject-specific study parts. Pedagogical-practical studies are divided into educational studies and subject-didactic studies at the educational institution (or parts of courses) as well as school-practical study parts. The latter take place at schools under supervision of trained supervising teachers.

The parts of the pedagogical-practical studies at the educational institution can be an educational or subject-didactic preparation, assistance for subject-related practical parts at schools or assist the follow-up in consideration of the respectively latest scientific findings.

The school-practical study parts offer students the possibility to test and apply their acquired knowledge and skills in the professional action field school under supervision and according to the respective training level. Within the scope of the training, students should get to know, as far as possible and in relation to their subjects, all school types for which they acquire professional qualification for in the school-practical study parts. The pedagogical-practical studies are spread over the course of the studies in the educational studies part as follows:

| <i>Sem.</i> | <i>Module/Courses</i> | <i>Type</i> | <i>h</i> | <i>ECTS-Credits</i> | <i>of which ped.-prac. studies in ECTS-Credits</i> |
|-------------|--|-------------|-----------|---------------------|--|
| 1. | | | | | |
| | 1.a. School as an Educational Institution and Role of the Teacher | PS | 2 | 2 | 2 |
| | 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 Teach- | VO | 1 | 1.5 | 0 |
| | 2.d. Educational Research and Development of School and Teach- | PS | 1 | 2 | 1 |
| 2. | | | | | |
| | 1.b. PR Dealing with the Challenges of Being a School Teacher – Teaching Practice I | PR | 2 | 3.5 | 3.5 |
| | 3.a. Diagnosing and Counselling | VO | 2 | 2 | 0 |
| | 3.b. Diagnosing and Counselling | PS | 2 | 2 | 1 |
| | 3.c. Educating and Assessing – Teaching Practice II | PR | 2 | 3.5 | 2.5 |
| | 4. Professional Teacher Development I | PS | 2 | 3 | 3 |
| 3. | | | | | |
| | 5. Professional Teacher Development II | PR | 2 | 7 | 7 |
| | 6.a. School Development and Professional Community | VO | 2 | 2 | 0 |
| | 6.b. Research in the Field of Formal Education | PR | 3 | 4 | 1.5 |
| | 7. Educational Laboratory – Reflection and Development in a Pedagogical Context | SE | 2 | 3.5 | 0 |
| 1.-3. | | | | | |
| | 8.a. Courses to advance contexts of modules 1 to 7 or on current educational topics according to the marked course offer resp. | | 2 | 2.5 | 0.5 |
| | 8.b. One course corresponding to 2.5 ECTS-Credits must be selected from the following topical areas: VO Gender Awareness in the School and Educational System VO Inclusion and Heterogeneity in the School and Educational System VO Life-Related Multilingualism and Interculturality in the School and Education System VO Plurality of Worldviews | VO | 2 | 2.5 | 0 |
| | Total | | 30 | 45 | 23 |

In addition to these 23 ECTS-Credits, another 5 ECTS-Credits are dedicated to the pedagogical-practical studies (pps) in the form of the subject-specific practical course and the 2 ECTS-Credits to the subject-didactic colloquium. Altogether the pps amount to 30 ECTS-Credits.

- (4) The Master's Thesis corresponds to 27.5 ECTS-Credits, its defense to 2.5 ECTS-Credits.

§ 5 Qualification profile

The Master's Programme Secondary School Teacher training (General Education) in one subject only qualifies for teaching at secondary schools in this subject.

Graduates are able to solve problems of teaching in secondary schools in an innovative and creative way. They are able to independently deal with scientific or artistic topics resp. with regards to contents and by using appropriate methods. They are able to independently acquire more specialist, subject-didactical and pedagogical knowledge and to implement it in their teaching.

The Master's Programme Secondary School Teacher Training (General Education) in one subject only qualifies for teaching this subject at secondary schools. The graduates have acquired competences for teaching that meets the educational demands of a developing school and society.

