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Curriculum for the
Master'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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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 Master's Programme Secondary School Teacher Training (General Education) is grouped among the Teacher Accreditation Study Programmes.

§ 2 Admission

- (1) The admission to the Master's Programme Secondary School Teacher Training (General Education) is regulated at the University of Innsbruck and requires having completed a relevant Bachelor's Programme (corresponding to at least 240 ECTS-Credits) or another equivalent study programme at a recognised post-secondary educational institution in Austria or abroad.
- (2) In any case, the Bachelor's Programme Secondary School Teacher Training (General Education) passed at an Austrian university or university of applied science is considered a relevant study programme. The subjects or specialisations selected in the Master's programme must correspond to the one's selected for the Bachelor's programme, which is the basis for the admission. The Rectorate decides based on the Universities Act 2002 on the equivalence of a study programme at an approved post-secondary educational institution home or abroad for admission to the Master's programme.
- (3) In the event that equivalence has been established in principle but with certain qualifications missing for full equivalence, supplemental examinations may be required. These examinations must be completed during the Master's programme.

§ 3 Teaching subjects and specialisations

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

The following school subjects can be selected:

1. Vocational Education [Remark: Section 1 is not applicable anymore]
2. Career Guidance / Life Skills
3. Physical Education
4. Art Education
5. Biology and Environmental Protection
6. Chemistry
7. German
8. English
9. Nutrition and Housekeeping
10. French

11. Geography and Economics
12. History, Social Studies and Political Education
13. Greek
14. Computer Science
15. Music Education – Instruments
16. Islamic Religious Education
17. Italian
18. Catholic Religious Education
19. Latin
20. Mathematics
21. Music Education
22. Physics
23. Russian
24. Spanish

The following specialisations can be selected:

1. Inclusive Pedagogy (Focus: Disability)
2. Media Pedagogy

§ 4 Allocation of the courses

- (1) Compulsory modules 1 to 5 of the subject Vocational Education (No. 1, numbering as in §3) are allocated to the Pädagogische Hochschule Tirol. [Remark: Section 1 is not applicable anymore]
- (2) Compulsory modules 1 to 5 of the subject Career Guidance / Life Skills (No. 2, numbering as in §3) are allocated to the Pädagogische Hochschule Tirol.
- (3) Compulsory modules 1 to 5 of the subject Physical Education (No. 3, numbering as in §3) are allocated to the University of Innsbruck.
- (4) Compulsory modules 1 to 3 of the subject Art Education (No. 4, numbering as in §3) are allocated to the Mozarteum Salzburg.
- (5) Compulsory module 1 and elective modules 1 and 2 of the subject of Biology and Environmental Protection (No. 5, numbering as in §3) are allocated to the University of Innsbruck.
- (6) Compulsory modules 1 to 6 of the subject of Chemistry (No. 6, numbering as in §3) are allocated to the University of Innsbruck.
- (7) Compulsory modules 1 to 4 of the subject of German (No. 7, numbering as in §3) are allocated to the University of Innsbruck.
- (8) Compulsory modules 1 and 2 and elective modules 1 to 7 of the subject of English (No. 8, numbering as in §3) are allocated to the University of Innsbruck.
- (9) Compulsory modules 1 to 5 of the subject of Nutrition and Housekeeping (No. 9, numbering as in §3) are allocated to the Pädagogische Hochschule Tirol.
- (10) Compulsory module 1 and 2 and elective modules 1 to 5 of the subject of French (No. 10, numbering as in § 3) are allocated to the University of Innsbruck.

- (11) Compulsory modules 1 to 3 of the subject Geography and Economics (No. 11, numbering as in §3) are allocated to the University of Innsbruck.
- (12) Compulsory modules 1 to 5 of the subject History, Social Studies and Political Education (No. 12, numbering as in §3) are allocated to the university of Innsbruck.
- (13) Compulsory modules 1 to 4 of the subject Greek (No. 13, numbering as in §3) are allocated to the University of Innsbruck.
- (14) Compulsory modules 1 to 3 of the subject of Computer Science (No. 14, numbering as in §3) are allocated to the University of Innsbruck.
- (15) Compulsory modules 1 to 3 of the subject of Music Education – Instruments (No. 15, numbering as in §3) are allocated to the Mozarteum Salzburg.
- (16) Compulsory module 1 to 5 of the subject of Islamic Religious Education (No. 16, numbering as in §3) are allocated to the University of Innsbruck.
- (17) Compulsory modules 1 and 2 and elective modules 1 to 5 of the subject Italian (No. 17, numbering as in §3) are allocated to the University of Innsbruck.
- (18) Compulsory modules 1 to 3 of the subject of Catholic Religious Education (No. 18, numbering as in §3) are allocated to the University of Innsbruck.
- (19) Compulsory modules 1 to 4 of the subject Latin (No. 19, numbering as in §3) are allocated to the University of Innsbruck.
- (20) Compulsory modules 1 to 4 of the subject Mathematics (No. 20, numbering as in §3) are allocated to the University of Innsbruck.
- (21) Compulsory modules 1 to 3 of the subject of Music Education (No. 21, numbering as in §3) are allocated to the Mozarteum Salzburg.
- (22) Compulsory modules 1 to 4 subject Physics (No. 22, numbering as in §3) are allocated to the University of Innsbruck.
- (23) Compulsory modules 1 to 4 and elective modules 1 to 5 of the subject Russian (No. 23, numbering as in §3) are allocated to the University of Innsbruck.
- (24) Compulsory modules 1 and 2 and elective modules 1 to 5 of the subject Spanish (No. 24, numbering as in §3) are allocated to the University of Innsbruck.
- (25) Compulsory module 1 to 3 of the specialisation Inclusive Pedagogy (focus: disability) (No. 1, numbering as in §3) are allocated to the Kirchliche Pädagogische Hochschule – Edith Stein.
- (26) Compulsory modules 1 to 4 of the specialisation Media Pedagogy (No. 2, numbering as in §3) are allocated to the University of Innsbruck.
- (27) Compulsory modules 1 to 3 of Education Studies (Part II) are allocated to the University of Innsbruck.

§ 5 Validity of the Study Law Regulations

§49 of the HG as well as §89 of the UA apply. For all other matters relating to the study programme, the regulations of the Universities' Act apply. For Education Studies and the subjects, the modules of which are mostly allocated to the University of Innsbruck, also the statutes of the University of Innsbruck apply. For subjects, the modules of which are mostly allocated to the Mozarteum, the statutes of the Mozarteum University apply.

§ 6 Scope and duration

- (1) The Master's Programme Secondary School Teacher Training (General Education) covers 120 ECTS-Credits.

- (2) Modules amounting to 20 ECTS-Credits must be passed in the field of “Education Studies” and modules amounting to 25 ECTS-Credits for every teaching subject and specialisation. In each teaching subject at least 5 ECTS-Credits must be allocated to the respective teaching didactics. The 120 ECTS-Credits include 6.5 ECTS-Credits in pedagogical-practical studies.
- (3) 27.5 ECTS-Credits are allocated to the Master’s Thesis and 2.5 ECTS-Credits to its defense.
- (4) In the module “Interdisciplinary Skills” courses corresponding to 10 ECTS-Credits must be passed, which can be freely chosen by students from the courses of the curricula of the institutions involved in this study programme (and have not been passed for the Bachelor’s programme on which the admission to this programme is based) or the courses accompanying the studies induction and orientation period. It is expressly recommended to select at least one course on women’s and gender research. In the module “Individual Choice of Specialisation” modules corresponding to 10 ECTS-Credits must be passed, which can be freely selected by the students from the modules of the institutions involved in this study programme (and have not been passed for the Bachelor’s Programme on which this Master’s Programme is based) or from modules of the studies induction and orientation period.
- (5) Recommendations on courses for the modules “Interdisciplinary Skills” and “Individual Choice of Specialisation” are given in the course programme and other information media for students of the teacher training programme.

| | Teaching Subject 1 | Teaching Subject 2 | Education Studies |
|--|--|---------------------------|--------------------------|
| Subject and Subject Didactics | 25 ECTS-Credits | 25 ECTS-Credits | 20 ECTS-Credits |
| of which a minimum in Subject Didactics | 5 ECTS-Credits | 5 ECTS-Credits | |
| <i>of which pedagogical-practical studies</i> | <i>5 ECTS-Credits in Education Studies + 1 ECTS-Credit each in Subject Didactics</i> | | |
| | 25 ECTS-Credits | 25 ECTS-Credits | 20 ECTS-Credits |
| Interdisciplinary Skills and Individual Choice of Specialisation | 20 ECTS-Credits | | |
| Master’s Thesis | 27.5 ECTS-Credits | | |
| Master’s Thesis Defense | 2.5 ECTS-Credits | | |
| Master’s Programme Total | 120 ECTS-Credits | | |

(6) 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 an 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 they 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.</i> | | <i>Module/Courses</i> | <i>Type</i> | <i>hrs.</i> | <i>ECTS-Credits</i> | <i>of which ped.-pract. studies in ECTS-Credits</i> |
|-------------|---|--|-------------|-------------|---------------------|---|
| I | 1 | Research and Professionalization | | | | |
| | | 1.a. School Development and Professional Community | VO | 2 | 2 | 0 |
| | | 1.b. VU in one of the following areas: <i>Learning research, teacher training and professionalization school research, leadership and school development research</i> | VU | 2 | 3 | 0 |
| II | 1 | Research and Professionalization 2 | | | | |
| | | 1.c. Research in the field of formal education and teaching experience | PR | 3 | 7.5 | 5 |
| III | 2 | Education Laboratory | | | | |
| | | 2.a. Education Laboratory – Reflection and Development in an educational context | SE | 2 | 3.5 | 0 |
| | | 2.b. Advanced study of current questions in Education Studies in schools and in the education system | PS | 2 | 2 | 0 |
| | | 2.c. VO corresp. to 2 ECTS-Credits in one of the following fields: <i>Gender awareness in the school and education system, inclusion and heterogeneity in the school and education system, social-life related multilingualism and interculturality in the school and education system, plurality of word views</i> | VO | 2 | 2 | 0 |
| | | Total | | | 20 | 5 |

Composition of the pedagogical-practical studies:

Master's Programme: 5 ECTS-Credits in Education Studies + 1 ECTS-Credit in the resp. Subject Didactics. Together with the 33.5 ECTS-Credits passed in the Bachelor's Programme Secondary School Teacher Training (General Education), this amounts to altogether 40.5 ECTS-Credits.

§ 7 General qualification profile

- (1) In the Master's Programme the knowledge and skills acquired in the Bachelor's Programme are expanded and advanced. The subject-specific design of the specialist and subject-specific didactical skills for the respective teaching subjects are presented in part III.
- (2) 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 participate in expert discourse and to independently acquire more specialist, subject-didactical and pedagogical knowledge and to implement it in their teaching.
- (3) The Master's Programme is based on the current state of knowledge of the subject sciences and arts, their didactics and the educational science and leads to the issues in research.

- (4) The Master's Programme Secondary School Teacher Training (General Education) qualifies for teaching at secondary schools. Based on the Bachelor's Programme the graduates have acquired competences for teaching that meets the educational demands of a developing school and society.
- (5) Graduates are qualified for a Doctoral Programme.

§ 8 Types of courses

- (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
- (2) Courses with continuing performance assessment (maximum number of participants 20, unless otherwise stated in part 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. 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. Conversation classes (KO) serve to reflect and deepen already acquired knowledge, skills and abilities with regard to their practical applicability.
 9. 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.
 10. 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.
 11. Artistic group courses (KG) are artistic-practical work with several students.

§ 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 Master's Thesis and Master's Thesis Defense

- (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 chosen from the science of one of the teaching subjects, the didactics of one of the teaching subjects, a specialisation 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 studies of the institution the teaching subject or the specialisation is allocated to.
- (4) With the agreement of the supervisor, the Master's Thesis can be written in a foreign language. In the teaching subject English, French, Italian and Spanish it must be written in the respective language.
- (5) The compulsory module "Master's Thesis Defense" to which 2.5 ECTS-Credits are allocated to, must be passed. This module covers a final oral defense of the Master's Thesis before an examination board.

This module aims at a reflection of the Master's Thesis in the overall context of the Master's Programme. As well as theoretical understanding, methodological fundamentals, the imparting of the results of the Master's Thesis and presentation skills are focused on. Registration requirement is having successfully passed all compulsory and elective modules as well as a positive evaluation of the Master's Thesis.

§ 11 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 or oral) as well as the evaluation criteria are to be defined and announced by the instructor before the start of the course.
 2. continuous assessment courses (,immanent examination') where evaluation is based on regular written and/or oral and/or practical contributions of participants. The methods of evaluation as well as the evaluation criteria are to be defined and announced by the instructor before the start of the course.
- (3) The module "Master's Thesis Defense" is evaluated by an examination before an examination board consisting of three persons. Positive evaluation of the Master's Thesis is a precondition for taking this exam.
- (4) Examinations and the evaluation of scientific papers is based on the regulations of the Universities Act 2002 as well as the Study Law Regulations of the statutes of the University of Innsbruck. Additions to the examination regulations for individual teaching subjects and specialisations are listed in part III of this curriculum.

§ 12 Academic degree

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

§ 13 Coming into force

- (1) This curriculum comes into force on 1 October 2018, unless otherwise stated in par. 2.
- (2) Section 26 in part II comes into force on 1 October 2019.

Part II: Education Studies

§ 1 Preliminary notes

The courses in Education Studies provide a research-based access to the professional field based on the latest findings. The different fields of education science research as well as the question of implementing these findings in the different levels of the education system are dealt with in an integrative way and in accordance with the interdisciplinary professional routines. Against the background of a career-long professionalization process, an integrative, science-based foundation for future pedagogical thinking and action is laid. Special attention is given to aspects of diversity in the formal education process. The term “diversity” includes in particular the areas of heterogeneity, gender, social origin, multilingualism, different talents and the concepts of inclusion, interculturality and plurality of worldviews.

§ 2 Maximum number of participants

- (1) Lectures (VO): 450
- (2) Lectures with integrated practical parts (VU): 50
- (3) Practical training courses (PR): 16

§ 3 Compulsory modules

Compulsory modules covering to 20 ECTS-Credits must be passed:

| 1. | Compulsory Module: Research and Professionalisation | h | ECTS-Credits |
|----|--|---|--------------|
| a. | VO School Development and Professional Community 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 organization for the design of lessons and their targeted development in consideration of the 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 school and teaching practice), 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. | 2 | 2 |

| | | | |
|------------------|--|----------|------------|
| <p>b.</p> | <p>A course corresponding to 3 ECTS-Credits must be selected from the following subject areas:</p> <p>VU Learning Research This course presents the most recent research findings in learning research from different disciplines, in particular with regard to their specific methodical and methodological approaches and the underlying assumptions of scientific theory and paradigm from a point of view of educational science and analyses them with regard to their potential school practical consequences.</p> <p>VU Teacher Education& Professionalisation This course presents the most recent research findings in teacher education and profession research from different disciplines, in particular with regard to their specific methodical and methodological approaches and the underlying assumptions of scientific theory and paradigm from a point of view of educational science and analyses them with regard to their practical relevance for quality criteria related to the professional acting of teachers and to the school practice.</p> <p>VU School Research This course presents the most recent research finding in school and teaching research from different disciplines, in particular with regard to their specific methodical and methodological approaches and the underlying assumptions of scientific theory and paradigm from a point of view of educational science and analysed with regard to their potential school practical consequences.</p> <p>VU Leadership and School Development Research Based on broad pedagogical background knowledge and own practical experiences, this course will deepen the knowledge in the fields of leadership and school development research, in particular consideration of methodological questions. The focus lies on dealing with different current research findings on output control, different evaluation models and formats in the context of formal education and their contribution to intended development of the organisation school at all levels. The course prepares in particular for the research-led development and support of one's own school development projects.</p> | <p>2</p> | <p>3</p> |
| <p>c.</p> | <p>PR Research in the Field of Formal Education and Specialised Practical Course (Schwerpunktpraktikum) One part of this course is taught at the university and the other (research)-practical part at an educational institution (Elementary School, Neue Mittelschule (NMS), Polytechnical School (PTS), Secondary General School (AHS), Secondary Technical and Vocational School (BMHS), Vocational School for Apprentices...).</p> <p>The university part of the course focuses on an advanced study of the scientific-theoretical and methodological aspects of professional and education research, school and teaching research as well as 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.</p> <p>In the discourse with current educational theories and research findings,</p> | <p>3</p> | <p>7.5</p> |

| | | | |
|--|--|----------|-------------|
| | the development of theories is advanced. The school-related part includes the conceptual design, planning and implementation of an independent project in the field of professional and educational research, school and teaching research or teaching and learning research. | | |
| | Total | 7 | 12.5 |
| | <p>Learning Outcomes: The 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 professionalization, 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. 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). Against the background of current theoretical concepts of the professionalization 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. Based on these findings, graduates are able to analyse, plan, implement and critically evaluate learning processes in institutionalised learning situations based on current research findings. The 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> | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Module: Education Laboratory | h | ECTS-Credits |
|----|---|---|--------------|
| a. | <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 evaluating of teaching experiments, meta-cognitive and theory-based and theory-supported or theory-generating reflection of these experiments;</p> | 2 | 3.5 |
| b. | <p>PS Advanced Study of Current Issues of the Foundations of Education Science in the School and Education System Courses for advanced study of issues in education science, problems and topical areas from the correspondingly marked course programme.</p> | 2 | 2 |
| c. | <p>One advanced course corresponding to 2 ECTS-Credits is to be freely chosen from the following topical areas:</p> <p>VO Gender Sensitivity in the School and Education Sytem This course deals with current research results, developments and special issues of the formal education system in particular consideration of</p> | 2 | 2 |

| | | | |
|--|--|----------|------------|
| | <p>gender-related issues and problems.</p> <p>VO Inclusion and Heterogeneity in the School and Education System This course deals with current research results, developments and special issues of the formal education system in particular consideration of heterogeneity and issues of inclusion.</p> <p>VO Everyday-Life-Related Multilingualism and Interculturality in the School and Education System This course deals with current research results, developments and special issues of the formal education system in particular consideration of issues and problems of interculturality.</p> <p>VO Plurality of Worldviews This course deals with current research results, developments and special issues of the formal education system, in particular consideration of the plurality of worldviews.</p> | | |
| | Total | 6 | 7.5 |
| | <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 know innovations and reforms in the education system. They are able to analyse, reflect on them, critically question them and to design and implement actual case-related options for action in professional practice, based on theory – 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. Graduates have expanded their skills and knowledge according to their own interests and interest foci by selecting advanced elective courses in education science.</p> | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

Part III: Regulations for the Teaching Subjects

Section 1: Subject Vocational Education

[Remark: Section 1 is not applicable anymore]

Section 2: Subject Career Guidance/ Life Skills

§ 1 Subject-specific qualification profile

The graduates of the teaching subject Career Guidance / Life Skills have expanded their subject-specific and didactical knowledge acquired in the corresponding Bachelor's programme. They are more and more led towards independent acquisition of knowledge, further education and an open and critical examination of scientific findings and research in didactics.

(1) Subject-specific competences

The aim of the subject-specific scientific training is to provide the graduates with expert knowledge and basic methodological approaches for Career Guidance and Life Skills and to strengthen their individual advisory skills. At the same time they advance the methods and skills for promoting and developing social and personal skills of teachers and personal and specific knowledge as well as the practical skills required for teaching the subject Career Guidance / Life Skills in secondary schools and for professional and educational advice. They acquire a deeper understanding of the different dimensions of diversity and are able to adjust their lessons to the different aspects of heterogeneity. They know and understand the specific needs and requirements of other school types as well as the problems of transition. Networked thinking and multi-perspective problem-solving are trained; The knowledge required for the profession corresponds to the current state of science.

(2) Subject-didactical competences

The Master's Programme Secondary School Teacher Training (General Education) with the teaching subject Career Guidance / Life Skills offers the students a deepening of the subject-didactical competences acquired in the Bachelor's programme. The students use the competences acquired (in the study programme and possibly in professional life) and/or their practical teaching experiences or working experiences to critically and extensively deal with the current state of the subject-didactical discussion. In addition to the intensive theoretical discussion, special emphasis is placed on the practical implementation.