Subject-didactic and subject-specific competences

Graduates of the Master's Secondary School Teacher Programme (General Education) in one subject only: Music Education

- can orientate their teaching practice to key scientific contents, theories or development perspectives in the field of music education, music didactics and other music-related disciplines,
- can scientifically work on scientific questions with appropriate research methods,
- can comprehensively classify and analyse musical content as well as reprocess it for use at school,
- can recognise differences, connections and cross-links between sub-disciplines of the subject and based on concrete tasks, document them as well as put them into practice,
- can use key didactic contents, theories or development perspectives and application areas for their teaching practice, also with regard to gender, diversity and inclusion.
- can diagnose performance level and learning potential of learners and use supporting measures for the respective needs,
- can instruct learners to pursue varied artistic activities in consideration of the target group and in multi-perspectively organised learning environments,
- can plan, implement and critically reflect on differentiating and individualising forms of teaching together with the learners.

The Master's Programme is based on the current state of knowledge of the disciplines and arts, their didactics and educational science and leads to issues of research.

Graduates are qualified for a doctoral programme.

§ 6 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) Courses with continuing performance assessment (maximum number of participants 20, unless stated otherwise in part II and III in the respective teaching subjects):
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. Practical courses (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. Lectures with integrated practical parts (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course.
 5. Practical training courses (PR) provide practical experience with concrete scientific tasks, complementing occupational and academic training.
 6. Conversation classes (KO) serve to reflect and deepen already acquired knowledge, skills and abilities with regard to their practical applicability.
 7. 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.
 8. Artistic group courses (KG) are artistic-practical work with several students.
- (3) The maximum number of participants for the respective courses of the Bachelor's and Master's Secondary School Teacher Training Programme (General Education) apply.

§ 7 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.

§ 8 Master's Thesis

- (1) A Master's Thesis corresponding to 27.5 ECTS-Credits must be written during the Master's Programme. The Master's Thesis is a scientific paper that serves to demonstrate the ability to deal with scientific topics independently and adequately with regards to contents and methods.
- (2) The topic of the Master's Thesis is to be chosen from the subject science of the teaching subject, subject didactics or the field of education studies. It is strongly recommended to select interdisciplinary topics.
- (3) The Master's Thesis must be submitted in paper form and in the form determined by the head of the studies of the institution.
- (4) The Master's Thesis may be written in a foreign language if the supervisor agrees to it.

§ 9 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 for which the evaluation is based on a single examination at the end of the course. The method of testing (written and/or oral) is to be defined and announced by the instructor before the start of the course.
 2. Continuous assessment courses where evaluation is based on regular written and/or oral and/or practical contributions of participants.
- (3) The course instructor has to inform the students on the objectives, contents and methods, the evaluation criteria and standards of the course examinations in an appropriate way before the start of the course.
- (4) The module “Master’s Thesis Defense” is evaluated by an exam before an examination board consisting of three persons. Positive evaluation of the Master’s Thesis as well as all other courses of the Master’s Programme are a precondition for taking this exam.

§ 10 Academic degree

Graduates of the Master’s Programme Secondary School Teacher Training (General Education) in one subject only are awarded the academic degree “Master of Education”, abbreviated “Med”.

§ 11 Coming into force and limitation

This curriculum comes into force as of 1 October 2018 and out of force on 30 September 2021.

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 teaching practices 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.

§ 12 Compulsory modules

The following compulsory modules corresponding to altogether 45 ECTS-Credits must be passed:

| 1. | Compulsory Module: Introduction to Teaching: Becoming a Professional | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | <p>PS School as Educational Institution and the Role of the Teacher Reflection on the personal learning biography against the background of different professionalisation concepts of the teaching profession taught in the lecture, exemplary in-depth discussion of the topical field “school as educational institution”, educational processes, learning and teaching in institutional contexts, alternative learning concepts and school systems, practising of meta-cognitive-professionalising 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. | <p>PR Dealing with the Challenges of Being a School Teacher –Teaching Practice I The initial teaching practice 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 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 heterogenous groups of learners, design of inclusive teaching scenarios and environments</p> | 2 | 3.5 |
| | Total | 4 | 5.5 |
| | <p>Learning Outcomes: 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. 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 on</p> | | |

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| <p>their own school and learning biography.</p> <p>Graduates of this module are able to explain selected models of lesson planning as well as teaching methods, and apply them under guidance. They know theoretical teaching models and know the basics of general didactics.</p> <p>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. They know alternative teaching concepts and school systems.</p> <p>Graduates of this module have gained first empirical experiences in the research field school. In the teaching practice 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.</p> <p>Graduates of this module will become 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> <p>Graduates of this module have acquired fundamental competences in the fields of presentation, rhetorics and the design of learning situations.</p> |
| Prerequisites: none |

| 2. | Compulsory Module: Learning, Teaching and Research in the Context of Diversity | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VO Learning and Teaching in the Context of Diversity 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. | PS Learning and Teaching in the Context of Diversity 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 |
| c. | VO Educational Research and Development of School and Teaching 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 |
| d. | PS Educational Research and Development of School and Teaching 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 |
| | Total | 5 | 7.5 |
| | Learning Outcomes: 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. | | |

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| | <p>They are able to become aware of the challenge of stereotypical attributions and reflect on it. Their knowledge of social and cultural contexts allows them to recognize 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.</p> <p>Graduates of this module have gained advanced insights in the profession-related research and development of school and teaching as well as school quality.</p> |
| | Prerequisites: none |

| 3. | Compulsory Module: Diagnosing, Counselling, Educating, Teaching and Assessing | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | <p>VO Diagnosing and Counselling</p> <p>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</p> | 2 | 2 |
| b. | <p>PS Diagnosing and Counselling</p> <p>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</p> | 2 | 2 |
| c. | <p>PR Educating and Assessing – Teaching Practice II</p> <p>This course consists of a university part (2 ECTS-Credits) and a school part (1.5 ECTS-Credits).</p> <p>University part:</p> <p>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;</p> <p>Action-oriented imparting and application of fundamentals of performance assessment, discussion of quality criteria for performance assessment;</p> <p>Application of the fundamentals and methods of education and performance in the context of diversity, social learning and the cooperation with education partners;</p> <p>Imparting and testing of theories and models for individual learning success feedbacks, cooperative development and support planning. Discussion of current concepts and models of classroom management and cooperative learning;</p> <p>School part:</p> <p>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> | 2 | 3.5 |
| | Total | 6 | 7.5 |
| | <p>Learning Outcomes:</p> <p>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.</p> <p>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</p> | | |

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| <p>and implement cooperative development and support plans.</p> <p>Graduates of this module are able to classify, evaluate and flexibly use strategies and methods of classroom management.</p> <p>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.</p> <p>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.</p> <p>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> |
| Prerequisites: none |

| 4. | Compulsory Module: Professional Teacher Development I | h | ECTS-Credits |
|----|---|----------|---------------------|
| | <p>PS Acting as a Teacher</p> <p>Students deal in-depth and interdisciplinary with the following topics for their professional profiling and the preparation for their teaching practice: 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 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.</p> | 2 | 3 |
| | Total | 2 | 3 |
| | <p>Learning Outcomes:</p> <p>The graduates of this module have advanced knowledge of concepts for teaching preparation, implementation and evaluation, and they are able to create appropriate learning designs for different groups of learners with educational and learning-theoretical as well as pedagogical-practical models and to apply them in the classroom. 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, as well as for performance evaluation and assessment. They are able to link theoretical and practical knowledge and to gain results that contribute to the development of teaching, learning conditions of pupils and the quality of schools resp. Graduates of this module advance their knowledge on concepts and methods for innovative teaching forms, conflict management, classroom management and parent counselling.</p> | | |
| | Prerequisites: none | | |