§ 2 Maximum number of participants

(1) Seminars (SE): 15

§ 3 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: In-Depth Subject-Specific Skills | h | ECTS-Credits |
|----|--|---|--------------|
| a. | VU Didactics Career Guidance / Life Skills Principles of gender-neutral career guidance; action fields of migration and career guidance, inclusion; skills assessment in consideration of multilingual, diversity and internal differentiation approaches, theory models and research findings | 1 | 2 |

| | | | |
|--|--|----------|----------|
| b. | SE Target-Group-Oriented Teaching of Career Guidance Fundamentals of gender-neutral career guidance; determinants and consequences of gender differentiation; development of support concepts; dealing with diversity; methods of a differentiated lesson design; overview of pertinent research results | 2 | 3 |
| | Total | 3 | 5 |
| Learning Outcomes: Graduates of this module are able to review and reflect current didactic theory and methodology. They know the principles of gender-neutral career guidance. They also know methods for assessing skills in consideration of multilingual, diversity- and internal differentiating approaches. They have an advanced understanding of different diversity dimensions and the skills to apply their knowledge to actual subject-didactical issues. | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: Analysis of Subject-Specific Research | h | ECTS-Credits |
|---|--|----------|---------------------|
| | SE Analysis of Didactic Research Well-founded scientific, theory- and method-based discussion of a specific subject area of didactic research; advanced discussion, presentation and written evaluation of current research findings in the area of profession and education advice, career guidance or life skills also in the context of diversity, migration and inclusion. | 2 | 5 |
| | Total | 2 | 5 |
| Learning Outcomes: Graduates of this module deal with selected findings in didactic research and present the results in writing and orally in an understandable and methodically correct way. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Counselling Skills | h | ECTS-Credits |
|--|--|----------|---------------------|
| | VU Pedagogical Counselling Concepts Personal counselling, advisory skills, counselling techniques, counselling concept; development in the context of relevant reference sciences; theories of counselling and intervention, attitudes and methods of selected approaches and their significance in relation to education, profession and career advice or problem solving or information counselling resp.; importance and benefits of counselling concepts; education, profession and career advice in a professional format; overview and categorization of media and processes; selected media and formats of career coaching with regards to background, application and effects; | 2 | 5 |
| | Total | 2 | 5 |
| Learning Outcomes: Graduates of this module can resort to a variety of concepts and methods to plan, implement and scientifically explore tasks and projects. They are able to support learners in the job-finding process with personal care and external advice. Furthermore, they acquire knowledge on career guidance for pupils in consideration of the variety with regards to migration background, multilingualism, cultural and transcultural aspects, socio-ecological status and education background. They train their own professional personality. | | | |
| Prerequisites: none | | | |

| 4. | Compulsory Module: Subject Specialisation | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | SE Biographical Work and Procedures of Competence Assessment and Development Term of biography, scientific location of biography work, aims and methods of biography work within the scope of competence assessment and competence development; methods of competence assessment and development; instruments for working with different target groups; competence-based career advice and its effects; questions of diversity in career guidance | 1 | 2 |
| b. | SE Occupational Profiles and Information Management Definition occupation – How and why do occupations emerge and change; types of wages, occupational diseases; types of employment; changes in job profiles; ways of finding information on occupations, importance of occupations in the counselling process; current findings in vocational education and training (VET); consulting concepts and relations with information management; information management systems on occupations and educational pathways; inclusive world of work; information sources, technical/organizational tools | 1 | 2 |
| c. | VU Socialization and Construction of Gender and Youth Socialization-theoretical and psychological approaches to characteristic theories, research, diagnostic and intervention methods, research results, practical fields and social conditions in relation to gender and youth research | 1 | 1 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module expand their subject-specific knowledge. They know current trends in vocational education and training research and are familiar with current counselling concepts. They are able to provide students with adequate educational opportunities, depending on their age and culture. They deal with the aspects of an inclusive world of work. They know current research findings in gender and youth research and are able to develop and implement suitable concepts within the scope of school autonomy. They know about practice and deal with aspects of the working world. They deal with working conditions in individual occupations with regards to workplace design, types of wages and occupational diseases. | | |
| | Prerequisites: none | | |

| 5. | Compulsory Module: Project & Research Module | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| | SE Project – Preparation/Support Conception, implementation, evaluation and documentation of a school, work or social project in the field of career guidance / life skills; independent conception and implementation of a research-relevant project | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to design and implement a research-relevant project and to present the research findings in different contexts. | | |
| | Prerequisites: none | | |

Section 3: Subject Physical Education

§ 1 Subject-specific qualification profile

(1) Subject-specific competences

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the teaching subject of Physical Education

- critically deal with exercise and sports as cultural phenomenon and with developments in sports relevant to society and are able to address relevant aspects in class;
- have in-depth knowledge of subject-specific procedures and research methods and are able to write a scientific paper based on theory and in a methodically and formally correct way;
- have the ability to independently expand their repertoire of sports motor skills and sport-type-specific skills;
- know current developments in the field of sport-specific technologies and media and their importance for teaching;
- can explore scientific theories, models and fields of application, critically reflect on them and didactically prepare them for teaching practice;
- know concepts of the "Bewegte Schule" (school in motion) and their importance for health promotion.

(2) Subject-didactical competences

Graduates

- knowledge (education standards, curricula), which they can use for designing subject-specific and multidisciplinary lessons in a flexible and situation-appropriate way.
- have an extensive repertoire of teaching methods and are able to design and evaluate teaching processes based according to educational standards in a competence-based way and appropriate to the situation.
- are able to work together with representatives of other scientific (teaching) subjects in an interdisciplinary way and to design, plan, implement and evaluate multidisciplinary teaching concepts.
- are able to use suitable teaching media and technologies for teaching the target group and to evaluate them for their effectiveness;
- know suitable procedures and standard definitions for determining individual learning prerequisites and for evaluating the performance of the pupils;
- are able to evaluate extra-curricular sports and exercise offers with regard to their importance for the health of the pupils and to integrate them into the everyday life at school in consideration of didactic perspectives.
- have advanced subject-didactical competences for dealing with heterogenous groups of pupils in a productive way and are able to professionally design and evaluate gender- and diversity-sensitive classes.

§ 2 Maximum numbers of participants

- (1) Introductory seminars (PS): 25
- (2) Lectures with integrated practical parts in the area of Subject Didactics (VU): 20–25 (depending on safety aspect)
- (3) Practical courses (UE): 15–20 (depending on safety aspect)
- (4) Practical training courses (PR): 14
- (5) Excursions (EX): 10–20 (depending on safety aspect, legal and organizational conditions)

§ 3 Compulsory modules

Compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Methodology and Study Design | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VU Methods of Empirical Social Research Knowledge of quantitative and qualitative methods of empirical social research; collection, processing, evaluation, presentation and interpretation of quantitative and qualitative data. | 1 | 2 |
| b. | UE Application of Quantitative and Qualitative Methods Application of quantitative methods in examples using statistical programs; application of qualitative methods (survey, observation, interview, qualitative analysis, complex methods, experiment). | 1 | 2 |
| c. | PS Study Design Designing of study designs for issues in sports science; critical discussion of research designs and evaluation methods based on empirical studies; competence to plan examinations and to apply different evaluation methods. | 1 | 1 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates <ul style="list-style-type: none"> • are able to create adequate research designs for issues in sports science problems. • can select adequate evaluation methods and data-specific analysis methods based on the research design, implement a corresponding methodology and interpret the results. • know possibilities of application and evaluation of research methods for movement- and sports-related phenomena as well as for lesson analysis in the subject of Physical Education. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Advanced Topics in Subject-Specific Education | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | UE Advanced Subject-Didactical Study for Basic Sports Basic sport of choice: swimming, athletics, sports games, artistic gymnastics, gymnastics and dance; advanced study of the basic techniques and didactical concepts for the basic sports listed above; acquisition of varied forms of games and exercises in consideration of performance-oriented groups in school sports; | 2 | 2 |

| | | | |
|-----------|---|----------|----------|
| | planning and implementing of teaching sequences in consideration of the targets of interdisciplinary and multidisciplinary teaching; particular consideration of sports-didactic concepts of inclusion; consideration of gender-related issues and problems in the basic types of sports. | | |
| b. | EU Didactics of Alpine Skiing Advancing the performance level in alpine skiing and expansion of the methodological repertoire. Designing perfect framework conditions in order to initiate and design learning processes in snow sports-specific natural environments in a competence-oriented manner in consideration of safety concepts for alpine terrain; knowledge of different forms of snow sports activities in the context of school ski weeks in consideration of inclusion-specific aspects. | 1 | 2 |
| c. | VU Didactics of Health and Fitness Knowledge of empirical findings of health and fitness in childhood and adolescence. Acquisition of knowledge on didactic concepts of health education with special regard to motivation and the gender perspective; planning and implementation of interdisciplinary projects in health education. | 1 | 1 |
| | Total | 4 | 5 |
| | <p>Learning Outcomes: Graduates</p> <ul style="list-style-type: none"> • develop a sufficiently high level of individual ability in the respective sports and are able to describe and base their practical experience against a movement-theoretical background and know the methodological basic concepts for implementing them in a skill-oriented way. • are able to impart movement-oriented health concepts which are based on scientific findings in an age-appropriate way. • have networking and planning skills with other subjects to carry out subject-specific and interdisciplinary projects in a competence-oriented way. • have a differentiated repertoire of subject-related evaluation procedures in accordance with educational standards for the subject Physical Education and are able to apply them in a reflective way. • are able to plan and assess their lessons in a topic-oriented and target group-appropriate way, as well as in a gender-sensitive and inclusive manner in the context of multidisciplinary and interdisciplinary teaching. • have a basic knowledge of gender issues in the context of Physical Education and are able to include gender-critical perspectives in their classes. | | |
| | Prerequisites: none | | |

| | | | |
|-----------|---|----------|---------------------|
| 3. | Compulsory Module: Advanced Practical Exercises and Subject-Specific Skills | h | ECTS-Credits |
| a. | UE Martial Arts Acquisition of sports-specific techniques of self-defence and self-demarkation with special consideration of gender-specific aspects; critical reflection of health effects; knowledge of measures for injury prevention. | 1 | 1 |

| | | | |
|-----------|--|----------|----------|
| b. | UE Relaxation Techniques Knowledge of the variety of forms of body-oriented relaxation techniques and their theoretical foundations. Acquisition of a wide repertoire of body-oriented relaxation techniques in group work, with special consideration of children and adolescents as well as gender-specific aspects; making of connections to concepts of movement and body awareness. | 1 | 2 |
| c. | EU Didactics School Events – Sports Week Projects Planning and designing of various school sports events, such as summer sports weeks and winter sports weeks; organisation and carrying out of school sports events in consideration of gender-specific and inclusion-specific aspects; planning and carrying out of one- to multi-day events and projects in the context of multi-disciplinary teaching. | 1 | 2 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> • know the didactical concepts for teaching techniques of self-defence and relaxation and can plan and implement teaching sequences on self-defence techniques and body-oriented relaxation techniques in accordance to the education standards in a gender-specific and topic-oriented way. • can to plan, implement and evaluate subject-specific and multi-disciplinary projects and school sports events in consideration of inclusion-specific aspects. • can communicate a respectful treatment of nature and show the possibilities and limitations of physical activity and exercise in nature. • can provide appropriate safety measures for the safety of the pupils in the lessons and during school-related events. | | |
| | Prerequisites: none | | |

| 4. | Compulsory Module: Advanced Research Topics in Sport Science 1 | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| | A course amounting to 5 ECTS-Credits must be passed: a) SE Problem Analysis and Research in Training Science (2 hrs., 5 ECTS-Credits) Discussion of selected issues in the theory of training for different sports activities. Planning, writing and presentation of a seminar paper corresponding to scientific criteria. | | |
| | b) SE Problem Analysis and Research in Neurophysiology (2 hrs., 5 ECTS-Credits) Discussion of selected neurophysiological issues. Planning, writing and presentation of a seminar paper corresponding to scientific criteria. | 2 | 5 |
| | c) SE Problem Analysis and Research in Biomechanics (2 hrs., 5 ECTS-Credits) Advanced study, application and critical evaluation of findings in biomechanics or different types of sports activities. Planning, writing and | | |

| | | | |
|--|---|----------|----------|
| | presentation of a seminar paper corresponding to scientific criteria. | | |
| | Total | 2 | 5 |
| | Learning Outcomes: <ul style="list-style-type: none"> • Graduates are able to acquire specific specialist knowledge in the field of training science, neurophysiology and biomechanics (literature research, knowledge level research deficit) and to apply and evaluate relevant research methods in the fields mentioned above for dealing with an issue in sports science. | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

| 5. | Compulsory Module: Advanced Research Topics in Sport Science 2 | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| | A course corresponding to 5 ECTS-Credits must be passed: a) SE Problem Analysis and Research in Sports Psychology, Sports Sociology and Sports Pedagogy (2 hrs., 5 ECTS-Credits) Discussion of selected issues in sports pedagogy, sports and health psychology and sports sociology. Planning, writing and presentation of a seminar paper corresponding to scientific criteria. | 2 | 5 |
| | b) SE Problem Analysis and Research in Health-Promoting Sports (2 hrs., 5 ECTS-Credits) Advanced study, application and critical evaluation of sports-medical findings for different sports activities in special consideration of health-promoting sports. Planning, writing and presentation of a seminar paper corresponding to scientific criteria. | | |
| | Total | 2 | 5 |
| | Learning Outcomes: <ul style="list-style-type: none"> • Graduates are able to apply and evaluate specific specialist knowledge in the field of sports psychology/sports sociology/sports pedagogy or in the field of health-promoting sports (literature research, knowledge level, research deficit) and relevant research methods in the fields mentioned above for working on issues in exercise and sports science. | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

Section 4: Subject Art Education

§ 1 Subject-specific qualification profile

(1) Subject-scientific competences

Graduates of the Master's programme

- independently plan, realise and present artistic pieces of work and discuss them.
- reflect the development of art and the concept of art, the facets of the current concept of art, theories of visual culture and the visual media and their significance for society and culture, present and discuss them.
- select and apply procedures and methods of artistic and scientific research with regard to their questions. They know the references they make and communicate their artistic position.
- use methods of arts and cultural studies for describing and analysing art (historic and contemporary), aesthetics of everyday life (visual media, design etc.) and designed environment.
- present, communicate and document their artistic work in a professional way in different contexts (e.g. exhibitions).
- interpret, communicate and document the development of art the concept of art, the facts of the current concept of art, theories of visual culture and visual media in accordance with the conventions in arts and cultural studies.
- independently recognise issues and problems and find independent, contemporary artistic solutions for them.
- independently recognise, work on and impart issues and problems in arts, culture and media science.
- present the course and development of artistic processes in a comprehensible way.
- make connections between artistic practice and the artistic work of children and youths and select appropriate teaching concepts and methods. They relate the findings of arts and cultural studies to the life of the pupils and the current curricula.
- use suitable evaluation processes to demonstrate sustainably acquired knowledge and skills.

(2) Subject-didactical competences

Graduates

- reflect current theories and contents of arts pedagogy, present them and apply them on the changing requirements of the subject with regards to methods and contents.
- recognise differences and relations between artistic practice, arts science, visual culture and didactics and make them explicit.
- plan and independently implement arts education lessons according to the curriculum and with regard to the material, social and cultural conditions.
- use different methodological teaching-learning-methods in a flexible manner and appropriate to the respective situation.
- design, multi-perspective learning environments for teaching arts and culture in accordance to the pupils' age, interests and social and cultural background.
- use teaching media and technologies appropriate to the target group.
- diagnose performance level and learning process of the learners.

- take measures to support learning processes as appropriate to the situation.
- plan and implement differentiating and individualizing forms of instruction.
- independently recognise and deal with didactical issues and problems on a scientific level.

§ 2 Maximum numbers 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) Practical courses (UE): 15

§ 3 Compulsory modules

Compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|-----------|--|----------|--------------|
| a. | <p>One of the following courses must be selected:</p> <p>SE Teaching and Diagnosing</p> <p>Aesthetical socialisation of children and adolescents (gender, different environments, cultural background), specific diagnosing methods and procedures for evaluation of starting positions of learners, learning potentials, learning processes and results (portfolio, learning diaries, workbooks, feedback sessions), specific forms of communicating learning success (e.g. individual feedback, comments on worksheets, joint evaluation in class).</p> <p>SE Teaching Research in Art Education</p> <p>Methodological fundamentals for researching aesthetical awareness and education processes in subject-specific classes based on actual cases; presentation forms for summarizing research results in groups. Writing of a seminar paper including the presentation of the obtained research material in digital form.</p> | 2 | 5 |
| b. | <p>UE Practice of Visual Culture in the Classroom (Pedagogical-Practical Studies)</p> <p>Development, testing and discussion of teaching concepts and materials in the different areas of visual culture, for visual creative as well as receptive-reflective lessons.</p> | 2 | 3 |
| | Total | 4 | 8 |
| | <p>Learning Outcomes:</p> <p>Graduates diagnose the individual learning status of pupils against their individual background conditions (gender, social, cultural origin) and apply the findings in an appropriate and responsible way for their teaching. Using scientific methods, they research Art Education, they use different forms of communication to participate in the discussion of the professional public. They consider aspects of contemporary visual cultures in their classes and make them accessible to the pupils. They take into account aspects of inclusion and diversity in</p> | | |

| | |
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| | their teaching. |
| | Prerequisites: none |

| 2. | Compulsory Module: Art and Media Science | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | SE Science of Art Seminar In-depth study and consolidation of methods in art science for describing and analysis single pieces of art, exemplary positions, of periods and venues of art; critical dealing with the formation of myths with regard to individual artists, overrating and popularisation of master pieces, of progress and development etc.; art as a part of social practice, as dependent of political changes and social conditions, as part of the development of viewing techniques and the formation of views, as communication mode | 2 | 3.5 |
| b. | SE Visual Media Theory Seminar Based on selected examples, different theories and aspects of visual media are discussed and tested, e.g. for their contents (computer games, TV, advertisements, architecture, journalism, tourism, marketing, accommodation, body, consumerism etc.), for their views (genre, style, visual events, multimodal communication, entertainment, visual rhetoric), for their techniques (production, storing, distribution), for types of reception. | 2 | 3.5 |
| | Total | 4 | 7 |
| | Learning Outcomes: Graduates understand and analyse visual art and culture as result of social and cultural practices, interests and power conditions. They discuss problems and issues using different theoretical approaches. They describe the influence of visual media on private and public communication and develop methodical and didactic lessons promoting competent dealing with the visual media. | | |
| | Prerequisites: none | | |

| 3. | Compulsory Module: Independent Artistic Project | h | ECTS-Credits |
|----|---|----------|--------------|
| | KE Independent Artistic Project The students develop an independent concept for an extensive artistic project and place it in the context of the projects of their fellow students and other artists. At the end they present and communicate the results. | 3 | 10 |
| | Total | 3 | 10 |
| | Learning Outcomes: Graduates work independently on a larger artistic project. They discuss and substantiate their artistic decisions. They take a position in the discourse in arts and society, research and teach with the tools provided by arts and reflect their own artistic work as an inspiration and motivation for working with pupils. | | |
| | Prerequisites: none | | |

Section 5: Subject Biology and Environmental Protection

§ 1 Subject-specific qualification profile

The Master's Programme in the subject of Biology and Environmental Protection aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with scientific findings.

In the Master's Programme, the competences in the areas of biology and biology didactics are advanced, just like the handling of research methods used in biology and didactics. This is done by dealing with selected topics and issues in individual subdisciplines of biology, in subject-didactic research areas, in elective subjects and by taking into account gender aspects based on gender theory.

(1) Subject-specific competences

The scientific education aims at providing the graduates with expert knowledge and basic methodological approaches in biology and environmental protection. They acquire the competences required for teaching the pupils biological and environmental issues in a comprehensible way and to awaken and promote their interest in natural sciences.

(2) Subject-didactical competences

In the didactical part of the study programme the graduates learn to understand, analyse and interpret competence-based approaches for teaching biology. They are able to adjust their teaching to the individual needs of their pupils, to evaluate the effectiveness of their teaching with regard to the learning success of the pupils and to critically question their actions. They understand biology classes as research field and are able to use theoretic models and research findings in didactics for designing their practical teaching and for planning and implementing didactic research projects. This way, graduates advance their specialist and didactic knowledge acquired during the Bachelor's Programme and are able to use them for their teaching routines.

§ 2 Compulsory and elective modules

(1) In the field of **biological disciplines** courses corresponding to 15 – 20 ECTS-Credits must be passed. They can be freely chosen from the modules of the Bachelor's and Master's Programmes offered at the Faculty of Biology (with the exception of the compulsory and elective modules from the curricula of the Teacher Training Programme - General Education, subject of Biology and Environmental Protection). Excursions and excursions with practical elements (EX and EU) corresponding to a maximum of 5 ECTS-Credits may be included.

(2) In the field of didactics of biology and environmental protection courses corresponding to 5 – 10 ECTS-Credits must be passed.