| 5. | Compulsory Module: Professional Teacher Development II | h | ECTS-Credits |
|----|--|----------|---------------------|
| | <p>PR Acting as a Teacher – Teaching Practice IIIa and IIIb</p> <p>The course exists of a university part (2 ECTS-Credits) and two school parts (Neue Mittelschule NMS or Polytechnical Schools PTS 2.5. ECTS-Credits and Secondary Academic Schools (AHS) or Vocational Secondary Schools (BMHS) 2.5 ECTS-Credits</p> <p>Course part Teaching Practice (Secondary Level I and II):</p> <p>Theory-supported reflection of one’s own teaching and professional paths; support and evaluation of the work on research-based learning in the practical training course; profession-specific reflection of the used concepts for the identification of individual support needs (dealing with diversity) requiring a special assisting offer in school; reflected dealing with pedagogical intervention and support possibilities against the background of pedagogical diagnostics and multi-disciplinary cooperation; school-level and school-type-specific dealing with the possibilities of performance evaluation and assessment; advanced discussion of specific teaching situations experienced in practice part</p> <p>(NMS or PTS and AHS or BHS schools): active participation in all school activities; preliminary and follow up talks on the experienced classroom observations and teaching sequences; planning of independent lessons (lessons or series of lessons) alone or in a team; independent and responsible teaching of groups or classes; application of different action concepts (e.g. individualization, differentiation and personalization measures) for the design of personal education processes with special consideration of the specific framework conditions of the school types (practical part at NMS or PTS and AHS or BHS schools resp.); school-type specific development and implementation of different learning environments with consideration of diversity and professional dealing with specific teaching situation; generation of transfer knowledge in the field (service learning)</p> | 2 | 7 |
| | Total | 2 | 7 |
| | <p>Learning Outcomes:</p> <p>The graduates of this module can implement concepts of lesson preparation, implementation and evaluation as well as appropriate learning designs for different learning groups in the classroom by means of educational and learning theory as well as pedagogical-didactic models. They are able to implement dynamics in learning communities as well as social relationships and cooperative working forms for planning and holding series of lessons. With theoretical and practical knowledge in educational studies they can contribute to the further development of teaching, the learning conditions for the pupils and the quality of the school with their teaching. Graduates of this module can appropriately use instruments for performance evaluation and assessment in class in a differentiated way and deal with the feedback of pupils and colleagues as well as superiors in a differentiated way. They can implement concepts and methods for innovative teaching forms, conflict management, classroom management and parent counselling in an innovative manner.</p> <p>Based on theory, graduates are able to deal with their own teaching and further develop their own teaching concept based on practical experiences.</p> | | |
| | Prerequisites: positive evaluation of compulsory module 4 | | |