The following compulsory module must be passed:

| 1. | Compulsory Module: Skills-Based Teaching | h | ECTS-Credits |
|----|--|---|--------------|
| a. | VO Skills-Based Teaching Fundamentals of learning theory for skills-based teaching; competence models and their implementation based on actual examples of biology lessons; performance heterogenous groups; learning difficulties, migration-pedagogical perspectives; gender-sensitive behaviour in the classroom. | 1 | 2 |
| b. | SE Methods and Instruments for Individualizing and Differentiating Teaching Methods of skills-based teaching; supporting talent and interests, sup- | 2 | 3 |

| | | | |
|--|---|----------|----------|
| | porting low achieving pupils; out-of-school learning venues, Freihandexperimente (experiments using the hands and basic tools), role, plan and system plays as possibilities for individual and differentiated teaching in consideration of social aspects of inclusion. | | |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module have an insight in the foundations of learning theory and know different competence models as well as methods and instruments for individualizing and differentiating teaching in the subject of biology. They have seen practical examples and can plan their teaching in a competence-based way and evaluate it with regard to the learning achievements of the pupils. | | |
| | Prerequisites: none | | |

- (3) In the field of didactics and biology and environmental protection one of the following modules can be selected. If the Master's Thesis is written in the field of biology and environmental protection didactics, elective module 2 must be passed:

| 1. | Elective Module: Practical Aspects of Skills-Based Teaching | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VO Health Education Didactics of sexual education; hygiene; drugs and addiction; tropical medicine. | 1 | 2 |
| b. | SE Media for Teaching Biology and Environmental Protection Use and critical reflection on media reports for teaching; information flow; correctness of information; possibilities for individual and differentiated teaching; acquisition of skills for dealing with analogous and digital media. | 1 | 1.5 |
| c. | SE Project Classes Theory and practice of project classes; logistics, legal foundations; selection and implementation of possible topics in the field of biology, age-appropriate implementation based on the type of school and for lower and upper secondary levels; social aspects of inclusion. | 1 | 1.5 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module got an insight into the topics of health education and discussed the implementation in the classroom. They know about the possibilities and limits of the use of media for teaching biology, know practical examples of project teaching and are able to implement corresponding learning offers with regard of the age of the pupils and in a gender-sensitive way. | | |
| | Prerequisites: none | | |

| 2. | Elective Module: Paradigms and Methods in Subject-Specific Education Research | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VO Theories in Subject-Specific Education Research Fundamental theories of education research are introduced and are the basis of the system of hypothesis for planning an empirical, subject-didactical research paper (Master's Thesis). | 1 | 2 |

| | | | |
|-----------|---|----------|----------|
| b. | SE Methods and Instruments of Teaching-Specific Education Research Basic methods of qualitative and quantitative empirical research; discussion of their validity with regard to actual research questions (e.g. administering of questionnaires, interviews, qualitative content analysis, qualitative and quantitative data analysis, analysis of film sequences, triangulations and multiperspectivity. | 2 | 3 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module have an insight into the fundamental theories of education research and can, based on this system of hypothesis, name factors that are relevant to planning an empirical research paper. They are able to discuss them in the context of the respective research problem and interpret the available data based on hypothesis. They know different research methods and can apply them in a context-specific way. They have an overview of basic procedures of data analysis, have tested current analysis software and are able to plan and structure a research project in education science (e.g. Master's Thesis). | | |
| | Prerequisites: none | | |

Section 6: Subject Chemistry

§ 1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) in the subject of Chemistry aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with scientific findings.

(1) Subject-specific competences

Graduates acquire an advanced knowledge on instrumental-analytical methods, chemistry-specific models in classic mechanics and quantum mechanics, spectrometric and spectroscopic structure determination, structure and function of proteins as well as concepts of physical chemistry. Moreover, graduates can reflect, modify and present specific subject-scientific knowledge of contents, theories, developmental perspectives and areas of application and relate them to their profession. They know subject-scientific questions and issues and can deal with them professionally.

(2) Subject-didactical competences

Graduates are familiar with the latest research literature in chemistry didactics and are able to communicate specialist knowledge in consideration of gender and diversity aspects and appropriate to the situation and the target group. They are able to diagnose the performance level and progress of the learners and design and implement teaching concepts in consideration of the specifics of the group of learners (age class, gender, social and cultural background). If required, they are able to implement support measures appropriate to the target group.

§ 2 Maximum number of participants

(1) Practical training courses (PR): 10

§ 3 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Basic Instrumental Analysis | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | VO Environmental Analysis Concepts of environmental analysis, checking systems and checkpoints as well as their interpretation. | 1 | 1.5 |
| b. | PR Practical Training Course in Instrumental Analysis for Teacher Training Students Examples from the fields of environmental, food, bio, polymer and industrial analysis with application of electrophoretic, chromatographic, electrochemical, atomic-spectroscopic and molecular-spectroscopic methods of analysis, coupled methods, preparation of real samples, data analysis and method comparison. | 3 | 6 |
| | Total | 4 | 7.5 |
| | Learning Outcomes: Graduates of this module have a sound knowledge of prevalent methods of analysis and are able to evaluate and interpret findings. They have acquired the skills to use this knowledge for finding solutions to actual problems and to independently work on similar contents. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Structure and Structure Elucidation | h | ECTS-Credits |
|--|---|----------|--------------|
| a. | VU Quantum Mechanics and Visualization Techniques Quantum-mechanic atom model and consequences for the structure principles of the periodic table, Copenhagen interpretation, description of multi-electron systems in theoretical chemistry, models of chemical compounds and interrelations between particles, delocalised electron systems, use of computer chemistry software for optimizing age-appropriate learning processes of the pupils, visualization of general connections for advancing chemistry-specific model perceptions. | 3 | 3.5 |
| b. | VU Structure Determination: Mass Spectroscopy and Nuclear Magnetic Resonance Spectroscopy Structure determination of molecules by means of mass spectroscopy and nuclear magnetic resonance spectroscopy. | 1 | 1.5 |
| Total | | 4 | 5 |
| Learning Outcomes: Graduates of this module have the skill to use chemistry-specific model perceptions in quantum mechanics as well as chemistry-specific visualization techniques for optimizing age-appropriate learning processes of the pupils as well as spectrometric and spectroscopic methods for structure determination on practical examples. They are able to independently work out similar contents. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Protein Biochemistry | h | ECTS-Credits |
|--|--|----------|--------------|
| | PS Biochemistry Advanced discussion of structure and function of proteins, in particular: chemistry of amino acid building blocks, peptide binding, protein analysis, function of proteins, mechanisms of enzymatic catalysis, signal transduction, protein sequence motifs (bioinformatics), proteomics, cellular compartmentalization. | 2 | 2.5 |
| Total | | 2 | 2.5 |
| Learning Outcomes: Graduates of this module understand advanced concepts of biochemistry based on selected, practical and application-oriented examples and tasks with special didactic focus, can reproduce and apply them. They have acquired the skills to independently work out similar contents. They are able to apply the most important concepts of biochemistry to the respective situation. | | | |
| Prerequisites: none | | | |

| 4. | Compulsory Module: Advanced Study of Physical Chemistry | h | ECTS-Credits |
|----|---|----------|--------------|
| | VU Advanced Concepts in Physical Chemistry Real gas (van-der-Waals-equation), third law, binary phase diagrams and mixtures, electrochemistry and corrosion, autocatalysis and chain reactions, kinetic barriers and catalysis, thermodynamic potentials, chemical potential concept, distillation; special focus is placed on the applications of the principles on important commonplace and technical processes; | 2 | 2.5 |
| | Total | 2 | 2.5 |
| | Learning Outcomes: Graduates of this module understand advanced concepts of physical chemistry based on selected, practical, application-oriented examples and tasks with special didactic focus and can reproduce and apply them. They are able to work out similar contents independently and to apply the most important concepts of physical chemistry to the respective situation. | | |
| | Prerequisites: none | | |

| 5. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|--|----------|--------------|
| a. | SE Didactics for Teaching Chemistry in Upper Secondary Schools Matura organization, preparation of Matura questions, competence-oriented teaching in upper secondary education, support of gifted students, custodianship; learning of special working techniques in the Chemistry Olympiad; dealing with practical aspects of the current teaching of the students. | 2 | 3 |
| b. | VO Theories in Subject Didactics Research Fundamental theories in subject-specific education research are introduced and create the hypothesis system for planning an empirical, subject-didactical research paper (Master's Thesis). | 1 | 2 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates develop competence-based learning tasks for teaching in upper secondary schools and compile competence-based questions for Matura exams based on them. They know possibilities for supporting gifted pupils within the classroom as well as outside the classroom. With appropriate learning tasks and appropriate choice of methods, they create the possibility of promoting talents through differentiation and individualization in chemistry lessons by including relevant talent and gender research results. They know the tasks of a custodian for chemistry and are in particular able to take account of the legal safety regulations. The graduates have an insight into the fundamental theories of subject-didactic research and can, based on this hypothesis system, name other factors that are relevant for planning an empirical research paper. They are able to discuss it in the respective context and interpret the data based on hypothesis. They are familiar with different research methods and are able to apply them in the respective contexts. They have an overview of the basic procedures of data analysis, have tested current analysis software and can plan and structure a subject-didactical research project (e.g. Master's Thesis) based on gender competence based on gender theory. | | |
| | Prerequisites: none | | |

| 6. | Compulsory Module: Interdisciplinary Skills | h | ECTS-Credits |
|----|--|----------|---------------------|
| | Providing the availability of places, courses corresponding to 2.5 ECTS-Credits can be chosen from the curricula of the Bachelor's and Master's Programmes at the Faculty of Chemistry and Pharmacy at the University of Innsbruck. | | 2.5 |
| | Total | | 2.5 |
| | Learning Outcomes: Graduates of this module have additional qualification in the fields of analytic chemistry, inorganic chemistry, biochemistry, organic chemistry, physical chemistry, textile chemistry, theoretical chemistry or research-based subject-didactics. They have acquired the skills to independently work out similar contents. | | |
| | Prerequisites: The registration requirements specified in the respective curricula must be met. | | |

Section 7: Subject German

§ 1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) in the subject of German aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with scientific findings.

(1) Subject-specific competences

With regard to the subject of German the graduates

- can reflect, modify and present subject-specific contents, theories, development perspectives and application areas and relate them to their profession;
- can recognise specific scientific issues and problems and work on them in a professional way;
- can apply subject-specific procedures and methods in a way appropriate to the situation and the target group;
- can recognise gender and diversity aspects through founded scientific dealing with literary and other linguistic evidence, name them and take them into account as is required by their profession.

(2) Subject-didactical competences

Graduates can among other things

- reflect, modify and present specific subject-didactical contents, theories, development perspectives and fields of application.
- show possible learning processes for subject-specific contents and adjust their teaching correspondingly.
- relate the subject German to subject didactics, education sciences and the school practice resp. and discuss them in a research-based way;
- evaluate sustainable acquired knowledge and skills based on different examination procedures.
- diagnose the performance status and learning process of the learners and implement supporting measures.
- develop, practically implement and critically reflect on teaching concepts in the fields of the subject selected with regard to the respective curriculum in consideration of the specifics of the group of learners (with regard to age, gender, social and cultural background).

§ 2 Maximum number of participants

(1) Seminars (SE): 30

(2) Practical courses (UE): 30

§ 3 Compulsory modules

The following compulsory modules covering 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: In-Depth Module German Studies I | h | ECTS-Credits |
|---|---|----------|--------------|
| a. | VO German Philology Lecture on a branch of Germanic Medieval Studies, Modern German Literature / Applied Literary Science or Linguistics / Applied Linguistics. | 2 | 5 |
| b. | UE German Philology Interactive working on selected topics from a subarea of the lecture. | 1 | 2.5 |
| c. | UE Methods and Theories of German Philology Discussion of selected theories and models in Linguistics and Literary Science; discussion of the methods; exercises for evaluating research literature on a selected topic and application of theoretical knowledge on actual questions. | 2 | 2.5 |
| Total | | 5 | 10 |
| Learning Outcomes: Advanced knowledge in a selected branch of German Philology and ability to critically reflect and apply this knowledge; knowledge of theories and methods and their fields of application. Ability to independently work out and apply complex subject-related methodical and theoretical connections and issues of the subject (possibly also in connection with interdisciplinary perspectives). | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: In-Depth Module German Studies II | h | ECTS-Credits |
|--|---|----------|--------------|
| | SE Advanced Study of German Philology Seminar on a branch of Germanic Medieval Studies, Modern German Literature / Applied Literary Science or Linguistics / Applied Linguistics. | 2 | 5 |
| Total | | 2 | 5 |
| Learning Outcomes: Ability to independently work out, present and develop complex, subject-related, methodological and theoretical connections and questions of the subject (possibly also in connection with interdisciplinary perspectives). | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: In-Depth Module German Studies III | h | ECTS-Credits |
|--|---|----------|--------------|
| | SE Advanced Study of German Philology (Not to be selected from the same branch as module 2) Seminar on a branch of Germanic Medieval Studies, Modern German Literature / Applied Literary Science or Linguistics / Applied Linguistics. | 2 | 5 |
| Total | | 2 | 5 |
| Learning Outcomes: Ability to independently work out, present and develop complex, subject-related, methodo- | | | |

| | |
|--|---|
| | logical and theoretical connections and questions of the subject (possibly also in connection with interdisciplinary perspectives). |
| | Prerequisites: none |

| 4. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|---|----------|--------------|
| | SE Subject-Didactics German Founded scientific, theory- and method-based discussion of a selected thematic field in subject-didactical research. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Ability to work on and critically reflect on subject didactics in the context of current theory formation and methodology; competence to apply this knowledge on an actual subject-didactic issue. | | |
| | Prerequisites: none | | |

Section 8: Subject English

§ 1 Subject-specific qualification profile

- (1) The Master's Programme Secondary School Teacher Training (General Education) in the subject of English aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with the societies of the countries of the language area. In the Master's Programme the language proficiency and the competences for dealing with methods in linguistics and literary and cultural science are advanced. The further development of the methodological competence is based on selected topics and problems in linguistics, as well as literary and cultural science, including aspects of linguistic and scientific history in elective modules.
- (2) Competences
 - a) Language skills: The language teaching in the Master's Programme aims at complex language proficiency, which is an essential part of the philological study qualifications and cannot be seen separately from the overall programme contents. In terms of language education it should correspond to the general educational mission of universities and to the requirements defined by the Common European Framework of Reference for Languages (CEFR). The Master's Programme's language training aims at the acquisition of professional and communicative skills in an inter- and intra-cultural context. The definition of the educational objectives is governed by the requirements of the professional practice and language comprehension in multilingual situations.
 - b) Linguistic skills: The linguistic education aims at advancing the theoretical knowledge of the system and the functions of English as well as the perfection of the competence to recognise and evaluate the pragmatic-communicative conditionality of the language in social and cultural contexts. In addition, theoretical and methodological competences in synchronous language comparison (foreign language – German) are being developed. Interdisciplinary skills in relation to the languages considered and in relation to the links between linguistic, literary and cultural science are dealt with in courses in elective modules on the history of language and the history of English/American studies.
 - c) Literary science skills: In the literary studies part, mainly literary texts from the respective language area are studied. In doing so, in particular within the scope of a specialisation in literary and cultural studies, an advanced understanding of the inherent laws of literature is acquired, the relationship to other media is examined and the role of literature analysed in a social and cultural-political context. Objective of the education in literary studies is the acquisition of advanced command of methods and techniques for independently analysing and interpreting literary texts. In addition, in the field of individual genres, epochs or literary schools and groups, a critical methodological awareness is developed through literary-scientific methods and the competence for classification into general literary-scientific, literary and cultural-historical contexts is trained.
 - d) Cultural science skills: In the cultural science part of the study programme, students get advanced knowledge of concepts and theories in cultural science. This knowledge, based on solid language skills, enables the students to analyse and link culture and cultural environments. The focus lies on phenomena and concepts of contemporary culture, which are interpreted from a synchronous perspective and as result of the development earlier epochs. The understanding of the interaction between language, media and culture is advanced. An overall goal is the expansion of intercultural competence. Special focus is placed on film – on its means of expression, its historical development and its changing positions in the cultural field. Aspects of gender research as part of cultural studies are generally integrated in the study programme, in the language courses as well as in courses on topics in linguistics, literary science, cultural and media science.

- e) Subject-didactical competences: The subject-didactical part of the study programme enables the graduates to understand, analyse and interpret competence-based approaches in foreign language teaching in a multi-perspective way. They understand foreign language classes as research field, get to the heart of its complex factors based on current theory models and research findings in consideration of neighbouring disciplines and understand its historic and (school)political dimensions in a multilingual society. This way, graduates expand their expert and exemplary knowledge acquired in the Bachelor's Programme and are able to use this knowledge for their foreign language teaching activities.

§ 2 Master's Thesis

If the Master's Thesis is written in the subject of English, it must be written in English. The thesis results in a specialisation in the competence field of linguistics, literary/cultural science or subject didactics.

§ 3 Compulsory and elective modules

- (1) The following compulsory modules corresponding to 10 ECTS-Credits must be passed:

| 1. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Selected Topics in the Didactics of English Selected topics in language teaching, learning and testing research, in particular in foreign language research as a scientific discipline, significance of its related sciences such as applied linguistics and school-rated literary science, cultural and media studies, historic and (school)political dimensions of foreign language teaching in a multilingual society, European initiatives, inclusion of multilingual, diversity, internal differentiating and gender-specific aspects. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to discuss and apply important theory models in foreign language research and related disciplines. They understand foreign language research as independent scientific discipline and can locate it historically and (school)politically and characterise it. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Language Skills (Consolidation) | h | ECTS-Credits |
|----|--|----------|--------------|
| a. | UE Communication Skills Presentations, reading; pronunciation, intonation; listening texts, text comprehension; allusions, humour; discussions/reactions; debates. | 2 | 2.5 |
| b. | UE Language and Text Production Linguistic text production; effective writing; content; grammatical and stylistic analysis of different text types; renarration; scientific writing. | 2 | 2.5 |
| | Total | 4 | 5 |
| | Learning Outcomes: Improving of the language skills acquired in the Bachelor's Programme | | |

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| Prerequisites: none |
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- (2) Elective modules corresponding to 15 ECTS-Credits must be passed. At least one seminar (SE) and one lecture (VO) must be passed.

| 1. | Elective Module: English Linguistics I | h | ECTS-Credits |
|----|--|----------|--------------|
| | VO Applied Linguistics The lecture aims at expanding the knowledge in specific fields of applied linguistics relevant to being a teacher. A thematic focus is on theoretical, practical and methodological issues in the field of the second language acquisition. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Expanding the knowledge in the field of applied English linguistics; methodologically reflected handling of topics of the research subject; expansion of the competence for independent scientific work. | | |
| | Prerequisites: none | | |

| 2. | Elective Module: English Linguistics II | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Language in Context The seminar aims at expanding the knowledge in a key area of English linguistics. In doing so, special focus is placed on theoretical and methodologically founded discussion of the relations between language phenomena and their different contexts (e.g. geographical, social, cultural). | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Advanced knowledge of theories and methods in selected fields of English linguistics; increased understanding of the relationship network between language and its contexts; expansion of the competence for independent scientific work. | | |
| | Prerequisites: none | | |

| 3. | Elective Module: English Literature and Culture I | h | ECTS-Credits |
|----|--|----------|--------------|
| | VO English Literature and Culture (with Reading List) The lecture gives an advanced insight into the developments of British and postcolonial literatures and cultures, their interrelationships and/or sub-aspects of them as well as into corresponding topics, concepts and theories in special consideration of their relevance for school (e.g. interculturality, racism, cultural identity, gender relations). The reading list expands and deepens the contents of the lecture and offers the students room for individual focus. It includes works from different epochs and genres and advances the understanding of topics, concepts and theories in the context of British and postcolonial literary and cultural history. | 2 | 5 |
| | Total | 2 | 5 |

| | |
|--|--|
| | <p>Learning Outcomes: Advanced insight in central topics, concepts and contexts of British and postcolonial literary and cultural history; literary and cultural science competence and (inter)cultural competence. Special focus is placed on the expansion of the competences for independent scientific working and text interpretation, in particular with regard to didactic perspectives, which should increase the sensitivity for the relationship between expert knowledge and school teaching for analysing different text types.</p> |
| | <p>Prerequisites: none</p> |

| 4. | Elective Module: English Literature and Culture II | h | ECTS-Credits |
|----|--|----------|--------------|
| | <p>SE English Literature and Culture In the seminar, a central topic of British and/or post-colonial literature and cultural studies will be dealt with in more detail. It discusses examples or specific foci (historic, contemporary, comparing, interdisciplinary, topic-related) of British and/or post-colonial literature, texts of different genres and different cultural phenomena in particular consideration of their relevance for school teaching.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Advancing competences in literary and cultural studies: Focus is on the theories and research methods the topic is based on, which including didactic aspects contribute to independent scientific working in literary and cultural studies.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 5. | Elective Module: American Literature and Culture I | h | ECTS-Credits |
|----|---|----------|--------------|
| | <p>VO American Literature and Culture (with Reading List) This lectures gives an overview of a central topic, a genre and/or period in North American literature, media and cultural history. With the example of selected works, literary texts and other media relevant to cultural studies are analysed, discussed and interpreted in their intellectual, social and political context in special consideration of their relevance for school teaching.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Advanced insight in central topics, concepts and contexts of North American literary and cultural studies; expansion of the knowledge on genres, periods, theories of North American literature and other media (e.g. film).</p> | | |
| | <p>Prerequisites: none</p> | | |

| 6. | Elective Module: American Literature and Culture II | h | ECTS-Credits |
|----|--|----------|---------------------|
| | <p>SE American Literature and Culture In the seminar, a central topic of North American literature and cultural studies will be dealt with in more detail. It discusses examples or specific foci (historic, contemporary, comparing, interdisciplinary, topic-related) based on a text corpus as well as the theories and research topics the topic is based on in special consideration of their relevance for school teaching. In the seminar students are introduced to independent scientific working in the field of American Studies.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Expansion of the knowledge of genres, period, concepts and theories in the field of North American literature, culture as well as film and media studies.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 7. | Elective Module: Paradigms and Methods in Subject-Specific Education | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | <p>VO Theories of Subject-Didactic Research Theory models of didactic research are introduced and form the hypotheses system for planning an didactic research paper (Master's Thesis) based on empiricism.</p> | 1 | 2 |
| b. | <p>SE Methods and Instruments of Teaching-Specific Didactic Research Fundamental methods of qualitative and quantitative empiric research are introduced and discussed for their significance with regard to actual subject-didactical research issues in the selected teaching subject (e.g. administering of questionnaires, interviews, qualitative and quantitative data analysis, qualitative content analysis, analysis of film sequences, qualitative observation, triangulation and multiperspectivity);</p> | 2 | 3 |
| | Total | 3 | 5 |
| | <p>Learning Outcomes: Graduates of this module know fundamental theory models of subject-didactic research and can, based on this hypotheses system, describe and analyse factors relevant for planning an empiric research paper. They are able to discuss them in the context of the respective research question, generate data and interpret it based on hypotheses. They acquire different research methods and can apply them to their selected teaching subject in a context-specific way. They use basic processes of data analysis und test current analysis software programmes and are able to plan and structure a didactic research project (e.g. Master's Thesis).</p> | | |
| | <p>Prerequisites: successful completion of compulsory module 1</p> | | |

Section 9: Subject Nutrition and Housekeeping

§ 1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) in the subject of Nutrition and Housekeeping aims at expanding the subject-specific and didactic competences in the field of nutrition and health education acquired during the Bachelor's Programme and to apply them in a multi-disciplinary context in the study subject.

Graduates are able to work in their field in a scientifically correct way and publish their results. They are able to analyse problems in the field of health and nutrition and to find solutions based on theory. They are able to correctly assess models of nutrition communication and education, can test their relevance based on theory and reflect on the social and ethical responsibility related to the application of their knowledge and understanding.

They are able to independently develop decision-making and solution-finding competences and to integrate them, founded on didactic theory, into their teaching with regard to their target group. They are able to relate current research findings of neighbouring scientific disciplines to the subject nutrition and housekeeping and use the insights won for planning their teaching in a didactic-methodological way.

Graduates have a command of learning strategies that enable them to continue their studies largely autonomously.

§ 2 Maximum numbers of participants

- (1) Practical courses (UE): 12
- (2) Introductory seminars (PS): 18

§ 3 Compulsory Modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Sociology of Nutrition and Public Health | h | ECTS-Credits |
|-----------|--|---|--------------|
| a. | VO Health Sociology and Culture Health sociology, anthropology, institutions in the health system, health and education, health and lifestyle concepts, gender medicine. | 1 | 2 |
| b. | VO Nutritional Sociology Nutritional culture, nutrition and lifestyle concepts, gender-appropriate nutrition, service and supply culture, ecological and economic dealing with resources. | 2 | 3 |
| | Total | | |
| | Learning Outcomes: The graduates <ul style="list-style-type: none"> • describe and explain a multi-disciplinary health concept. • reflect and analyse different lifestyle concepts based on current research findings. • describe and analyse examples of other eating cultures and lifestyles considering different aspects. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Nutritional Communication I | h | ECTS-Credits |
|--|--|----------|---------------------|
| a. | VO Psychological Aspects of Communication Models of communication and in particular nutrition communication, crisis communication. | 2 | 3 |
| b. | PS Nutrition Communication in the World of the Media Communication strategies in advertising, nutrition formation in advertising, advertising, new media on nutrition/housekeeping/health, social media. | 1 | 2 |
| | Total | 3 | 5 |
| Learning Outcomes: Graduates <ul style="list-style-type: none"> • know basic concepts of nutrition communication. • apply instruments of crisis communication and evaluate them based on theory. • discuss and assess media in the sector of housekeeping, health and nutrition based on current research findings. • apply different possibilities of nutrition-specific advertising media and prepare them for imparting knowledge on nutrition. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Health Promotion | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | PS Biostatistics and Epidemiology Statistic test methods and statistic conclusions, test planning, sample planning, samples, descriptive and inductive statistics, statistics software. | 2 | 2.5 |
| b. | VO Health Policy and Aims Health systems and their functions, national and international structures, nutrition policy, legal framework conditions, fields of action and action strategies. | 1 | 1 |
| c. | PS Subject-Didactics Project on health promotion in schools. | 1 | 1.5 |
| | Total | 4 | 5 |
| Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> • apply statistical methods and interpret the methods and results. • depict health systems and their functions. • outline and discuss the concerns of nutrition policy with regard to current developments in society. • plan, support, document and evaluate projects and reflect their subject-didactical relevance. | | | |
| Prerequisites: none | | | |

| 4. | Compulsory Module: Public Health | h | ECTS-Credits |
|---|---|----------|---------------------|
| a. | PS Aspects of Prevention and Health Promotion Ethics, salutogenesis, health promotion and education at work and at school, health economy, networks, prevention of addiction. | 2 | 3 |
| b. | UE Subject Didactics Motivation training approaches in behavioural therapy, selected theories and methods. | 1 | 2 |
| | Total | 3 | 5 |
| Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> describe and analyse the intellectual, physical, psychological and social conditions of illness and their systemic links. expand their competences in the field of coaching and counselling and reflect on their subject-didactical relevance. | | | |
| Prerequisites: none | | | |

| 5. | Compulsory Module: Nutritional Communication II | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | PS Health and Nutrition Consulting Concepts for changing behaviours, evaluation of health and nutrition projects, health and nutrition education. | 1 | 2 |
| b. | PS Subject-Didactics Food-literacy-concepts of nutrition education within the scope of international and national projects, critical discussion of teaching materials, recommendations and guidelines. | 2 | 3 |
| | Total | 3 | 5 |
| Learning Outcomes: Graduates of this module <ul style="list-style-type: none"> describe and evaluate concepts for changing behaviour based on current research findings. outline and assess evaluation measures of health and nutrition projects and their results. critically deal with teaching materials in a scientifically sound way and evaluate school books based on scientific and subject-didactically relevant aspects. | | | |
| Prerequisites: none | | | |

Section 10: Subject French

§ 1 Subject-specific qualification profile

- (1) The Master's Programme Secondary School Teacher Training (General Education) in the subject of French aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with the societies of the countries of the language area. In the Master's Programme the language proficiency and the competences for dealing with methods in linguistics and literary and cultural science are advanced. The further development of the methodological competence is based on selected topics and problems in linguistics, as well as literary and cultural science, including aspects of linguistic and scientific history in elective modules.
- (2) If the Master's Thesis is written in the subject of French, it must be written in French. The thesis results in a specialisation in the competence field of linguistics, literary/cultural science or subject didactics.
- (3) Competences
 - a) Language skills: The language teaching in the Master's Programme aims at complex language proficiency, which is an essential part of the philological study qualifications and cannot be seen separately from the overall programme contents. In terms of language education it should correspond to the general educational mission of universities and to the requirements defined by the Common European Framework of Reference for Languages (CEFR). The Master's Programme's language training aims at the acquisition of professional and communicative skills in an inter- and intra-cultural context. The definition of the educational objectives is governed by the requirements of the professional practice and language comprehension in multilingual situations.
 - b) Linguistic skills: The linguistic education aims at advancing the theoretical knowledge of the system and the functions of French as well as the perfection of the competence to recognise and evaluate the pragmatic-communicative conditionality of the language in social and cultural contexts. In addition, theoretical and methodological competences in synchronous language comparison (foreign language – German) are being developed. Interdisciplinary skills in relation to the languages considered and in relation to the links between linguistic, literary and cultural science are dealt with in courses in elective modules on the history of language and the history of Romance studies.
 - c) Literary science skills: In the literary studies part, mainly literary texts from the respective language area are studied. In doing so, in particular within the scope of a specialisation in literary and cultural studies, an advanced understanding of the inherent laws of literature is acquired, the relationship to other media is examined and the role of literature analysed in a social and cultural-political context. Objectives of the education in literary studies is the acquisition of advanced command of methods and techniques for independently analysing and interpreting literary texts. In addition in the field of individual genres, epochs or literary schools and groups, a critical methodological awareness is developed through literary-scientific methods and the competence for classification into general literary-scientific, literary and cultural-historical contexts is trained.
 - d) Cultural science skills: In the cultural science part of the study programme, students get advanced knowledge of concepts and theories in cultural science. This knowledge, based on solid language skills, enables the students to analyse and link culture and cultural environments. The focus lies on phenomena and concepts of contemporary culture, which are interpreted from a synchronous perspective and as result of the development earlier epochs. The understanding of the interaction between language, media and culture is advanced. An overall goal is the expansion of intercultural competence. Special focus is placed on film – on its means of expression, its historical development and its changing positions in the cultural

field. Aspects of gender research as part of cultural studies are generally integrated in the study programme, in the language courses as well as in courses on topics in linguistics, literary science, cultural and media science.

- e) Subject-didactical competences: The subject-didactical part of the study programme enables the graduates to understand, analyse and interpret competence-based approaches in foreign language teaching in a multi-perspective way. They understand foreign language classes as research field, get to the heart of its complex factors based on current theory models and research findings in consideration of neighbouring disciplines and understand its historic and (school)political dimensions in a multilingual society. This way, graduates expand their expert and exemplary knowledge acquired in the Bachelor's Programme and are able to use this knowledge for their foreign language teaching activities.

§ 2 Compulsory and elective modules

- (1) The following compulsory modules corresponding to 10 ECTS-Credits must be passed:

| 1. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|---|----------|--------------|
| | SE Selected Topics in the Didactics of French Selected topics in language teaching, learning and testing research, in particular in foreign language research as a scientific discipline, significance of its related sciences such as applied linguistics and school-rated literary science, cultural and media studies, historic and (school)political dimensions of foreign language teaching in a multilingual society, European initiatives, inclusion of multilingual, diversity, internal differentiating and gender-specific aspects. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to discuss and apply important theory models in foreign language research and related disciplines. They understand foreign language research as independent scientific discipline and can locate it historically and (school)politically and characterise it. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: French | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | UE Language Skills French – Oral Further development of the skills “listening/speaking” on the level C1.1. | 2 | 2.5 |
| b. | UE Language Skills French – Written Form Further development of the skills “reading/writing” on the level C1.1. | 2 | 2.5 |
| | Total | 4 | 5 |
| | Learning Outcomes: Language proficiency in the skills “listening/speaking” and “reading/writing” at level C1.1. | | |
| | Prerequisites: none | | |

- (2) Three elective modules corresponding to 15 ECTS-Credits in the following competence areas (A, B, C) must be passed, with at least one elective module to be completed in the competence areas A and B.

A. Area of Competence: Linguistics

| 1. | Elective Module: Advanced Topics Linguistics | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Advanced Topics in French Linguistics Advanced discussion of one or several related fields of French linguistics with special focus on scientific interest and the methodology as well as the application in class. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: The graduates have in-depth knowledge of one (or several related) fields of French linguistics and have won insight into the scientific interest and the methods used in this field. This enables them to write a scientific paper in this field, to supervise pre-scientific papers and to evaluate contents of French linguistics for their relevance for school. They are able to use this contents for their classes or to impart the contents in a simplified form resp. | | |
| | Prerequisites: none | | |

| 2. | Elective Module: Issues and Topics in Linguistics | h | ECTS-Credits |
|----|---|----------|--------------|
| | VU Issues and Topics in French Linguistics Advanced discussion of one or several related fields of French linguistics: development, variety and relationships of the issues, recent developments, relevance for science and teaching. Attendance hours are completed by an comprehensive compulsory reading list that is also part of the examination. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge of one (or several related) fields of French linguistics: They are able to assess the contents of the field with regard to their relevance for school and society, use it for their classes and impart the contents in a simplified form. | | |
| | Prerequisites: none | | |

B. Area of Competence: Literary and Cultural Studies

| 3. | Elective Module: Advanced Topics in Literature and Cultural Studies | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Advanced Topics in French Literature and Cultural Studies Advanced scientific study of selected topical areas in literary and cultural studies including independent literature research by the students and writing of a scientific paper. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge in the selected topical area and are able to independently develop a research issue based on this and to write a paper in consideration of research literature. This enables them to supervise pre-scientific papers in their future profes- | | |

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| | sions and to let their future pupils appreciate scientific approaches to literary, cinematic and other questions. |
| | Prerequisites: none |

| 4. | Elective Module: Issues and Topics in Literature and Cultural Studies | h | ECTS-Credits |
|----|---|----------|---------------------|
| | VU Issues and Topics in French Literature and Cultural Studies Advanced study of the literary and cultural history based on selected epochs, schools, genres, issues in cultural studies etc. Attendance hours are completed by an comprehensive compulsory reading list that is also part of the examination. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge in the selected topical areas and are able to apply the concepts dealt with on the contents of the reading list, which is also part of the examination. They are able to assess the contents of the field with regard to their relevance for school and society, use it for their classes and impart the contents in a simplified form. | | |
| | Prerequisites: none | | |

C. Area of Competence: Subject Didactics

| 5. | Elective Module: Paradigms and Methods in Subject-Specific Research | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VO Theories in Subject-Didactic Research Theory models of didactic research are introduced and form the hypotheses system for planning an didactic research paper (Master's Thesis) based on empiricism. | 1 | 2 |
| b. | SE Methods and Instruments of Teaching-Specific Didactic Research Fundamental methods of qualitative and quantitative empiric research are introduced and discussed for their significance with regard to actual subject-didactical research issues in the selected teaching subject (e.g. administering of questionnaires, interviews, qualitative and quantitative data analysis, qualitative content analysis, analysis of film sequences, qualitative observation, triangulation and multiperspectivity). | 2 | 3 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module know fundamental theory models of subject-didactic research and can, based on this hypotheses system, describe and analyse factors relevant for planning and empiric research paper. They are able to discuss them in the context of the respective research question, generate data and interpret it based on hypotheses. They acquire different research methods and can apply them to their selected teaching subject in a context-specific way. They use basic processes of data analysis und test current analysis software programmes and are able to plan and structure a didactic research project (e.g. Master's Thesis). | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

Section 11: Subject Geography and Economics

§ 1 Subject-specific qualification profile

(1) Subject-specific competences

Basically, the Master's Programme Secondary School Teacher Training in the subject Geography and Economics (GE) offers the students an advanced study of the subject-specific geographic as well as economical competences acquired in the Bachelor's Programme. It promotes synthetic and integrative competences and therefore networked thinking at the interfaces between economy, society and environment. The graduates learn to compile the current state of research according to common international standards and to precede in a targeted and results-oriented way.

By teaching selected contents of currently relevant fields in geography and economy (in special consideration of the curricula of secondary schools) and numerous relations within and outside of the discipline, the study programme imparts subject-specific and methodical competences for developing responsible solution strategies for dealing with complex issues in humans-environment systems. As it is the objective of future-oriented GE lessons to enable the pupils to make decisions and to act with regard to the challenges of global change and sustainable development, the Master's Programme Secondary School Teacher Training in the subject of GE offers its students the chance to expand competences in that respect.

(2) Subject-didactic competences

The Master's Programme Secondary School Teacher Training in the subject of Geography and Economics (GE) offers its students an expansion of the didactic competences acquired in the respective Bachelor's Programme. The students of the Master's Programme use their competences (acquired during the study programme and possibly during work experiences) and their practical teaching experiences for independently, proactively, extensively and critically dealing with current state of the didactic discussion. The approaches of moderate constructivism are particularly important with regard to its contents and methods.

In addition to an intensive theoretical discussion, special emphasis is placed on the practical implementation. In particular, students should include current research findings in geography in their teaching and be able to adjust the contents to the actual environment of the pupils. Graduates learn to plan and carry out field work as well as to organise and head projects. Throughout the programme they are encouraged to apply and advance their competences for lecturing, presenting, scientific writing and heading of work groups and discussions.

The Master's Programme Secondary School Teacher Training – Geography and Economics follows the principle of educating teachers who are able to empower, encourage and motivate their pupils to be responsible and active participants of society. In the sense of an education for sustainable development, the students acquire competences, to “offer all people educational opportunities that enable them to acquire the knowledge and values and to learn the behaviours and lifestyles required for a worthwhile future and positive changes in society” (UNESCO).

§ 2 Maximum number of participants

(1) Excursions with practical elements (EU): 12–20 (depending on safety aspects, legal and organizational conditions)

(2) Seminar (SE): 15

§ 3 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Discussion of Recent Literature in Geography and Subject-Specific Research | h | ECTS-Credits |
|---|---|----------|---------------------|
| a. | SE Discussion of Recent Literature in Geography This course in seminar format communicates the current state of research in the most important subdisciplines of Physical and Human Geography. Based on exemplary topics, expressiveness in writing (seminar paper), in speaking (oral lecture) and in discourse (lecture discussion) are exercised and advanced. | 1 | 4.5 |
| b. | SE Discussion of New Literature in Subject-Didactics This course in seminar format communicates the current state of research in the didactics of GE. Based on exemplary topics, expressiveness in writing (seminar paper), in speaking (oral lecture) and in discourse (lecture discussion) are exercised and advanced. | 1 | 3 |
| | Total | 2 | 7.5 |
| Learning Outcomes: Graduates of this module acquire knowledge of the current research approaches in the field of General Geography as well as in didactics for GE. In addition, they are familiar with the latest research finding. They are able to develop specific geographic models, methods, approaches and issues in relation to the current state of research in a discursive way and advance their ability to critically question it. | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: Subject Didactics and Economics | h | ECTS-Credits |
|--|---|----------|---------------------|
| a. | VU Excursion Didactics in the Sense of an Education for Sustainable Development In this course the students actively deal with the current state of research in excursion didactics as well as important foundations for sustainable development. Based on this, they independently design excursion modules and engage in critical discussion and reflection. | 2 | 2 |
| b. | EU Excursion in Subject Didactics Based on the corresponding VU, the students practically carry out the developed excursion modules in the field. | 2 | 2 |
| c. | SE Seminar in Economics Based on exemplary topics, students acquire in-depth knowledge in the fields of micro- and macro-economy. Written (seminar paper) and oral (lecture) argumentation are trained. In addition, students learn to develop economic issues relating to the current state of research in a discursive way and acquire the skills to critically questions them. | 2 | 3.5 |
| | Total | 6 | 7.5 |
| Learning Outcomes: Graduates of this module develop skills for independently planning and holding lessons in the field. They work as autonomously as possible on concepts of excursion didactics and education for sustainable development. In a synthesizing and multi-perspective manner, they deal with topics from the conflict fields society-economy-environment and concretise their theoretical consideration in the form of an excursion module. Furthermore, they develop competences for discursively developing and communicating economic issues from the current state | | | |

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| | of research. |
| | Prerequisites: none |

| 3. | Compulsory Module: Europe and Regional Planning | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VO Regional Europe This course provides in-depth knowledge in human and physical geography of Europe. In a problem-oriented way, historical-territorial, natural and cultural spatial framework conditions as well as concrete European spatial types/regions (e.g. old industrial areas or high-tech regions) are presented with regard to the geographical structures and the processes of spatial change. | 2 | 5 |
| b. | VO Applied Geography This course shows the possibilities for using scientific geographical findings in theory and practice. Strategies, measures and problems of implementation in different fields of action are discussed. | 1 | 2 |
| c. | VO Spatial Planning and Land Use Regulations In the field of spatial planning, students get an overview of the self-conception, the tasks, working methods and possible consequences or results of spatial planning in Austria and its neighbouring countries. Based on current structures of land use, basic objectives, tasks, levels and instruments of spatial planning in Austria and their change are introduced. | 2 | 3 |
| | Total | 5 | 10 |
| | Learning Outcomes: Graduates of this modules develop competences to apply geographical findings and skills to find solutions for spatial problems in relation to society. They know spatial structures and processes in Europe and with regard to the European Union they are familiar with the fundamental goals of spatial planning, structure, organization, instruments, as well as regional, economic, budget and monetary policy and are able to critically argue about it. | | |
| | Prerequisites: none | | |

Section 12: Subject History, Social Studies and Political Education

§1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) in the subject of History, Social Studies and Political Education serve the advanced continuing education of the teacher training. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with scientific findings.

Advanced subject-specific and subject-didactic study

The examination of history and the resulting, historically founded understanding allow a reflected, factual-analytical approach to the problems of a pluralistic society. Historians are characterised by logical-analytical, networked and problem-solution-oriented thinking, the ability to synthesise, conceptual creativity as well as the independent development and processing of knowledge and information sources.

In the Master's Programme the subject-specific training according to the latest state of research is advanced. Profound expert knowledge enables the students to teach developments and connections of historic periods in consideration of political, social, economic and cultural aspects in an age-appropriate and comprehensive way.

The teacher training is advanced in didactic research for history acc. to the latest state of research, in consideration of the respectively valid curricula for secondary schools. The teaching of History, Social Studies and Political Education is committed to the knowledge of the past as an essential prerequisite for a better understanding of the present and the promotion of a critical awareness of historical perceptions, constructions and instrumentalizations of the past. The imparting of action and orientation knowledge as basic historic and political competences is a necessary prerequisite for individual and social positioning. Teachers are able to adjust their teaching to the individual needs of their learners and to evaluate and critically questions the effectiveness of their lessons.

All in all, this accounts for a qualification profile that qualifies the graduates as multipliers of knowledge of history or historically sound knowledge for practicing their profession in schools as well as non-school institutions.