| 6. | Compulsory Module: Profession-Related Research and Professionalisation | h | ECTS-Credits |
|--|---|----------|---------------------|
| a. | <p>VO School Development and Professional Community</p> <p>This courses focuses on the advanced study of current concepts and theoretical approaches to leadership and school development. Based on an overview of the genesis of school development as a separate field of action and research, the importance of school as overall organisation for the design of lessons and their targeted development in consideration of the acting actors is dealt with, in particular in the context of the development of a professional community. Based on the experiences in the field (practical teaching experience within the scope of pedagogical-practical studies or the teaching practice resp.), different approaches to intended school transformation processes on all levels of the system are dealt with. This concerns in particular issues of evaluation, quality development and output/outcome control, as well as the development of a professional community, teaching development and different approaches to the topic of leadership in these school-related transformation processes.</p> | 2 | 2 |
| b. | <p>PR Research in the Field of Formal Education</p> <p>This course focuses on the advanced scientific-theoretical and methodological study of the fields of professionalisation and educational research, school and teaching research as well and teaching and learning research based on current research approaches and projects. Different research methods are presented and central methods – quantitative as well as qualitative approaches - are studied in detail with a focus on one’s own research work.</p> <p>Based on this, the course supports the conceptual design, planning and implementation of an own research project or a project in research-based learning.</p> <p>In the discourse with current educational theories and research findings, the development of theories is advanced.</p> | 3 | 4 |
| Total | | 5 | 6 |
| <p>Learning Outcomes:</p> <p>Graduates are familiar with current research findings, developments and scientific-theoretical-paradigmatic fundamentals in the areas of school development and professional community, learning research, teacher education and professionalisation, school research as well as leadership and school development research. They are able to independently plan, implement and evaluate findings in these areas based on research for different school settings in consideration of current literature.</p> <p>They can analyse, reflect on and critically question them and develop and implement specific case-related options for action in professional practice – in particular for issues related to the topic of diversity in the school and education system (gender, inclusion, heterogeneity, interculturality and plurality of worldviews).</p> <p>Against the background of current theoretical concepts of the professionalisation of educational professions, graduates reflect on their experiences in the field of school as educational institution. They perceive themselves as professionally acting educators who are members of a professional community of pedagogical actors.</p> <p>Based on these finding, graduates are able to analyse, plan, implement and critically evaluate learning processes in institutionalised learning situations based on current research findings.</p> <p>Graduates know the basics of science theory, education policy and theory as well as innovations in their own education system and have an overview of international perspectives and developments on questions of education, school and teaching.</p> <p>Graduates can assess scientific and methodological approaches in the central areas of the educational curriculum based on current research approaches and research projects and make them usable for their own research projects or plan and implement their own research projects based</p> | | | |

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| | on these resp. |
| | Prerequisites: none |

| 7. | Compulsory Module: Education Laboratory | h | ECTS-Credits |
|----|--|----------|---------------------|
| | <p>SE Education Laboratory – Reflection and Development in a Pedagogical Context Development of a professional competence for pedagogical action by working on actual cases of school or teaching innovation resp. in the education system; analysis and casework offer a practice-oriented, problem- and action-oriented reflection on processes in education and teaching. Dealing with and discussion of approaches to innovation and reform in the education system; planning, implementing and evaluation of teaching experiments, meta-cognitive and theory-based and theory-supported or theory-generating reflection of these experiments;</p> | 2 | 3.5 |
| | Total | 2 | 3.5 |
| | <p>Learning Outcomes: Graduates have expanded their competences in education science by working on cases of innovative practice. They professionalise their pedagogical actions and develop a habitus appropriate to the profession by reflecting on school and teaching situations. Graduates are able to plan and implement actual case-related options for action in professional practice – in particular issues in the range of topics in diversity in the school and education system (gender, inclusion, heterogeneity, interculturality and plurality of worldviews). Graduates are able to plan, implement and evaluate lessons for all education-relevant school types. They are able to reflect on and analyse the results based on theory and to generate new findings as well as theoretical approaches and options for action.</p> | | |
| | Prerequisites: positive evaluation of compulsory module 1 | | |

| 8. | Compulsory Module: Current Topics in School and Education Research | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | Courses for advanced study of the topics dealt with in modules 1 to 7 or on current topics in educational studies resp. from the accordingly marked course offer | 2 | 2.5 |
| b. | <p>One course corresponding to 2.5 ECTS-Credits can be freely chosen from the following topical areas:</p> <p>VO Gender Awareness in the School and Education System This course deals with aspects of the formal education system with special consideration of gender-related issues and problems.</p> <p>VO Inclusion and Heterogeneity in the School and Education System This course deals with aspects of the formal education system with special consideration of the phenomenon of heterogeneity and inclusive issues.</p> <p>VO Everyday-life-related Multilingualism and Interculturality in the School and Education System This course deals with aspects of the formal education system with special consideration of intercultural issues and problems (language, culture, values, faith...).</p> | 2 | 2.5 |

| | | | |
|--|--|----------|----------|
| | VO Plurality of Worldviews This course deals with aspects of the formal education system with special consideration of phenomena of the plurality of worldviews. | | |
| | Total | 4 | 5 |
| | Learning Outcomes: Graduates have expanded their skills and knowledge according to their own interests and interest foci by selecting courses from the offer | | |
| | Prerequisites: none | | |