The expert scientific knowledge imparted in the Master's Programme Secondary School Teacher Training (General Education) in the subject of History, Social Studies and Political Education are grouped in six historic core areas (Ancient History, Middle Ages, Modern Age, Economic and Social History, Austrian History, Contemporary History) and Political Education.

§ 2 Guidelines of the study programme

The teaching subject of History, Social Studies and Political Education centres on the concept of human beings as social and political beings and the historical and present forms of its commoditization and cultural development, taking into account fundamental principles such as democracy, freedom, equality, tolerance, respect for human dignity as well as human and civil rights and the rejection of extremist attitudes. Multiperspectivity, interculturality and inclusion are decisive factors for this. Accordingly, the subject-didactic modules discuss questions of teaching history, social and political matters.

§ 3 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Advanced Topics in History | h | ECTS-Credits |
|----|--|----------|--------------|
| | <p>Two seminars from two of the following core areas or in Political Education resp. must be selected:</p> <p>SE Ancient History (2 hrs., 5 ECTS-Credits) SE Middle Ages (2 hrs., 5 ECTS-Credits) SE Modern Time (2 hrs., 5 ECTS-Credits) SE Economic and Social History (2 hrs., 5 ECTS-Credits) SE Austrian History (2 hours, 5 ECTS-Credits) SE Contemporary History (2 hrs., 5 ECTS-Credits) SE Political Education (2 hrs., 5 ECTS-Credits)</p> <p>Expansion of subject-specific knowledge by dealing with a topical area from one of the six historic core areas or political education resp.</p> | | |
| | Total | 4 | 10 |
| | <p>Learning Outcomes: Students deal with new topics from the selected core areas or in Political Education resp. They understand and evaluate them and discuss them with regard to scientific dynamics and trends of the resp. core area or political education. They are familiar with the strengths and weaknesses of the different methodical approaches. They develop competences for independent formulation of historic, democracy- and social-policy related questions and conclusions.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 2. | Compulsory Module: Subject-Specific Specialisation | h | ECTS-Credits |
|----|--|----------|--------------|
| | <p>SE Topic-Specific Seminar in Subject-Specific Didactics/Science Discussion of key topics from the individual historic key topics or in Political Education resp. based on the latest state of research as well as the application of the contents in history and politics didactis within the scope of teaching History, Social Studies and Political Education in consideration of the group of learners; In addition, the preparation of thematic longitudinal and cross-sections, whereby aspects such as global history, gender history, multiperspectivity, multiculturalism and inclusion etc. are given special consideration; discussion of different theories of subject-didactical research and preparation for the individual steps of planning an empiric research paper.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Advanced discussion of key topics with a cooperation of subject-specific science and subject-didactics. Designing of teaching concepts and source materials for application in secondary schools. Knowledge of basic theories of subject-didactical research and command of the methods and instruments of teaching-specific didactic research.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 3. | Compulsory Module: Advanced Specialisation in History | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| | Two courses from the modules Advanced Specialisation in History must be passed: VO Advanced Specialisation in History (2 hrs., 2.5 ECTS-Credits) VU Advanced Specialisation in History (2 hrs., 2.5 ECTS-Credits) Selected chapters from a field in history, e.g. thematic longitudinal sections, historic cross-sections, non-European history, regional history, gender history, inclusion. | | |
| | Total | 4 | 5 |
| | Learning Outcomes: Students have a command of the contents imparted in the courses and are able to contextualise and interpret the acquired factual knowledge. They can reliably recognise contexts and structure historic procedures and processes. | | |
| | Prerequisites: none | | |

A. If the Master's Thesis is written in the subject of History/Didactics of History, compulsory modules 4 must be passed:

| 4. | Compulsory Module: History as Academic Discipline and Discourse | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| | SE Applied Methods and Theories: Presentation of the contents of the Master's Theses of the participants, presentation of results and theses, discussion and exchange; dealing with current research issues and controversies, exemplary implementation of different scientific presentation formats. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: The students present the research question of their Master's Thesis including an overview with regard to research literature and sources. They explain and substantiate their own research concept and the contents to be dealt with. | | |
| | Prerequisites: none | | |

B. If the Master's Thesis is not written in the subject of History/Didactics of History, compulsory modules 5 must be passed:

| 5. | Compulsory Module: History of Historiography and Gender Studies | h | ECTS-Credits |
|----|--|----------|---------------------|
| | <p>One course corresponding to 2 hours, 5 ECTS-Credits must be passed: VU Reading Classics (2 hrs., 5 ECTS-Credits) Reading and contextualizing of historiographic texts, dealing with the history of reception, interpretation in consideration of gender dimensions.</p> <p>VO Gender Concepts – Gender Theories (2 hrs., 5 ECTS-Credits) Overview of theories of gender issues, imparting of the current state of research in critical gender research, contextualization of critical gender research, linking of theoretical reflection with practical application based on selected examples.</p> | | |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Students have an insight into the history of historiography against the background of global discourse on theories of history. They are able to link current discussions on theories and methods with previous historic and trans-disciplinary debates. They are able to critically reflect on gender issues and to explain and critically reflect on their importance.</p> | | |
| | <p>Prerequisites: none</p> | | |

Section 13: Subject Greek

§ 1 Subject-specific qualification profile

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the subject of Greek advance their subject-specific, interdisciplinary subject-didactical and general pedagogical skill acquired in the Bachelor's Programme and are led towards an independent acquisition of knowledge and an ongoing continuing education.

Because of their founded knowledge of the vocabulary and grammar, they are able to interpret Greek texts by using a variety of different strategies and to translate them into German. Moreover, they expand their productive skills in Greek and are able to independently write coherent texts for school use. They expand their knowledge of Greek writing and acquire a specialist knowledge in specific areas of Greek literature. They acquire an insight into a series of school-relevant texts and are able to relate them to their knowledge in literary and cultural studies. They are familiar with the central approaches of literary theory from antiquity to today and are able to use them for analysing and interpreting Greek texts. They develop their skills of using secondary literature in literary science for text interpretation to balance different research opinions and to methodologically reflect on them.

With their translation work, graduates improve their sensitivity for the use of language and advance 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.

Graduates expand their knowledge of didactics and methodology of teaching Greek in particular in the field of reading. They know the most important approaches of text interpretation and are able to apply this knowledge for didactically preparing original passages in Greek in a targeted way. They are able to impart contents appropriate to the age of the pupils and adjust their teaching to their individual needs. They reflect on the possibilities of using different media and improve their abilities to use them for imparting contents in corresponding to the respective situation. 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. They are familiar with the methods and way of working in Greek didactics and get an insight into current issues in didactics.

§ 2 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

If combined with the teaching subject Latin, there are joint compulsory courses corresponding to 5 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 Master's Programmes at the university.

| 1. | Compulsory Module: Interpretation | h | ECTS-Credits |
|----|--|---|--------------|
| a. | VU Literary Theory Approaches in literary theory from antiquity to today; analysis and discussion of secondary literature in literary theory; reading and interpretation of antique text passages from the perspective of different concepts in literary theory; | 2 | 2.5 |

| | | | |
|--|--|----------|------------|
| b. | SE Interpretation and Methodology (Greek Literature) Dealing with literary texts of Greek literature in a scientific way: translating and interpreting extensive text passages; discussion of different interpretation approaches based on the reading and analysis of secondary literature on different interpretation methods; literary interpretation of a selected text passage and reflection on methodological fundamentals. | 2 | 5 |
| | Total | 4 | 7.5 |
| Learning Outcomes: Graduates of this module expand their skills for interpreting Greek texts based on literary science. They know important approaches and models of literary theory from antiquity to today and can use it for the interpretation of antique texts. They are able to independently find suitable secondary literature on a scientific question and to locate it within concepts of literary theory. They are able to critically deal with different research opinions and to take a stand based on a research question. | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: Thematic Specialisation | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | VU Areas of Greek Literature Advanced study of an author, a genre or a topic in Greek literature. | 2 | 5 |
| b. | VU Areas of Antique Literature Advanced study of a genre or a topic in the form of a longitudinal section in antique Greek and Roman literature. | 2 | 5 |
| | Total | 4 | 10 |
| Learning Outcomes: Graduates of this module advance their knowledge of antique writing and acquire a founded knowledge in specific areas of Greek literature. They know author- and genre-specific characteristics and are able to find them in texts. They are able to trace the development of a genre or the different discussion of a topic in different epochs in literary history and to locate the changes within their cultural and historic context. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Subject-Specific Education | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | SE Greek Interpretation Seminar Translation and didactical preparation of school-relevant texts for classes; reading, analysis and discussion of subject-specific and subject-didactical secondary literature; subject-didactical analysis of a selected text passage and presentation of the results found; writing of a written paper. | 2 | 5 |
| b. | UE Greek Texts Production Translation of coherent texts from German into Greek; independent writing of short, simple Greek texts with regard to school use. | 2 | 2.5 |
| | Total | 4 | 7.5 |
| Learning Outcomes: Graduates of this module advance their knowledge in Greek literary didactics and of important models and concepts. They are able to independently find suitable subject-specific | | | |

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| | <p>literature and to use it for critical interpretation. Based on this, they are able to select suitable interpretation approaches for class. For didactically preparing Greek texts, they can resort to their knowledge about heterogeneity in classes and the possibility to individual diagnosis and support. They use subject-didactic secondary literature and advance their knowledge about methods and ways of working in Greek didactics. They win an insight into current issues and are able to take a stand and to support their opinion with arguments. They can present their result in a lecture and a written paper in a comprehensive and precise way. Moreover, they are able to translate coherent passages from German into Greek and to independently write short, simple Greek texts. This way they are able to design test and exercise texts for use at school.</p> |
| | <p>Prerequisites: none</p> |

Section 14: Subject Computer Science

§ 1 Subject-specific qualification profile

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the subject of Computer Science have advanced the subject-specific and subject-didactic knowledge acquired in the respective Bachelor's Programme.

They know different applications of computer science and have a basic understanding of the methods of applied computer science.

The following key competences are imparted or advanced in the Master's Programme:

Abstraction, formalization and critical examination of the given problem; independent problem analysis, self-responsible and creative problem-solving; clear presentation and clean documentation of the developed solutions as well as project management. In addition, a sound assessment of one's own work is trained from a legal, ethical and social point of view. For this they have dealt with selected results of didactic research and are able to use them practically and purposefully in their own lessons.

If the Master's thesis is written in the subject of Computer Science, the graduates are prepared for a PhD-study programme in Didactics of Computer Science or Computer Science.

§ 2 Compulsory Modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Compiler Construction or Computer Linguistics and Automata Theory | h | ECTS-Credits |
|----|---|----------|--------------|
| | One of two compulsory modules from the curriculum of the Master's Programme in Computer Science must be selected: Module 1 (Compiler Construction) or Module 2 (Formal Language and Automata Theory). | 3 | 5 |
| | Total | 3 | 5 |
| | Learning Outcomes: This module serves the acquisition of basic qualifications in computer science. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|-----------|---|---|--------------|
| a. | SE Special Chapters in Didactics for Computer Science Scientific dealing with current and special topics in the didactics of computer science (in particular also topics in gender research or gender mainstreaming in the field of computer science as well as e-inclusion). | 2 | 3 |
| b. | SE Theories and Methods of Evidence-Based, Quantitative and Qualitative Teaching-Learning Research for Teaching Computer Science Theoretical as well as practical introduction and application of current theories, methods and tools of evidence-based, quantitative and qualitative teaching and learning research. This includes the mathematical fundamentals in the fields of descriptive statistics, inference statistics, regression analysis and factor analysis. The main topic is the identification and evaluation of impact factors for pupil performance in computer science classes. The practical implementation takes place via the analysis of existing | 2 | 3 |

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|-----------|---|----------|-----------|
| | <p>studies as well as the planning, implementation and documentation of own research projects (in laboratories or schools).</p> <p>For the documentation of the results, the students are introduced to the writing process and the formal regulations for the writing of scientific publications.</p> | | |
| c. | <p>PS E-Learning-Didactics and Instructions Design for Teaching Computer Science</p> <p>By using standard information technology structure, common learning management systems as well as modern web technologies, the students acquire competences</p> <ul style="list-style-type: none"> • for imparting curricula contents in computer science as blended-learning scenarios; • for evaluating and improving media-based lessons in computer science; • for IT-supported cooperation and communication with colleagues. <p>For this the following topics are introduced in theory and practically worked on:</p> <ul style="list-style-type: none"> • current tools for e-learning, IT-supported communication and cooperation; • competence-based computer science lessons and instructions design; • standard models for the planning, conception, design, implementation and quality assurance of e-learning scenarios for teaching computer science; • implementation of concepts and methods in computer science didactics through the supported use of e-learning. | 1 | 2 |
| d. | <p>PS School Information Systems and Pedagogical IT System Administration</p> <p>In the first part the students get a practical introduction to common school information systems. Among other things, the following categories are dealt with:</p> <ul style="list-style-type: none"> • school administration programmes • electronic class register • document management systems • web presence for schools • digital notice boards • e-learning infrastructures and cloud services for schools • supporting software and important services of the school network for teaching <p>In the second part students are introduced to the legal and pedagogical aspects of administrating the IT-infrastructure at schools. Among other, the following topics are practically dealt with:</p> <ul style="list-style-type: none"> • legal regulations of the current IT custodian rules • pedagogical supervision of the e-learning-infrastructure and IT-supported classes • key issues of media pedagogy • Internet regulations at schools • use of the (pupils’) notebooks and mobile devices in class • IT-competitions and IT industry certificates at schools • IT-supported processing of written performance evaluations and of final exams • planning and acquisition of IT systems | 1 | 2 |
| | Total | 6 | 10 |

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| | <p>Learning Outcomes: Graduates of this module can</p> <ul style="list-style-type: none"> • plan and carry out didactically based lessons in computer science with purposeful use of e-learning support. • diagnose the effectiveness of lessons in computer science by using scientific methods and develop strategies for improving. • evaluate the purpose and function of common school information systems, efficiently use them for finding solutions to the standard challenges of everyday school life and to advise colleagues. • support the school community in the pedagogical and professional use of the school's IT infrastructure in compliance with legal requirements. |
| | Prerequisites: none |

| 3. | Compulsory Module: Advanced Computer Science | h | ECTS-Credits |
|----|---|---|--------------|
| | Modules covering 10 ECTS-Credits must be selected from the compulsory and elective modules from the curriculum of the Bachelor's Programme in Computer Science, with the exception of module 22 (Seminar with Bachelor's Thesis) and 23 (Interdisciplinary Skills) and modules already passed during the Bachelor's Programme, or of the Master's Programme Computer Science, with the exception of compulsory module 5 (Specialisation Module) and 6 (Master's Thesis Defense). A maximum of one Master's seminar can be credited. | | 10 |
| | Total | | 10 |
| | <p>Learning Outcomes: This module serves the expansion of the study programme and the acquisition of additional qualifications.</p> | | |
| | <p>Prerequisites: The registration requirements specified in the respective curricula must be met.</p> | | |

Section 15: Subject Music Education - Instruments

§ 1 Subject-specific qualification profile

(1) Artistic and subject-specific competences

Graduates of the Master's Programme Secondary School Teacher Training (General Education) for the subject Music Education - Instruments

- can reflect, modify and orientate to teaching practice key scientific contents, theories or development perspectives in the field of instrumental/singing didactics as well as other music-related disciplines.
- can work on scientific issues by using corresponding research methods in a scientifically sound way.
- 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.

(2) Subject-didactic competences

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the subject of Music Education - Instruments

- 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 multiperspectively organised learning environments.
- can plan, implement and critically questions differentiating and individualizing forms of teaching together with the learners.

§ 2 Admission

- (1) The Master's Programme Secondary School Teacher Training (General Education) in the subject Music Education – Instruments is only possible in combination with the subject Music Education.
- (2) Admission to the Master's Programme Secondary School Teacher Training (General Education) in the subject of Music Education – Instruments requires, in addition to the general admission requirements of regular study programmes and the admission requirements of the Secondary School Teacher Training Programme, the fulfilment of the qualitative admission requirements for external applicants.
- (3) The artistic admission exam for demonstrating the qualitative admission requirements follows the requirements of the Bachelor's examination for the Secondary School Teacher Training Programme (General Education) in Music Education - Instruments at Mozarteum University Salzburg (location Innsbruck).

Further regulations for the admission examination, the completion of the modules and the Master's Thesis and its defense are defined by the guidelines of the Curriculum Committee of the Mozarteum University (guidelines).

§ 3 Maximum number of participants

(1) Seminars (SE): 14

(2) Lectures with integrated practical parts (VU): 10

(3) Conversation classes (KO): 1–5 (depending on the allocated umbrella course and organizational issues)

§ 4 Compulsory module

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Instrumental Pedagogy and Subject Didactics | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | SE Instrumental and Vocal Pedagogy Further aspects of didactics and methodology of instrumental/vocal lessons; science-led examination of different teaching methods. | 2 | 4 |
| b. | SE Further Topics of Subject Didactics of the First and Second Major Advanced empiric- and research-based study of selected topics in subject didactics; further aspects of instrumental/vocal teaching in the context of the professional field. | 2 | 4 |
| | Total | 4 | 8 |
| | <p>Learning Outcomes: Graduates of this module can scientifically deal with current theories and methods of instrumental 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 question differentiating and individualizing forms of teaching together with the learners.</p> | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Musicology and Theory | h | ECTS-Credits |
|----|---|----------|---------------------|
| | <p>Three courses corresponding to 12 ECTS-Credits must be selected:</p> <p>SE Topics in Historic and Contemporary Views, Playing Techniques and Repertoire of the 1st or 2nd Artistic Major (2 hrs., 4 ECTS-Credits)</p> <p>Research-based advanced study of specific topics in the context of instrument making, ways to play and vocal-technical conditions; repertoire, interpretation and reception history.</p> <p>SE Topics in Music History of the 20th and 21st Century (2 hrs., 4 ECTS-Credits)</p> <p>Overview of 20th and 21st century tone language and composition technique; historic developments and tendencies; important personalities and works; cross-references to politics, sociology, art and literature.</p> <p>SE Analysis of Works (2 hrs., 4 ECTS-Credits)</p> <p>Science-based analysis of musical works, founded application of stylistic, formal, historic and aesthetic criteria.</p> <p>VU Composition and Arrangement at School (2 hrs., 4 ECTS-Credits)</p> <p>Composing and arranging for school teaching; questions of instrumentation and composition technique; instructions and strategies for creative music creation.</p> <p>VU Applied Music Theory in Improvisation and Jazz Composition (2 hrs., 4 ECTS-Credits)</p> <p>Theory-based concepts for improvisation in vocal and instrumental area; advanced composition techniques in Jazz.</p> <p>VU Songwriting (2 hrs., 4 ECTS-Credits)</p> <p>Writing of own songs and texts based on the analysis of different song structures in popular music (form, melody, harmony, rhythm, hooks, texts etc.).</p> <p>SE Music Ethnology and Music Anthropology (2 hrs., 4 ECTS-Credits) Theories of music ethnology and music anthropology; styles and contexts of European traditional music and non-European traditional and serious music; role of music in our lives and its variety and importance in the world's cultures.</p> | 6 | 12 |
| | Total | 6 | 12 |
| | <p>Learning Outcomes: Graduates of this module</p> <ul style="list-style-type: none"> • can reflect and modify key scientific contents, theories or development perspectives in the field of musical science and theory and orientate it to teaching practice. • can work on scientific issues in music-related disciplines by using corresponding research methods in a scientifically sound way. • 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. | | |
| | <p>Special notes: It is not possible to select courses already chosen in the subject Music Education.</p> | | |

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| | Prerequisites: none |
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| 3. | Compulsory Module: Research Colloquiums | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | KO Subject-Didactical Conversation Class for the Group Lessons of the 1st and 2nd Artistic Major 1-2 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 |
| b. | KO School-Practical Conversation Classes (depending on the offer) 4-6 Individual experiences from one's own teaching experiences or artistic-practical issues resp. are dealt with, reflected on and studied in-depth. | 3 | 3 |
| | Total | 5 | 5 |
| | 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. | | |
| | Special notes: If possible, conversation classes are held within the scope of topically related courses of the Bachelor's Curriculum. | | |
| | Prerequisites: none | | |

Section 16: Subject Islamic Religious Education

§ 1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) in the subject Islamic Religious Education qualifies for the professional practice as a religious education teacher in secondary schools. It aims at an advanced scientific study and profession-oriented specialisation of the fundamental knowledge and competences acquired in the Bachelor's Secondary School Teacher Programme in the subject of Islamic Religious Education and is marked by a theological and multi-perspective understanding of education, education processes and didactics.

(1) Subject-specific competences

Graduates of the Secondary School Teacher Programme in the subject of Islamic Religious Education

- acquire advanced knowledge of philosophical and theological subjects as well as Islamic studies and are able to independently and appropriately apply subject-specific methods.
- have a basic knowledge with regard to the characteristics and methods of other disciplines of science and are able to work interdisciplinary.
- can theologially interpret and evaluate current phenomena in society based on scientific-founded Islamic-theological viewpoints.
- can recognise, critically reflect on and methodically investigate theological issues and implications in education processes from an Islamic-theological perspective.
- can advance their competences in a theological specialisation (recommendation for elective module 1 to elective module 3).

(2) Subject-didactic competences

Graduates of the Secondary School Teacher Programme in the Subject of Islamic Religious Education

- can plan, implement and evaluate religious education processes based on theory and research.
- can independently recognise and scientifically work on subject-didactic issues and problems.
- know basic and current subject-specific and religious-education-related concepts and their respective background theories and are able to reflect on them to apply them appropriate to the resp. situation.
- can cross-link subject-specific contents, didactic requests and educational science/school practice and work based on research.

§ 2 Compulsory modules

- (1) The following compulsory modules corresponding to 25 ECTS-Credits must be passed. If combined with the subject Catholic Religious Education, there are the following joint compulsory modules (CM 5.b) corresponding to 3.5 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.

| 1. | Compulsory Module: Philosophy of Science, Interdisciplinarity and Research Methods | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | VO Philosophy of Science and Interdisciplinary Learning Introduction to the characteristics of the methods of other scientific disciplines; conditions for using the findings of other scientific disciplines; interpretation of scientific results. | 1 | 2 |
| b. | VU Research Methods in Religious Education Concepts and methods in the research in religious education; introduction to school and education research; introduction to empiric research methods. | 2 | 3 |
| | Total | 3 | 5 |
| Learning Outcomes: Graduates have an understanding of the relationship of problems of scientific theory and special topics in theological disciplines. They are able to present concepts and methods of research in religious education as well as approaches in school and education research. | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: Genesis and Exegesis of Classical Texts | h | ECTS-Credits |
|--|--|----------|---------------------|
| a. | SE Exegesis of the Quran Analysis of selected text passages of the Quran; introduction to traditional and modern methods of exegesis and corresponding exercises. | 2 | 3.5 |
| b. | SE The Prophetic Tradition Advanced study of the Hadith hermeneutics; contemporary interpretation of thinking and action patterns of the prophet; analysis of selected handed down texts by the prophet. | 2 | 4 |
| | Total | 4 | 7.5 |
| Learning Outcomes: Graduates are able to distinguish traditional and modern approaches of the exegesis of the Quran and to exemplarily exercise them on selected text passages. They acquire in-depth knowledge of contemporary Hadith hermeneutics. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Advanced Theology and Subject-Specific Education in Religion | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VO Socio-Political Conditions for the Emergence of Islamic Theology Genesis of Islamic theology; contemporary approaches of Islamic-theological concepts. | 1 | 3 |
| b. | SE Islamic Ethics and Mysticism - Advanced Islamic-philosophical, -theological and -mystical concepts of ethics; advanced study of a selected topical field in ethics; Islamic-mystical figures in history and today, their actions and influence on Islamic theology. | 1 | 3 |
| c. | VU Islamic Religious Education Didactics - Advanced Islamic religious didactical and subject-didactical concepts with their respective background theories; advanced study of selected approaches | 1 | 3 |

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|-----------|---|----------|-------------|
| | in consideration of the relations between theory-practice. | | |
| d. | SE Cooperative Religious Didactics II Fundamentals and criteria for religious-didactical actions in cooperation with another discipline. | 2 | 3.5 |
| | Total | 5 | 12.5 |
| | <p>Learning Outcomes: Graduates are able to describe the genesis of Islamic theology and their contemporary conceptions and to use them for everyday questions. They are able to present the most important Islamic-ethical concepts and evaluate them. With the example of Islamic-mystic figures, they are able to recognise systematic questions. Graduates know different Islamic religious- and didactic concepts and are able to implement their most important features in their practical-didactic actions. They are able to exemplary work on topics from different theological and philosophical expert perspectives.</p> | | |
| | Prerequisites: none | | |

Section 17: Subject Italian

§ 1 Subject-specific qualification profile

- (1) The Master's Programme Secondary School Teacher Training (General Education) in the subject of Italian aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with the societies of the countries of the language area. In the Master's Programme the language proficiency and the competences for dealing with methods in linguistics and literary and cultural science are advanced. The further development of the methodological competence is based on selected topics and problems in linguistics, as well as literary and cultural science, including aspects of linguistic and scientific history in elective modules.
- (2) If the Master's Thesis is written in the subject of Italian, it must be written in Italian. With the thesis a specialisation in the competence area of linguistics, literary/cultural studies or subject didactics is made.
- (3) Competences
 - a) Language skills: The language teaching in the Master's Programme aims at complex language proficiency, which is an essential part of the philological study qualifications and cannot be seen separately from the overall programme contents. In terms of language education it should correspond to the general educational mission of universities and to the requirements defined by the Common European Framework of Reference for Languages (CEFR). The Master's Programme's language training aims at the acquisition of professional and communicative skills in an inter- and intra-cultural context. The definition of the educational objectives is governed by the requirements of the professional practice and language comprehension in multilingual situations.
 - b) Linguistic skills: The linguistic education aims at advancing the theoretical knowledge of the system and the functions of Italian as well as the perfection of the competence to recognise and evaluate the pragmatic-communicative conditionality of the language in social and cultural contexts. In addition, theoretical and methodological competences in synchronous language comparison (foreign language – German) are being developed. Interdisciplinary skills in relation to the languages considered and in relation to the links between linguistic, literary and cultural science are dealt with in courses in elective modules on the history of language and the history of Romance studies.
 - c) Literary science skills: In the literary studies part, mainly literary texts from the respective language area are studied. In doing so, in particular within the scope of a specialisation in literary and cultural studies, an advanced understanding of the inherent laws of literature is acquired, the relationship to other media is examined and the role of literature analysed in a social and cultural-political context. Objectives of the education in literary studies is the acquisition of advanced command of methods and techniques for independently analysing and interpreting literary texts. In addition, in the field of individual genres, epochs or literary schools and groups, a critical methodological awareness is developed through literary-scientific methods and the competence for classification into general literary-scientific, literary and cultural-historical contexts is trained.
 - d) Cultural science skills: In the cultural science part of the study programme, students get advanced knowledge of concepts and theories in cultural science. This knowledge, based on solid language skills, enables the students to analyse and link culture and cultural environments. The focus lies on phenomena and concepts of contemporary culture, which are interpreted from a synchronous perspective and as result of the development earlier epochs. The understanding of the interaction between language, media and culture is advanced. An overall goal is the expansion of intercultural competence. Special focus is placed on film – on its means of expression, its historical development and its changing positions in the cultural

field. Aspects of gender research as part of cultural studies are generally integrated in the study programme, in the language courses as well as in courses on topics in linguistics, literary science, cultural and media science.

- e) Subject-didactical competences: The subject-didactical part of the study programme enables the graduates to understand, analyse and interpret competence-based approaches in foreign language teaching in a multi-perspective way. They understand foreign language classes as research field, get to the heart of its complex factors based on current theory models and research findings in consideration of neighbouring disciplines and understand its historic and (school)political dimensions in a multilingual society. This way, graduates expand their expert and exemplary knowledge acquired in the Bachelor's Programme and are able to use this knowledge for their foreign language teaching activities.

§ 2 Compulsory and elective modules

- (1) The following compulsory modules corresponding to 10 ECTS-Credits must be passed:

| 1. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Selected Topics in the Didactics of Italian Selected topics in language teaching, learning and testing research, in particular in foreign language research as a scientific discipline, significance of its related sciences such as applied linguistics and school-rated literary science, cultural and media studies, historic and (school)political dimensions of foreign language teaching in a multilingual society, European initiatives, inclusion of multilingual, diversity, internal differentiating and gender-specific aspects. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to discuss and apply important theory models in foreign language research and related disciplines. They understand foreign language research as independent scientific discipline and can locate it historically and (school)politically and characterise it. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Italian | h | ECTS-Credits |
|----|--|----------|--------------|
| a. | UE Language Skills Italian – Oral Further developments of the skills “listening/speaking” on the level of C1.1. | 2 | 2.5 |
| b. | UE Language Skills Italian - Written Form Further development of the skills “reading/writing” on the level C1.1. | 2 | 2.5 |
| | Total | 4 | 5 |
| | Learning Outcomes: Language use in the skills listening/speaking and reading/writing at the level of C1.1. | | |
| | Prerequisites: none | | |

- (2) Three elective modules corresponding to 15 ECTS-Credits must be passed in the following competence areas (A, B, C), whereby at least one elective module must be passed in the competence areas A and B:

A. Competence Area: Linguistics

| 1. | Elective Module: Advanced Topics Linguistics | h | ECTS-Credits |
|----|---|----------|--------------|
| | SE Advanced Topics in Italian Linguistics Advanced discussion of one or several related fields of Italian linguistics with special focus on scientific interest and the methodology as well as the application in class. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: The graduates have in-depth knowledge of one (or several related) fields of Italian linguistics and have won insights into the scientific interest and the methods used in this field. This enables them to write a scientific paper in this field, to supervise pre-scientific papers and to evaluate contents of Italian linguistics for their relevance for school. They are able to use this contents for their classes or to impart the contents in a simplified form resp. | | |
| | Prerequisites: none | | |

| 2. | Elective Module: Issues and Topics in Linguistics | h | ECTS-Credits |
|----|---|---|--------------|
| | VU Issues and Topics in Italian Linguistics Advanced discussion of one or several related fields of Italian linguistics: development, variety and relationships of the issues, recent developments, relevance for science and teaching. Attendance hours are completed by an comprehensive compulsory reading list that is also part of the examination. | | |
| | Total | | |
| | Learning Outcomes: Graduates have an in-depth knowledge of one (or several related) fields of Italian linguistics: They are able to assess the contents of the field with regard to their relevance for school and society, use it for their classes and impart the contents in a simplified form. | | |
| | Prerequisites: none | | |

B. Competence Area: Literary and Cultural Studies

| 3. | Elective Module: Advanced Topics in Literature and Cultural Studies | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Advanced Topics in Italian Literature and Cultural Studies Advanced scientific study of selected topical areas in literary and cultural studies including independent literature research by the students and writing of a scientific paper. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge in the selected topical area and are able to independently develop a research issue based on this and to write a paper in consideration of research literature. This enables them to supervise pre-scientific papers in their future profes- | | |

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| | sions and to let their future pupils appreciate scientific approaches to literary, cinematic and other questions. |
| | Prerequisites: none |

| 4. | Elective Module: Issues and Topics Literature and Cultural Studies | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| | VU Issues and Topics in Italian Literature and Cultural Studies Advanced study of the literary and cultural history based on selected epochs, schools, genres, issues in cultural studies etc. Attendance hours are completed by an comprehensive compulsory reading list that is also part of the examination. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge in the selected topical areas and are able to apply the concepts dealt with on the contents of the reading list, which is also part of the examination. They are able to assess the contents of the field with regard to their relevance for school and society, use it for their classes and impart the contents in a simplified form. | | |
| | Prerequisites: none | | |

C. Competence Area Subject-Didactics

| 5. | Elective Module: Paradigms and Methods in Subject-Specific Research | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VO Theories in Subject-Didactic Research Theory models of didactic research are introduced and form the hypotheses system for planning an didactic research paper (Master's Thesis) based on empiricism. | 1 | 2 |
| b. | SE Methods and Instruments of Teaching-Specific Didactic Research Fundamental methods of qualitative and quantitative empiric research are introduced and discussed for their significance with regard to actual subject-didactical research issues in the selected teaching subject (e.g. administering of questionnaires, interviews, qualitative and quantitative data analysis, qualitative content analysis, analysis of film sequences, qualitative observation, triangulation and multiperspectivity); | 2 | 3 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module have an insight into the fundamental theories of education research and can, based on this system of hypothesis, name factors that are relevant to planning an empirical research paper. They are able to discuss them in the context of the respective research problem and interpret the available data based on hypothesis. They know different research methods and can apply them in a context-specific way. They have an overview of basic procedures of data analysis, have tested current analysis software and are able to plan and structure a research project in education science (e.g. Master's Thesis). | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

Section 18: Subject Catholic Religious Education

§ 1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) in the subject Catholic Religious Education qualifies for the professional practice as a religion teacher in secondary schools. It aims at an advanced scientific study and profession-oriented specialisation and is marked by a theological and multi-perspective understanding of education, education processes and didactics.

(1) Subject-specific competences

Graduates of the Secondary School Teacher Programme in the subject of Catholic Religious Education

- acquire advanced knowledge of philosophical and theological subject as well as Islamic studies and are able to independently and appropriately apply subject-specific methods.
- have a basic knowledge with regard to the characteristics and methods of other disciplines of science and are able to work interdisciplinary.
- can theologially interpret and evaluate current phenomena in society based on scientific-founded theological criteria.
- can recognise, critically reflect on and methodologically investigate theological issues and implications in education processes.
- can advance their competences in a theological specialisation acc. to the recommendation of elective modules by the Study Dean.

(2) Subject-didactic competences

Graduates of the Secondary School Teacher Programme in the Subject of Catholic Religious Education

- can plan, implement and evaluate religious education processes based on theory and research.
- can independently recognise and scientifically work on subject-didactic issues and problems.
- know basic and current subject-specific and religious-education-related concepts and their respective background theories and are able to reflect on them to apply them appropriate to the resp. situation.
- can cross-link subject-specific contents, didactic requests and educational science/school practice and work based on research.

§ 2 Maximum number of participants

(1) Church Law - Fundamentals (VU) – Compulsory Module 2.b: 126

(2) Introductory seminars (PS): 25

§ 3 Compulsory Modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed. If combined with the subject Islamic Religious Education, there are following joint compulsory modules (CM 3.c) corresponding to 3.5 ECTS-Credits. They must be compensated by courses corresponding to the same amount of credits from the offer of Faculty 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.

| 1. | Compulsory Module: Advanced Philosophy of Science and Theology | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VO Philosophy of Science and Interdisciplinary Learning Introduction to the characteristics of the methods of other scientific disciplines; conditions for using the findings of other scientific disciplines; interpretation of scientific results. | 1 | 2 |
| b. | PS Gender-Specific Aspects in Theological Subjects General introduction to gender theories; insights into gender research as well as feministic research in theological and philosophical disciplines based on changing selected subjects. | 2 | 2.5 |
| c. | VO General Sacrament Theology 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. | 2 | 3 |
| | Total | 5 | 7.5 |
| | Learning Outcomes: Graduates have an understanding of the connection between problems of scientific theory and special topics in the theological disciplines. They are competent in the perception and differentiated reflection of gender-specific aspects in philosophical-theological disciplines. The graduates have in-depth knowledge of the Christological, ecclesiological and anthropological basis of the sacraments and their sign character. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Advanced Theology and Subject-Specific Education in Religion I | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VU Fundamentals of Canon Law History and foundations of canon law; relationship of church and state; legal status of believers; structure of church. | 1 | 2 |
| b. | VU Analysis and Theological Interpretation of the Present Improving the theological power of judgement with view of the current cultural and socio-political reality, in particular the living environment of the pupils. | 1 | 2 |
| c. | SE Theological Reflection of Education Processes Education processes as “locus theologicus”; making implicit theology explicit; introduction to the basic terms of empirical working; quality criteria of empirical research from a theological perspective; exercise examples from religious-pedagogical and religious-didactical fields of action. | 1 | 4 |
| | Total | 3 | 10 |
| | Learning Outcomes: Graduates are able to work on selected basic issues of canon law. They are able to theologially interpret phenomena of the present. They are able to perceive educational processes as theological places and are able to recognise and unfold implicit theologies. | | |
| | Prerequisites: none | | |

| 3. | Compulsory Module: Advanced Theology and Subject-Specific Education in Religion II | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | VO Sacrament Law Legal norms relating to the sacraments as basic principles of the Church | 1 | 1 |
| b. | VU Didactics for Religious Education - Advanced Differentiated insight in religious-didactical and subject-didactical concepts with their respective background theories; exemplary advanced study of some approaches in the context of theory/practice. | 2 | 3 |
| c. | SE Cooperative Didactics of Religious Education II Fundamentals and criteria for religious-didactical actions in cooperation with another discipline. | 2 | 3.5 |
| Total | | 5 | 7.5 |
| <p>Learning Outcomes: Graduates are able to present legal norms on the sacraments as the founding principles of the Church. The graduates are familiar with different religious and didactic concepts and can implement their essential features in practical didactic action. They are able to elaborate examples from different theological and philosophical perspectives.</p> | | | |
| <p>Prerequisites: none</p> | | | |

Section 19: Subject of Latin

§ 1 Subject-specific qualification profile

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the subject of Latin advance their subject-specific, interdisciplinary subject-didactical and general pedagogical skill acquired in the Bachelor's Programme and are led towards an independent acquisition of knowledge and an ongoing continuing education.

Because of their founded knowledge of the vocabulary and grammar, they are able to interpret Latin texts by using a variety of different strategies and to translate them into German. Moreover, they expand their productive skills in Latin and are able to independently write coherent texts for school use. They expand their knowledge of Latin writing and acquire a specialist knowledge in specific areas of Latin literature. They acquire an insight into a series of school-relevant texts and are able to relate them to their knowledge in literary and cultural studies. They are familiar with the central approaches of literary theory from antiquity to today and are able to use them for analysing and interpreting Latin texts. They develop their skills of using secondary literature in literary science for text interpretation to the balance different research opinions and to methodologically reflect on them.

With their translation work, graduates improve their sensitivity for the use of language and advance 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.

Graduates expand their knowledge of didactics and methodology of teaching Latin in particular in the field of reading. They know the most important approaches of text interpretation and are able to apply this knowledge for didactically preparing original passages in Latin in a targeted way. They are able to impart contents appropriate to the age of the pupils and adjust their teaching to their individual needs. They reflect on the possibilities of using different media and improve their abilities to use them for imparting contents in corresponding to the respective situation. 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. They are familiar with the methods and way of working in Latin didactics and get an insight into current issues in didactics.

§ 2 Compulsory modules

The following compulsory modules covering 25 ECTS-Credits must be passed:

If combined with the teaching subject Greek, there are joint compulsory courses corresponding to 5 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 Master's Programmes at the university.

| 1. | Compulsory Module: Interpretation | h | ECTS-Credits |
|--|--|----------|---------------------|
| a. | VU Literary Theory Approaches in literary theory from antiquity to today; analysis and discussion of secondary literature in literary theory; reading and interpretation of antique text passages from the perspective of different concepts in literary theory. | 2 | 2.5 |
| b. | SE Interpretation and Methodology (Latin Literature) Dealing with literary texts of Latin literature in a scientific way: translating and interpreting extensive text passages; discussion of different interpretation approaches based on the reading and analysis of secondary literature on different interpretation methods; literary interpretation of a selected text passage and reflection on methodological fundamentals. | 2 | 5 |
| Total | | 4 | 7.5 |
| Learning Outcomes: Graduates of this module expand their skills for interpreting Latin texts based on literary science. They know important approaches and model of literary theory from antiquity to today and can use it for the interpretation of antique texts. They are able to independently find suitable secondary literature on a scientific question and to located it within concepts of literary theory. They are able to critically deal with different research opinions and to take a stand based on a research question. | | | |
| Prerequisites: none | | | |

| 2. | Compulsory Module: Thematic Specialisation | h | ECTS-Credits |
|--|---|----------|---------------------|
| a. | VU Areas of Latin Literature Advanced study of an author, a genre or a topic in Latin literature | 2 | 5 |
| b. | VU Areas of Antique Literature Advanced study of a genre or a topic in the form of a longitudinal section in antique Greek and Roman literature | 2 | 5 |
| Total | | 4 | 10 |
| Learning Outcomes: Graduates of this module advance their knowledge of antique writing and acquired a founded knowledge in specific areas of Latin literature. They know author- and genre-specific characteristics and are able to find them in texts. They are able to trace the development of a genre or the different discussion of a topic in different epochs in literary history and to locate the changes within their cultural and historic context. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | SE Latin Interpretation Seminar Translation and didactical preparation of school-relevant texts for classes; reading, analysis and discussion of subject-specific and subject-didactical secondary literature; subject-didactical analysis of a selected text passage and presentation of the results found; writing of a paper. | 2 | 5 |

| | | | |
|-----------|--|----------|------------|
| b. | UE Latin Texts Production Translation of coherent texts from German into Latin; independent writing of short, simple Latin texts with regard to school use. | 2 | 2.5 |
| | Total | 4 | 7.5 |
| | <p>Learning Outcomes: Graduates of this module advance their knowledge in Latin literary didactics and of important models and concepts. They are able to independently find suitable subject-specific literature and to use it for critical interpretation. Based on this, they are able to select suitable interpretation approaches for class. For didactically preparing Latin texts, they can resort to their knowledge about heterogeneity in classes and the possibility to individual diagnosis and support. They use subject-didactic secondary literature and advance their knowledge about methods and ways of working in Latin didactics. They win an insight into current issues and are able to take a stand and to support their opinion with arguments. They can present their result in a lecture and a written paper in a comprehensive and precise way. Moreover, they are able to translate coherent passages from German into Latin and to independently write short, simple Latin texts. This way they are able to design test and exercise texts for use at school.</p> | | |
| | Prerequisites: none | | |

Section 20: Subject Mathematics

§ 1 Subject-specific qualification profile

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the subject of Mathematics have expanded the subject-specific and subject-didactic knowledge acquired in the corresponding Bachelor's Programme.

They know different applications of mathematics and have a basic understanding for the methods of Applied Mathematics. They have studied the history and philosophy of Mathematics in depth. They are therefore able to teach the contents of Mathematics in secondary schools.