Part III: Subject-Didactic and Subject-Specific Education

§ 13 Compulsory modules

The following compulsory modules covering altogether 45 ECTS-Credits must be passed:

| 1. | Compulsory Module: Artistic-Practical Minor Piano | h | ECTS-Credits |
|--|--|----------|--------------|
| a. | KE Piano Practice 1–2 Music theory-based playing by ear and transcription; auditory mental strategies; song accompaniment with a focus on popular music literature; self-accompanied singing in the school-practical context; | 2 | 2 |
| b. | One course covering 1 ECTS-Credit must be selected: KE Artistic Minor Piano 1 Studying adequate piano literature; links to music theory and music history; expansion of technical and musical skills; practice strategies; forming of musical expressivity also with regard to school practice; KE Artistic Minor Jazz/Pop Piano 1 Fundamentals of the theory of music in the field of jazz / pop and its realisation on the piano; auditive capturing of musical structures; style-appropriate harmony; practical playing of lead sheets, improvisation concepts; | 1 | 1 |
| Total | | 3 | 3 |
| Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> ▪ experience auditive and music-theoretical skills as an inherent part of playing the piano, ▪ experience self-accompanied singing at the piano, from a pianistic point of view, as a central artistic-practical competence and prerequisite for self-confident musical acting in the classroom, ▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school. | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: Artistic-Practical Minor Voice | h | ECTS-Credits |
|----|--|---|--------------|
| a. | A course corresponding to 1 ECTS-Credit must be selected: KE Artistic Minor Voice 1 Development and expansion of a healthy singing voice; breath control; stylistics; development of a corresponding repertoire; shaping of musical expressiveness also with regard to school practice; KE Artistic Minor Jazz/Pop Voice 1 Development and expansion of a healthy singing voice; technique and stylistics in the area of jazz/pop; development of a corresponding repertoire; shaping of musical expressiveness also with regard to school practice; | 1 | 1 |
| b. | KG Vocal Practicum 1–2 Working on various aspects of singing: technique, sound, phrasing and stylistics; improvisation and self-accompaniment; getting to know and working on popular music literature relevant for the context of school practice; | 2 | 2 |

| | | | |
|--|---|----------|----------|
| | Total | 3 | 3 |
| | Learning Outcomes: Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> ▪ experience auditory and music theoretical skills as an inherent part of singing, ▪ experience self-accompanied singing as a central artistic-practical competence and prerequisite for self-confident musical acting in the classroom, ▪ possess the required qualities for acting as authentic artistic-pedagogical role model in school. | | |
| | Prerequisites: none | | |

| 3. | Compulsory Module: Music Pedagogy and Subject-Didactics | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VU Introduction to Music Pedagogy Theory and practice of teaching music as well as fundamentals of scientific music pedagogy (basic terms, developments and interdisciplinary links); | 2 | 2 |
| b. | PS Subject Didactics 1–2 Planning, conception and justification of music didactic action in music lessons; strategies for teaching and patterns for acquiring musical skills; | 4 | 4 |
| | Total | 6 | 6 |
| | Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> ▪ can resort to a fundamental knowledge in the field of music pedagogy and music didactics, ▪ can examine, under supervision, issues relating to music pedagogy or subject-didactics resp. based on scientific criteria, ▪ are able to implement music pedagogical or subject-didactical concepts also in relation to gender, diversity and inclusion in their lesson planning, ▪ are able to use their resp. artistic-practical competences including dance and movement as well as their knowledge of music science and theory in consideration of subject-didactics for their teaching, ▪ know about the basic conditions of musical talent and development, ▪ can resort to a manifold repertoire of methods for designing teaching and learning processes, ▪ are sufficiently familiar with different teaching forms at schools, in particular with teaching small groups, ▪ are able to develop joint singing and music making, social learning in creative designing, a critical awareness of music in its diverse historical as well as socio-cultural connections and functional demands. | | |
| | Prerequisites: none | | |