They have an advanced understanding of different diversity dimensions and are able to adjust their teaching to different aspects of heterogeneity.

They have dealt with selected finding in subject-didactic research.

If the Master's Thesis is written in the subject of Mathematics, the graduates are prepared for a PhD Study Programme in Didactics of Mathematics or Mathematics.

§ 2 Maximum number of participants

(1) Seminars (SE): 14

(2) Introductory seminars (PS): 24

§ 3 Compulsory modules

Compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Applied Mathematics | h | ECTS-Credits |
|-----------|---|----------|--------------|
| a. | VO Applied Mathematics Modelling with differential and differential equations, simulation of discrete and continuous processes, methods of applied statistics, mathematical models of financial and actuarial mathematics, applications of graph theory, examples of applications of mathematics in science, technology, social sciences and economics. | 3 | 5 |
| b. | PS Applied Mathematics Discussion, advanced study and exercising of the contents taught in the lecture; exercises on different levels of language and abstraction levels (in particular from school books); exercising of scientific argumentation, presentation of mathematic contents and written elaboration of possible solutions. | 3 | 5 |
| | Total | 6 | 10 |
| | Learning Outcomes: Graduates of this module understand the contents of the lecture and are able to summarise and apply them. They have acquired the skills to independently elaborate similar contents. They have a basic understanding of the methods in applied mathematics. They are able to apply the most important concepts in applied mathematics appropriate to the respective situation. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: History and Philosophy of Mathematics 2 | h | ECTS-Credits |
|----|--|----------|---------------------|
| | SE History and Philosophy of Mathematics Advanced dealing with selected topics in the historic development of mathematics, the theory of science of mathematics as well as philosophical aspects of mathematics in an oral presentation and a written paper. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to deal with selected topics in the history and philosophy of mathematics in a methodologically correct way and to present the results of this examination orally and in writing in a comprehensible way. | | |
| | Prerequisites: none | | |

| 3. | Compulsory Module: Target Group-Oriented Teaching of Mathematics | h | ECTS-Credits |
|----|---|----------|---------------------|
| | PS Target-Group-Oriented Teaching of Mathematics Fundamentals of gender-sensitive mathematics classes; development of support concepts; dealing with forms of dyscalculia; promoting highly gifted pupils; development of differentiating tasks; methods for differentiating class design; overview of pertinent research results; improving language skills in mathematics lessons; school-type-specific planning of the year; diagnosis of skill levels at the intersections; promotion of reading and writing skills in mathematics. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module have an in-depth understanding of different diversity dimensions and are able to adjust their teaching to different aspects of heterogeneity. | | |
| | Prerequisites: none | | |

| 4. | Compulsory Module: Analysis of Research on Teaching Mathematics | h | ECTS-Credits |
|----|---|----------|---------------------|
| | SE Analysis of Subject-Didactic Research In-depth study, presentation and written evaluation of current research results in the field of mathematics teaching or didactics. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to deal with selected findings in subject-didactic research and to present this findings orally and in writing in a comprehensible and methodologically correct way. | | |
| | Prerequisites: none | | |

Section 21: Subject Music Education

§ 1 Subject-specific qualification profile

(1) Artistic and professional-scientific competences

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

- can reflect, modify and orientate to teaching practice key scientific contents, theories or development perspectives in the field of music pedagogy, music didactics as well as other music-related disciplines.
- can work on scientific issues by using corresponding research methods in a scientifically sound way.
- 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.

(2) (Subject-didactic competences

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

- 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 questions differentiating and individualizing forms of teaching together with the learners.

§ 2 Admission

(1) Admission to the Master's Programme Secondary School Teacher Training (General Education) in the subject of Music Education requires, in addition to the general admission requirements of regular study programmes and the admission requirements of the Secondary School Teacher Training Programme, the fulfilment of the qualitative admission requirements for external applicants.

(2) The artistic admission exam for demonstrating the qualitative admission requirements follows the requirements of the Bachelor's examination for the Secondary School Teacher Training Programme (General Education) in Music Education at Mozarteum University Salzburg (location Innsbruck).

Further regulations for the admission examination, the completion of the modules and the Master's Thesis and its defense are defined by the guidelines of the Curriculum Committee of the Mozarteum University (guidelines).

§ 3 Maximum numbers of participants

(1) Seminars (SE): 14

(2) Lectures with integrated practical parts (VU): 10

(3) Conversation classes (KO): 1–5 (depending on the allocated umbrella course and organizational issues)

§ 4 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Music Pedagogy and Teaching Methodology | h | ECTS-Credits |
|----|--|----------|--------------|
| a. | SE Seminar in Music Pedagogy Learning and teaching music as constitutive characteristics of institutionalised music classes; identification of conditional factors in consideration of scientific and innovative aspects. | 2 | 4 |
| b. | SE Interdisciplinary Research Project Self-staged and externally controlled learning structures of learners of music and of music-related learning in the area of conflict of interdisciplinary views. | 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 individualizing forms of teaching together with the learners. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Musicology and Theory | h | ECTS-Credits |
|----|---|---|--------------|
| | Three courses corresponding to 12 ECTS-Credits must be selected from the following courses: SE Seminar in Musicology (2 hrs., 4 ECTS-Credits) Advanced aspects of musical history and theory; science-based analytic approaches to stylistics, form and genre, also in the context of historic developments. SE Topics in Music History of the 20th and 21st Century (2 hrs., 4 ECTS-Credits) Overview of 20 th and 21 st century tone language and composition tech- | 6 | 12 |

| | | | |
|--|---|----------|-----------|
| | <p>nique; historic developments and tendencies; important personalities and works; cross-references to politics, sociology, art and literature.</p> <p>SE Analysis of Works (2 hrs., 4 ECTS-Credits)</p> <p>Science-based analysis of musical works, founded application of stylistic, formal, historic and aesthetic criteria.</p> <p>VU Composition and Arrangement at School (2 hrs., 4 ECTS-Credits)</p> <p>Composing and arranging for school teaching; questions of instrumentation and composition technique; instructions and strategies for creative music creation.</p> <p>VU Applied Music Theory in Improvisation and Jazz Composition (2 hrs., 4 ECTS-Credits)</p> <p>Theory-based concepts for improvisation in vocal and instrumental area; advanced composition techniques in Jazz.</p> <p>VU Songwriting (2 hrs., 4 ECTS-Credits)</p> <p>Writing of own songs and texts based on the analysis of different song structures in popular music (form, melody, harmony, rhythm, hooks, texts etc.)</p> <p>SE Music Ethnology and Music Anthropology (2 hrs., 4 ECTS-Credits) Theories of music ethnology and music anthropology; styles and contexts of European traditional music and non-European traditional and serious music; role of music in our lives and its variety and importance in the world's cultures.</p> | | |
| | Total | 6 | 12 |
| | <p>Learning Outcomes: Graduates of this module</p> <ul style="list-style-type: none"> • can reflect and modify key scientific contents, theories or development perspectives in the field of musical science and theory and orientate it to teaching practice. • can work on scientific issues in music-related disciplines by using corresponding research methods in a scientifically sound way. • 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. | | |
| | <p>Special notes: If combined with the subject of Music Education – Instruments, it is not allowed to select courses that were already chosen for the subject Music Education – Instruments.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 3. | Compulsory Module: Research Colloquiums | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | <p>KO Subject-Didactical 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.</p> | 2 | 2 |

| | | | |
|-----------|---|----------|----------|
| b. | KO School-Practical Conversation Classes (depending on the offer) 1–3 Individual experiences from one’s own teaching experiences or artistic-practical issues resp. are dealt with, reflected on and studied in-depth. | 3 | 3 |
| | Total | 5 | 5 |
| | 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. | | |
| | Special notes: If possible, conversation classes are held within the scope of topically related courses of the Bachelor’s Curriculum. | | |
| | Prerequisites: none | | |

Section 22: Subject Physics

§ 1 Subject-specific qualification profile

Graduates of the Master's Programme Secondary School Teacher Training (General Education) in the subject of Physics have expanded the subject-specific and subject-didactic knowledge acquired in the corresponding Bachelor's Programme.

In addition, graduates can describe and explain topics in modern physics. They are able to independently make and present basic experiments in classic physics. Graduates are able to impart complex physical contents in consideration of the target group. They are familiar with the current research literature from the didactics of physics.

§ 2 Maximum number of participants

- (1) Seminars (SE): 15
- (2) Basic practical training course (PR): 8
- (3) Lecture with integrated practical parts (VU): 25

§ 3 Compulsory modules

Compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Scientific Practice | h | ECTS-Credits |
|----|--|----------|--------------|
| | PR Practical Training Course 2 Experiments in electromagnetism, optics and structure of matter. | 3 | 5 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module can demonstrate the experimentally orientated way of working of physics and are able to independently carry out, evaluate, record and present basic experiments in classical physics on the topics of electromagnetism, optics and structure of matter. They have the competence to work in a team in a structured, reliable and successful way. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Thermodynamics | h | ECTS-Credits |
|----|---|---|--------------|
| | VU Thermodynamics Experimental and theoretical fundamentals of thermodynamics; imparting of the tools required therefore. Temperature, heat and energy; balance; entropy; thermodynamic processes, ensembles and potentials; phase transitions; heat engines and efficiency; applications of thermodynamics in technology and environment. Discussion, advanced study and exercising of the contents by independent solving examples; exercises in scientific argumentation and in presentation of physical contents and their presentation in class. | 3 | 5 |
| | Total | | |

| | |
|--|---|
| | <p>Learning Outcomes: Graduates of this module can describe and explain thermodynamics as a basis of experimental and theoretical physics and are able to independently elaborate similar contents. They are able to generalise the fundamentals of thermodynamics and are able to apply them for finding solutions to problems as well as in school.</p> |
| | <p>Prerequisites: none</p> |

| 3. | Compulsory Module: Modern Physics | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | <p>VU Theory of Relativity and Cosmology Basics of general relativity and cosmology; imparting of the necessary mathematical tools. Tensors of the General Theory of Relativity and their physical significance; field equations and their solutions in the context of cosmology: Schwarzschild, Einstein, deSitter, Friedmann solutions; Weyl Postulate, Dark Energy (Cosmological Constant). Discussion, advanced study and excising of the contents by independently solving examples; exercising of scientific argumentation and presenting of physical contents in school.</p> | 2 | 4 |
| b. | <p>VO Topics in Physics with Everyday Relevance The role and importance of physics in selected everyday contexts. In particular physical topics and problems and their elaboration in related fields (biology, medicine, music, meteorology, geology etc.) are shown and solutions are discussed.</p> | 1 | 1.5 |
| c. | <p>VO Overview of Modern Research Selected topics in current physical research with a focus on research work at the University of Innsbruck.</p> | 1 | 2 |
| | Total | 4 | 7.5 |
| | <p>Learning Outcomes: Graduates of this module are able to describe and explain topics in Modern Physics and are able to independently elaborate similar contents. They are able to generalise the basic of the Theory of Relativity, selected everyday topics in physics as well as topics in current research and are able to present them at school to enrich their classes.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 4. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|---|---|--------------|
| a. | <p>SE Seminar in Subject Didactics: Secondary Level 2 Reduction of selected content from different subject areas from the curricula to the professionally appropriate level of level 2 secondary school pupils; factual analysis and elementarization; textbooks, teaching-learning-software and other specialised media; method kit for teaching physics. The topics are selected with regard to the curricula and the everyday world of the pupils.</p> | 1 | 2.5 |
| b. | <p>PS New Media and Textbooks Use of media and textbooks for planning, designing and holding physics classes; multimedia principle; use of new media; teaching and learning software and visualizations.</p> | 1 | 2.5 |

| | | | |
|---|--|----------|------------|
| c. | SE Subject-Didactic Literature Critical dealing with modern scientific literature in the field of didactics for physics, presentation and discussion of the contents and possibilities for implementing them in classes. | 1 | 2.5 |
| Total | | 3 | 7.5 |
| Learning Outcomes: Graduates of this module elementarise and verbalise complex and abstract physical issues in consideration of their target group. They substantiate the methodological procedure used and adjust it to the contents as well as the respective group of learners to make complex issues manageable and comprehensible and to reduce them to the essential. They use topic-related specialised media for their teaching in a targeted way and use these sources also for preparation. They are familiar with current subject-didactic research literature and are able to apply the findings of the examinations for planning, designing and holding lessons. | | | |
| Prerequisites: none | | | |

Section 23: Subject Russian

§ 1 Subject-specific qualification profile

- (1) The Master's Programme Secondary School Teacher Training (General Education) in the subject of Russian aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with the societies of the countries of the language area. In the Master's Programme the language proficiency and the competences for dealing with methods in linguistics and literary and cultural science are advanced. The further development of the methodological competence is based on selected topics and problems in linguistics, as well as literary and cultural science, including aspects of linguistic and scientific history in elective modules.
- (2) Competences
 - a) Language skills: The language teaching in the Master's Programme aims at complex language proficiency, which is an essential part of the philological study qualifications and cannot be seen separately from the overall programme contents. In terms of language education it should correspond to the general educational mission of universities and to the requirements defined by the Common European Framework of Reference for Languages (CEFR). The Master's Programme's language training aims at the acquisition of professional and communicative skills in an inter- and intra-cultural context. The definition of the educational objectives is governed by the requirements of the professional practice and language comprehension in multilingual situations.
 - b) Linguistic skills: The linguistic education aims at advancing the theoretical knowledge of the system and the functions of Russian as well as the perfection of the competence for recognizing and evaluating the pragmatic-communicative conditionality of the language in social and cultural contexts. In addition, theoretical and methodological competences in synchronic language comparison (foreign language – German) are being developed. Interdisciplinary skills in relation to the languages considered and in relation to the links between linguistic, literary and cultural science are dealt with in courses in elective modules on the history of language and the history of Slavonic studies.
 - c) Literary science skills: In the literary studies part, mainly literary texts from the respective language area are studied. In doing so, in particular within the scope of a specialisation in literary and cultural studies, an advanced understanding of the inherent laws of literature is acquired, the relationship to other media is examined and the role of literature analysed in a social and cultural-political context. Objectives of the education in literary studies is the acquisition of advanced command of methods and techniques for independently analysing and interpreting literary texts. In addition, in the field of individual genres, epochs or literary schools and groups, a critical methodological awareness is developed through literary-scientific methods and the competence for classification into general literary-scientific, literary and cultural-historical contexts is trained.
 - d) Cultural science skills: In the cultural science part of the study programme, students get advanced knowledge of concepts and theories in cultural science. This knowledge, based on solid language skills, enables the students to analyse and link culture and cultural environments. The focus lies on phenomena and concepts of contemporary culture, which are interpreted from a synchronous perspective and as result of the development earlier epochs. The understanding of the interaction between language, media and culture is advanced. An overall goal is the expansion of intercultural competence. Special focus is placed on film – on its means of expression, its historical development and its changing positions in the cultural field. Aspects of gender research as part of cultural studies are generally integrated in the study programme, in the language courses as well as in courses on topics in linguistics, literary science, cultural and media science.

- e) Subject-didactical competences: The subject-didactical part of the study programme enables the graduates to understand, analyse and interpret competence-based approaches in foreign language teaching in a multi-perspective way. They understand foreign language classes as research field, get to the heart of its complex factors based on current theory models and research findings in consideration of neighbouring disciplines and understand its historic and (school)political dimensions in a multilingual society. This way, graduates expand their expert and exemplary knowledge acquired in the Bachelor's Programme and are able to use this knowledge for their foreign language teaching activities.

§ 2 Master's Thesis

If the Master's Thesis is written in the subject of Russian, it may be written in Russian by prior agreement with the supervisor. The thesis results in a specialisation in the competence field of linguistics, literary/cultural science or subject didactics.

§ 3 Compulsory and elective modules

- (1) The following compulsory modules corresponding to 20 ECTS-Credits must be passed:

| 1. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | SE Selected Topics in the Didactics of French Selected topics in language teaching, learning and testing research, in particular in foreign language research as a scientific discipline, significance of its related sciences such as applied linguistics and school-rated literary science, cultural and media studies, historic and (school)political dimensions of foreign language teaching in a multilingual society, European initiatives, inclusion of multilingual, diversity, internal differentiating and gender-specific aspects. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to discuss and apply important theory models in foreign language research and related disciplines. They understand foreign language research as independent scientific discipline and can locate it historically and (school)politically and characterise it. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Language Skills | h | ECTS-Credits |
|----|---|----------|--------------|
| | <p>One of the following courses must be passed:</p> <p>UE Reading and Creative Writing A Understanding of long and complex texts in detail; reading for orientation; writing of descriptions and other texts; noticing different genre conventions.</p> <p>UE Understanding and Discussing Media A Linguistic activities in processing of longer, demanding oral and written texts in consideration of topic development and representation of alterity and gender.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Graduates understand the main messages of long and complex Russian texts. They can summarise, comment and discuss texts in the area of text processing. They use argumentation strategies and demonstrate discourse skills.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 3. | Compulsory Module: Literary Studies | h | ECTS-Credits |
|----|--|----------|--------------|
| | <p>VU Selected Areas of Russian Literature and Literary Studies Based on selected topics, literary science issues on epochs, genres, authors or the literary world are dealt with. Moreover, different methods and issues in literary science are reflected on. Extensive reading.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Graduates know individual literary epochs, groups and genres and are able to discuss issues in literary science. They understand complex reading in the target language, can use interpretation strategies and different methods of literary science.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 4. | Compulsory Module: Linguistics | h | ECTS-Credits |
|----|---|----------|--------------|
| a. | <p>VU Selected Fields in Applied Linguistics for Teaching Russian Language comparison German-Russian, language acquisition and language teaching research, intercultural communication, advanced study of a subdiscipline in Russian linguistics etc.</p> | 2 | 2.5 |
| b. | <p>VU Russian Language History in Class Dealing with historic-linguistic methods and findings as well as their actual application for teaching Russian (e.g. historic-linguistic text analysis).</p> | 2 | 2.5 |
| | Total | 4 | 5 |
| | <p>Learning Outcomes: Graduates know different areas of Russian (applied) linguistics. They are able to apply lin-</p> | | |

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|--|--|
| | guistic methods and discuss findings in historic linguistics. They know about the didactic usefulness of this methods and use them for teaching Russian. |
| | Prerequisites: none |

(2) One elective module (5 ECTS-Credits) must be passed:

| 1. | Elective Module: Paradigms and Methods in Subject-Specific Research | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VO Theories in Subject-Didactic Research Theory models of didactic research are introduced and form the hypotheses system for planning an didactic research paper (Master's Thesis) based on empiricism. | 1 | 2 |
| b. | SE Methods and Instruments of Teaching-Specific Didactic Research Fundamental methods of qualitative and quantitative empiric research are introduced and discussed for their significance with regard to actual subject-didactical research issues in the selected teaching subject (e.g. administering of questionnaires, interviews, qualitative and quantitative data analysis, qualitative content analysis, analysis of film sequences, qualitative observation, triangulation and multiperspectivity); | 2 | 3 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module know fundamental theory models of subject-didactic research and can, based on this hypotheses system, describe and analyse factors relevant for planning and empiric research paper. They are able to discuss them in the context of the respective research question, generate data and interpret it based on hypotheses. They acquire different research methods and can apply them to their selected teaching subject in a context-specific way. They use basic processes of data analysis und test current analysis software programmes and are able to plan and structure a didactic research project (e.g. Master's Thesis). | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

| 2. | Elective Module: Language Skills | h | ECTS-Credits |
|----|--|----------|---------------------|
| | One of the following courses must be passed: UE Reading and Creative Writing B Developing of linguistic activities in text processing, such as summarizing of longer, demanding oral and written texts from news, documentaries, interviews and humanistic texts in consideration of online courses, learning platforms for training reading competence. UE Understanding and Discussing Media B Linguistic activities in processing of longer, demanding oral and written texts in particular consideration of argumentation strategies and discourse competence. | 2 | 5 |
| | Total | 2 | 5 |

| | |
|--|---|
| | <p>Learning Outcomes: Graduates understand the main messages of long and complex Russian texts. They can summarise, comment and discuss texts in the area of text processing. They use argumentation strategies and demonstrate discourse skills.</p> |
| | <p>Prerequisites: successful completion of compulsory module 2</p> |

| 3. | Elective Module: History of Literature | h | ECTS-Credits |
|----|---|----------|--------------|
| | <p>VU History of Russian Literature and Literary/Cultural Theory Literary and cultural schools of thought with a focus on Russia (e.g. Russian formalism, Bakhtin school, concept of realism) selected historical-cultural issues; extensive reading of Russian original texts.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Graduates know and understand different schools of thought in literary and cultural studies and after reading of Russian original texts they can apply knowledge in literary science to selected historic-cultural issues.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 4. | Elective Module: Cultural Studies | h | ECTS-Credits |
|----|---|----------|--------------|
| | <p>VU Film as Medium of Art and Society Concepts of film and media theory; methods of analysis and their application; film-aesthetical development tendencies; fields of tension between individual artistic expression and society-related, culture-related and gender-political aspects of films.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Graduates know film- and media-specific methods of analysis and can apply them in the field of film and media theory and Russian or Soviet film history.</p> | | |
| | <p>Prerequisites: none</p> | | |

| 5. | Elective Module: Russian as an Academic Language | h | ECTS-Credits |
|----|--|----------|--------------|
| | <p>UE Academic Russian Academic Russian for writing abstracts, résumés, reviews, lectures; reading of original texts.</p> | 2 | 5 |
| | Total | 2 | 5 |
| | <p>Learning Outcomes: Graduates understand academic Russian and are able to produce it in writing and orally for different text types.</p> | | |
| | <p>Prerequisites: successful completion of compulsory module 2</p> | | |