| 4. | Compulsory Module: School-Related Practical Skills | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | KG Dance and Movement 1 Body awareness; reproduction, production and improvisation in the areas of singing, making music, moving, designing; free and bound dance forms; school practical aspects; | 1 | 1 |
| b. | UE Music-Making in the Classroom 1 Initiating musical creative processes in groups; making music without instruments; circle grooves; didactic aspects of group improvisation; | 1 | 1 |

| | | | |
|-----------|--|---|-----------|
| c. | KG Guitar Practice 1 Basic techniques for accompanying on the guitar in proper style; creating of simple arrangements for the guitar; self-accompanied singing in a school-practical context; | 1 | 1 |
| d. | KG Band Practice 1 Basics of playing technique of standard instruments of the resp. genre; transcription, arrangement and notation of song material in the field of pop/rock/jazz; sound engineering; school-practical aspects; | 2 | 2 |
| e. | KG Voice Training for Children and Adolescents 1 Physiology of children's voices; sound development; methods for pitch perception; dealing with vocal problems; didactic-methodical approaches; | 1 | 1 |
| f. | Courses corresponding to altogether 6 ECTS-Credits must be selected: KG Guitar Practice 2 (1 h., 1 ECTS-Credit) KG Band Practice 2 (2 hrs., 2 ECTS-Credits) KG Jazz/Pop Workshop 1–2 (4 hrs., 4 ECTS-Credits) KG Jazz/Pop Choir 1-2 (4 hrs., 2 ECTS-Credits) KG Percussion Practice 1 (1 h., 1 ECTS-Credit) UE Music-Making in the Classroom 2–3 (2 hrs., 2 ECTS-Credits) KG Voice Training for Children and Adolescents 2 (1 h., 1 ECTS-Credit) VU Techniques of Speaking and Rhetorics 1–2 (2 hrs., 2 ECTS-Credits) KG Dance and Movement 2–3 (2 hrs., 2 ECTS-Credits) VU Basics of Arranging 1–2 (4 hrs., 4 ECTS-Credits) UE New Media in the Classroom 1–2 (2 hrs., 2 ECTS-Credits) | | 6 |
| | Total | | 12 |
| | Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> • have a comprehensive artistic-practical and music-didactic competence profile oriented towards the field of school practice, • can resort to expanded artistic-practical as well as music-theoretical competences, partly in relation to the selected artistic majors, • experience auditory and music theoretical skills as an inherent part of artistic practice, • are able to instruct instrumental and vocal music-making including dance and movement in a gender- and diversity-sensitive way, • have an artistic-practical repertoire of methods based on the respective competence fields, • are familiar with the varied possibilities of use of new media in class • also possess the required qualities for acting as authentic artistic-pedagogical role model in school. | | |
| | Prerequisites: none | | |

| 5. | Compulsory Module: Choir and Ensemble Conducting | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | KG Chorus Conducting 1 Basics of stroke technique (posture, gestures, expressiveness); aspects of choral vocalisation; rehearsal work, arranging as well as musical realisation in a school-practical-vocal context; | 2 | 1 |
| b. | KG Ensemble Conducting 1 Basics of stroke technique (posture, gestures, expressiveness); aspects of choral vocalisation; rehearsal work, arranging as well as musical realisation in a school-practical-vocal context; | 2 | 1 |
| | Total | 4 | 2 |
| Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> ▪ are able to musically guide choirs and ensembles, ▪ have technical skills, basic methods of rehearsing and school-specific literature knowledge, ▪ experience the work with choirs and ensembles as suitable platform for music instruction, ▪ experience artistic-practical skills (piano, vocals) as inherent part of working with choirs and ensembles. | | | |
| Prerequisites: none | | | |

| 6. | Compulsory Module: Subject-Related Practical Course | h | ECTS-Credits |
|---|---|----------|---------------------|
| | PR Subject-Related Practical Course Independent teaching, sitting-in on classes, evaluation of selected teaching methods; if possible participation in projects, pedagogical conferences and other school events; reflection; | 1 | 5 |
| | Total | 1 | 5 |
| Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> ▪ 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, ▪ are able to reflect on research in music didactics in the context of the teaching practice, implement it and critically question their own teaching. | | | |
| Special notes: 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. | | | |
| Prerequisites: none | | | |

| 7. | Compulsory Module: Music Pedagogy and Subject Didactics 2 | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | SE Seminar in Music Pedagogy Learning and teaching music as constitutive features of institutionalized music lessons; determination of conditions in consideration of scientific and innovative aspects; | 2 | 4 |

| | | | |
|-----------|--|----------|----------|
| b. | SE Interdisciplinary Research Project Self-staged and externally controlled learning structures of music learning and music-related learning in the field of tension of interdisciplinary approaches; | 2 | 4 |
| | Total | 4 | 8 |
| | Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> ▪ can scientifically deal with current theories and methods of music pedagogy and selected other disciplines (in particular also topics related to gender research or gender mainstreaming resp.), ▪ can use key subject-didactic contents, theories or developmental perspective and application fields resp. for their teaching practice, ▪ can diagnose performance level and learning potential of learners and use supporting measures for the respective needs, ▪ can instruct learners to pursue varied artistic activities in consideration of the target group and in multi-perspectively organised learning environments, ▪ can plan, implement and critically questions differentiating and individualising forms of teaching together with the learners. | | |
| | Prerequisites: none | | |

| 8. | Compulsory Module: Musicology and Theory | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| | One course corresponding to 4 ECTS-Credits must be selected: SE Musicology Seminar (2 hrs., 4 ECTS-Credits) SE Topics in Music History of the 20th and 21st Century (2 hrs., 4 ECTS-Credits) SE Analysis of Works (2 hrs., 4 ECTS-Credits) VU Composition and Arrangement at School (2 hrs., 4 ECTS-Credits) VU Applied Music theory in Improvisation and Jazz Composition (2 hrs., 4 ECTS-Credits) VU Songwriting (2 hrs., 4 ECTS-Credits) SE Music Ethnology and Music Anthropology (2 hrs., 4 ECTS-Credits) | 2 | 4 |
| | Total | 2 | 4 |
| | Learning Outcomes: Graduates of this module have expanded their skills and knowledge according to their own interests and interest foci by selecting courses from the offer. | | |
| | Prerequisites: none | | |

| 9. | Compulsory Module: Research Colloquiums | h | ECTS-Credits |
|----|---|----------|--------------|
| | KO Subject-Didactic Conversation Class Individual experiences from one's own teaching experiences or didactic issues resp. are dealt with, reflected on and studied in-depth in the specialist discourse. | 2 | 2 |
| | Total | 2 | 2 |
| | Learning Outcomes: Graduates of this module can link their own teaching experiences to music-didactical concepts or artistic-practical issues resp., reflect them didactically, argument in an action-based way and present them in expert discourse. | | |
| | Prerequisites: none | | |

| 10. | Compulsory Module: Master's Thesis Defense | h | ECTS-Credits |
|-----|---|----------|--------------|
| | Final oral defense of the Master's Thesis in front of a board of examiners | - | 2.5 |
| | Total | - | 2.5 |
| | Learning Outcomes: Reflection of the Master's Thesis in the overall context of the Master's Programme. The focus lies on theoretical understanding, methodological basics, imparting of the results of the Master's Thesis and presentation skills. | | |
| | Prerequisites: positive evaluation of all other compulsory and elective modules as well as the Master's Thesis | | |