Section 24: Subject Spanish

§ 1 Subject-specific qualification profile

- (1) The Master's Programme Secondary School Teacher Training (General Education) in the subject of Spanish aims at further scientific education in the teacher training programme. Additionally, the students are introduced to independent acquisition of knowledge and further education and an open and critical dealing with the societies of the countries of the language area. In the Master's Programme the language proficiency and the competences for dealing with methods in linguistics and literary and cultural science are advanced. The further development of the methodological competence is based on selected topics and problems in linguistics, as well as literary and cultural science, including aspects of linguistic and scientific history in elective modules.
- (2) If the Master's Thesis is written in the subject of Spanish, it must be written in Spanish. The thesis results in a specialisation in the competence field of linguistics, literary/cultural science or subject didactics.
- (3) Competences
 - (1) Language skills: The language teaching in the Master's Programme aims at complex language proficiency, which is an essential part of the philological study qualifications and cannot be seen separately from the overall programme contents. In terms of language education it should correspond to the general educational mission of universities and to the requirements defined by the Common European Framework of Reference for Languages (CEFR). The Master's Programme's language training aims at the acquisition of professional and communicative skills in an inter- and intra-cultural context. The definition of the educational objectives is governed by the requirements of the professional practice and language comprehension in multilingual situations.
 - (2) Linguistic skills: The linguistic education aims at advancing the theoretical knowledge of the system and the functions of Spanish as well as the perfection of the competence to recognise and evaluate the pragmatic-communicative conditionality of the language in social and cultural contexts. In addition, theoretical and methodological competences in synchronous language comparison (foreign language – German) are being developed. Interdisciplinary skills in relation to the languages considered and in relation to the links between linguistic, literary and cultural science are dealt with in courses in elective modules on the history of language and the history of Romance studies.
 - (3) Literary science skills: In the literary studies part, mainly literary texts from the respective language area are studied. In doing so, in particular within the scope of a specialisation in literary and cultural studies, an advanced understanding of the inherent laws of literature is acquired, the relationship to other media is examined and the role of literature analysed in a social and cultural-political context. Objectives of the education in literary studies is the acquisition of advanced command of methods and techniques for independently analysing and interpreting literary texts. In addition, in the field of individual genres, epochs or literary schools and groups, a critical methodological awareness is developed through literary-scientific methods and the competence for classification into general literary-scientific, literary and cultural-historical contexts is trained.
 - (4) Cultural science skills: In the cultural science part of the study programme, students get advanced knowledge of concepts and theories in cultural science. This knowledge, based on solid language skills, enables the students to analyse and link culture and cultural environments. The focus lies on phenomena and concepts of contemporary culture, which are interpreted from a synchronous perspective and as result of the development earlier epochs. The understanding of the interaction between language, media and culture is advanced. An overall goal is the expansion of intercultural competence. Special focus is placed on film – on its means of expression, its historical development and its changing positions in the cultural

field. Aspects of gender research as part of cultural studies are generally integrated in the study programme, in the language courses as well as in courses on topics in linguistics, literary science, cultural and media science.

(5) Subject-didactical competences: The subject-didactical part of the study programme enables the graduates to understand, analyse and interpret competence-based approaches in foreign language teaching in a multi-perspective way. They understand foreign language classes as research field, get to the heart of its complex factors based on current theory models and research findings in consideration of neighbouring disciplines and understand its historic and (school)political dimensions in a multilingual society. This way, graduates expand their expert and exemplary knowledge acquired in the Bachelor's Programme and are able to use this knowledge for their foreign language teaching activities.

§ 2 Compulsory and elective modules

(1) The following compulsory modules corresponding to 10 ECTS-Credits must be passed:

| 1. | Compulsory Module: Subject Didactics | h | ECTS-Credits |
|----|--|----------|--------------|
| | SE Selected Topics in the Didactics of Spanish Selected topics in language teaching, learning and testing research, in particular in foreign language research as a scientific discipline, significance of its related sciences such as applied linguistics and school-rated literary science, cultural and media studies, historic and (school)political dimensions of foreign language teaching in a multilingual society, European initiatives, inclusion of multilingual, diversity, internal differentiating and gender-specific aspects. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates of this module are able to discuss and apply important theory models in foreign language research and related disciplines. They understand foreign language research as independent scientific discipline and can locate it historically and (school)politically and characterise it. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Spanish | h | ECTS-Credits |
|-----------|--|----------|--------------|
| a. | UE Language Skills Spanish - Oral Further development of the skills "listening/speaking" on the level C1.1. | 2 | 2.5 |
| b. | UE Language Skills Spanish – Written Form Further development of the skills "reading/writing" on the level C1.1. | 2 | 2.5 |
| | Total | 4 | 5 |
| | Learning Outcomes: Language proficiency in the skills "listening/speaking" and "reading/writing" at level C1.1. | | |
| | Prerequisites: none | | |

- (2) Three elective modules corresponding to 15 ECTS-Credits in the following competence areas (A, B, C) must be passed, with at least one elective module to be completed in the competence areas A and B.

A. Area of Competence: Linguistics

| 1. | Elective Module: Advanced Topics in Linguistics | h | ECTS-Credits |
|----|---|----------|--------------|
| | SE Advanced Topics in Spanish Linguistics Advanced discussion of one or several related fields of Spanish linguistics with special focus on scientific interest and the methodology as well as the application in class. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: The graduates have in-depth knowledge of one (or several related) fields of Spanish linguistics and have won insight into the scientific interest and the methods used in this field. This enables them to write a scientific paper in this field, to supervise pre-scientific papers and to evaluate contents of French linguistics for their relevance for school. They are able to use this contents for their classes or to impart the contents in a simplified form resp. | | |
| | Prerequisites: none | | |

| 2. | Elective Module: Issues and Topics in Linguistics | h | ECTS-Credits |
|----|--|----------|--------------|
| | VU Issues and Topics in Spanish Linguistics Advanced discussion of one or several related fields of Spanish linguistics: development, variety and relationships of the issues, recent developments, relevance for science and teaching. Attendance hours are completed by a comprehensive compulsory reading list that is also part of the examination. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge of one (or several related) fields of Spanish linguistics: They are able to assess the contents of the field with regard to their relevance for school and society, use it for their classes and impart the contents in a simplified form. | | |
| | Prerequisites: none | | |

B. Area of Competence: Literary and Cultural Studies

| 3. | Elective Module: Advanced Topics in Literature and Cultural Studies | h | ECTS-Credits |
|----|---|----------|--------------|
| | SE Advanced Topics in Spanish Literature and Cultural Studies Advanced scientific study of selected topical areas in literary and cultural studies including independent literature research by the students and writing of a scientific paper. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge in the selected topical area and are able to independently develop a research issue based on this and to write a paper in consideration of research literature. This enables them to supervise pre-scientific papers in their future professions and to let their future pupils appreciate scientific approaches to literary, cinematic and | | |

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| | other questions. |
| | Prerequisites: none |

| 4. | Elective Module: Issues and Topics in Literature and Cultural Studies | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| | VU Issues and Topics in Spanish Literature and Cultural Studies Advanced study of the literary and cultural history based on selected epochs, schools, genres, issues in cultural studies etc. Attendance hours are completed by a comprehensive compulsory reading list that is also part of the examination. | 2 | 5 |
| | Total | 2 | 5 |
| | Learning Outcomes: Graduates have an in-depth knowledge in the selected topical areas and are able to apply the concepts dealt with on the contents of the reading list, which is also part of the examination. They are able to assess the contents of the field with regard to their relevance for school and society, use it for their classes and impart the contents in a simplified form. | | |
| | Prerequisites: none | | |

C. Area of Competence: Subject-Didactics

| 5. | Elective Module: Paradigms and Methods in Subject-Specific Research | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VO Theories in Subject-Didactic Research Theory models of didactic research are introduced and form the hypotheses system for planning an didactic research paper (Master's Thesis) based on empiricism. | 1 | 2 |
| b. | SE Methods and Instruments of Teaching-Specific Didactic Research Fundamental methods of qualitative and quantitative empiric research are introduced and discussed for their significance with regard to actual subject-didactical research issues in the selected teaching subject (e.g. administering of questionnaires, interviews, qualitative and quantitative data analysis, qualitative content analysis, analysis of film sequences, qualitative observation, triangulation and multiperspectivity); | 2 | 3 |
| | Total | 3 | 5 |
| | Learning Outcomes: Graduates of this module know fundamental theory models of subject-didactic research and can, based on this hypotheses system, describe and analyse factors relevant for planning and empiric research paper. They are able to discuss them in the context of the respective research question, generate data and interpret it based on hypotheses. They acquire different research methods and can apply them to their selected teaching subject in a context-specific way. They use basic processes of data analysis und test current analysis software programmes and are able to plan and structure a didactic research project (e.g. Master's Thesis). | | |
| | Prerequisites: successful completion of compulsory module 1 | | |

Section 25: Specialisation Inclusive Education (Focus Disability)

§ 1 Subject-specific qualification profile

(1) Subject-specific qualifications

Graduates

- have the required declarative and procedural knowledge to advise colleagues on issues related to inclusive teaching design and school development.
- know different counselling techniques and are able to use them in a flexible way.
- know instruments for evaluation and quality development and can apply these to issues in inclusive education.
- are able to critically question one's own attitude and behaviour in counselling situations and to develop alternative action strategies.

(2) Subject-didactic competences

Graduates

- have advanced knowledge in the field of inclusive education.
- are able to design and implement concrete pedagogical solutions for specific issues in inclusive education.
- have the required knowledge and skills to pedagogically use heterogeneity of groups of learners to enrich learning.
- are able to interdisciplinary implement teaching principles of inclusion education.
- know assisting technologies and are able to use them.

(3) Scientific preparatory training

Graduates

- are able to provide adequate research designs for problems in the field of inclusive education.
- can select adequate evaluation methods, based on research designs, and implement the corresponding methodology and interpret the results.
- are able to independently pursue scientific questions regarding inclusive education and can understand and interpret scientific results.

(4) General competences

Graduates

- have basic skills in the initiation of accessibility, the use of easy language and assistive technology.
- are able to relate changes in school and other educational fields to current scientific findings.
- have a (self)critical professional attitude with regard to their own professional role.
- have a collegial attitude, know strategies of networking and are able to initiate and promote cooperation.

§ 2 Maximum number of participants

(1) Lectures with integrated practical parts (VU): 40

(2) Seminars (SE): 25

(3) Practical courses (UE): 15

§ 3 Compulsory modules

Compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Research and Development in Inclusive Education | h | ECTS-Credits |
|---|---|---|--------------|
| a. | Advanced Courses on Interpretative Research Methods from the correspondingly marked course offer Advanced study of methods in qualitative research (e.g. observation, interview, experiment, group discussion, diary, historic-comparative research, discourse research); testing of techniques for depicting and interpreting qualitative data based on exemplary issues in educational science. | | 2.5 |
| b. | Advanced Course on Standardised Research Methods from the correspondingly marked course offer Advanced study of quantitative research methods with regard to data collection (observation, interview, test) and data processing; depiction and interpretation of quantitative data (e.g. mean, standard deviation, T-test, analysis of variance, correlation coefficient); use of data records and implementation of (secondary) analyses. | | 2.5 |
| c. | PS Research Seminar Exemplary execution of small research projects on selected issues in the context of inclusive pedagogy: developing and operationalizing empirical questions; planning and justification of a research design; data collection, evaluation, interpretation and discussion of the results; reflection on ethical aspects in the collection of data and the presentation of findings. | 2 | 2.5 |
| d. | SE Process of Quality Assurance and Organisational Development In-depth discussion and testing of tools for formative evaluations (e.g. Index for Inclusion, SQA, QUIBB): Discussion of the goals of quality and organizational development in the field of education; dealing with selected quality management tools (e.g. manuals, mission statements, reports, questionnaires); application of such tools to inclusion-pedagogical offers in various educational sectors (e.g. school, day-care centres, recreational facilities, vocational training and other training areas). | 1 | 2.5 |
| | Total | | 10 |
| Learning Outcomes: Graduates <ul style="list-style-type: none"> • can select adequate evaluation procedures based on research designs, implement the respective methodology and interpret the results. • are able to interpret school and education statistics and to understand them as qualitative case presentations and use both for problem analysis. • are able to develop and present adequate research designs for issues in the area of inclusive education. • know instruments of evaluation and quality development in the field of education and can apply them on issues in inclusive education. | | | |

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| Prerequisites: none |
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| 2. | Compulsory Module: Counselling and Consulting in Inclusive Education | h | ECTS-Credits |
|---|--|----------|---------------------|
| a. | PS Advanced Study of Counselling Techniques and Skills Advanced knowledge of counselling approaches, counselling methods and conversation techniques used in contexts of inclusive education; case discussion of typical counselling situations with different addressees: pupils, parents or legal guardians, colleagues; reflection of one's own attitude and behaviour in counselling situations, against the background of personal assumptions and social attribution processes with regard to gender, migration, social origin, religion, sexual orientation ...; development of action alternatives in conflict situations in counselling. | 1 | 2 |
| b. | PS Cooperation with and Advising of Colleagues Based on actual lesson plans, students learn to evaluate lesson designs for other subjects, and to further develop them with collegial exchange. Particular attention is paid to the implementation of differentiated and personalised learning opportunities and to the observance of standards of inclusive pedagogy in the design of learning design; evaluation and reflection of one's own actions with regard to collegial cooperation; development of networking strategies at the educational institution and in the region; reflection of one's own future function as multiplier or multiplier. | 2 | 3 |
| Total | | 3 | 5 |
| Learning Outcomes: Graduates | | | |
| <ul style="list-style-type: none"> • are able to use and implement different counselling techniques in a gender- and difference-sensitive way. • have the required declarative and procedural knowledge to encourage, advise and support colleagues across disciplines on inclusive teaching. • are able to critically question their own attitude and behaviour in counselling situations and to develop new action strategies. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Subject Didactics in Inclusive Education | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | SE Inclusive Didactics Practical implementation of selected concepts and models of inclusive didactics in specific subjects (e.g. natural sciences, computer science, mathematics, languages, artistic-creative subjects, sports and movement, human and social life) with special consideration of a heterogeneous class composition; experiencing different possibilities of imparting specialist knowledge against the background of individual learning needs of pupils (e.g. visualization, exercises, experiments); reflection of one's own idea of knowledge and knowledge transfer in different didactic settings. | 2 | 2.5 |
| b. | PS Initiating, Designing and (further) Developing of Cooperative Learning Development of educational activities that initiate and facilitate the implementation of cooperative action by children and adolescents: formulation of cooperative tasks for selected subjects that take into account indi- | 2 | 2.5 |

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|-----------|---|----------|-----------|
| | vidual learning requirements of all students; testing techniques for guiding and accompanying interactive learning groups; reflection on the quality of the cooperation and one's own moderation function. | | |
| c. | UE Accessibility and Simple Language In-depth discussion of the accessibility rights enshrined in the UNCRPD; acquisition of competences for recognising barriers and developing concrete ways of overcoming them (e.g. access to and orientation in space, Universal Design, simple language); testing the use of simple language. | 2 | 2.5 |
| d. | A course corresponding to 2.5 ECTS-Credits must be passed from the following topical areas: - UE Assistive Technologies: German Sign Language - UE Assistive Technologies: Supported Communication - UE Assistive Technologies: Media-Supported Technology In-depth knowledge of concepts of assistance and support as well as acquisition of basic competences in an assistive technology; history of assistive technologies as cultural techniques; discussion of different assistive technologies in selected fields; acquisition of skills for the use and application of the German sign language or supported communication or media-based technologies. | 2 | 2.5 |
| | Total | 8 | 10 |
| | Learning Outcomes: Graduates <ul style="list-style-type: none"> • have advanced knowledge in the field of inclusive education and its application in the different school subjects. • are able to implement inclusion-pedagogical teaching principles in an interdisciplinary way. • are able to initiate, support and reflect cooperative learning. • are able to recognise barriers and develop and implement strategies for overcoming them. • have knowledge of assistive technologies, basic competences for using them and are able to use selected assistive technologies. | | |
| | Prerequisites: none | | |

Section 26: Specialisation Media Pedagogy

§ 1 Subject-specific qualification profile

The Master's Programme Secondary School Teacher Training (General Education) with specialisation in Media Pedagogy enables its graduates to head and design complex media-based working, learning and education contexts. They are able to develop adequate research designs for problems in the fields of Media Pedagogy, to select and apply appropriate methods and to use instruments for evaluation and quality development in the context of media-pedagogical topics in a responsible way.

In addition, they have knowledge in the field of media didactics and media education and are able to find and implement solutions for actual media-pedagogical problems, to plan and evaluate strategic developments and to provide suitable advising offers. Based on their expert competences and skills, they are able to develop innovative solutions at the interfaces of issues in media pedagogy as well as aspects of didactics and content and to integrate their knowledge from different areas. In addition, they can be useful anywhere where highly specialised media literacy and knowledge of media education as well as conceptual, methodological, theory-guided, networked and problem-solution-oriented thinking, the ability to consider alternatives and to synthesise different approaches, conceptual creativity and independent development and processing of knowledge and information sources in media-dominated and digitalised environments are required.

§ 2 Maximum number of participants

(1) Seminar (SE): 20

(2) Lecture with integrated practical parts (VU): 25

§ 3 Compulsory modules

The following compulsory modules corresponding to 25 ECTS-Credits must be passed:

| 1. | Compulsory Module: Learning, Knowledge and Education in the Digital Age | h | ECTS-Credits |
|-----------|---|----------|---------------------|
| a. | VO Media – Knowledge - Education Discussion of historic and current discourses and acquisition of advanced knowledge of theory and concepts on media, knowledge, learning and education and the teaching of these contents. | 1 | 2 |
| b. | SE Education in the Media and Information Society Examination of socio-theoretical self-descriptions and educational processes in the light of media dynamics and medialisation processes. | 2 | 3 |
| | Total | 3 | 5 |
| | Learning Outcomes: The module provides the conditions and requirements of learning and education in the age of digital media. Students are able to name connections between social changes and technical-media developments transparently. They acquire the ability to adequately assess and describe the meaning of historical and contemporary media discourses. | | |
| | Prerequisites: none | | |

| 2. | Compulsory Module: Educational Media Ecologies | h | ECTS-Credits |
|--|---|----------|---------------------|
| a. | VU Worlds of Media of Children and Adolescents Exemplary dealing with current trends and research findings and exemplary analysis and evaluation of media offers for children and adolescents (including learning and edutainment software, computer games etc.). | 1 | 2 |
| b. | SE Media Competence and Media Education The seminar deals in-depth with theoretical and practical aspects of media competence and media education. It deals with the clarification of relevant dimension and competence areas as well as with questions of the self and world relationship in the context of media-cultural development dynamics and their significance for school and extracurricular contexts. | 2 | 3 |
| Total | | 3 | 5 |
| Learning Outcomes: The knowledge of various models of media literacy enables students to gain insight into the specific profile of media education that meets the requirements of the information society. They analyse and evaluate common learning and edutainment software as well as learning platforms and multimedia learning environments with regard to their didactic suitability and clarify their possible applications. Students can assess the educational value of traditional and new media and reflect their relevance in terms of diversity, socioeconomic situations, social class and milieu as well as gender differentiation. | | | |
| Prerequisites: none | | | |

| 3. | Compulsory Module: Media Analysis | h | ECTS-Credits |
|---|---|----------|---------------------|
| a. | VO Communication Processes in the Media Exemplary dealing with media-specific communication processes in the fields of print, online or audio-visual media. | 2 | 5 |
| b. | VU Communication Design Exemplary dealing with current trends in communication design in selected media; introduction and testing of qualitative and quantitative methods of media analysis; critical analysis of media products and discussion of quality standards. | 2 | 5 |
| Total | | 4 | 10 |
| Learning Outcomes: Well-founded, broad knowledge in a central area of media communication and the ability to critically analyse media products. | | | |
| Prerequisites: none | | | |

| 4. | Compulsory Module: Media Research | h | ECTS-Credits |
|-----------|--|----------|---------------------|
| a. | VU Methods of Media Research Exemplary dealing with selected methods of (empirical) media research; overview of central questions and findings in media didactics, of evaluation of media applications and media socialisation research; critical reflection of research strategies. | 1 | 2 |

| | | | |
|-----------|---|---|---|
| b. | SE Caste Studies for Current Media Questions in School Contexts Exemplary dealing with current problems and issues in selected topical fields of school-related media education, teaching research, media socialization research and learning and education culture research. | 1 | 3 |
| | Total | | |
| | Learning Outcomes: Students advance their knowledge of different research methods and test them on professional-related problems. | | |
| | Prerequisites: none | | |