

HAWK

Fakultät

Soziale Arbeit und Gesundheit

Hildesheim

Module Handbook

According to the Examination Regulations 2017

BA degree program in Childhood Education and Care

HAWK University of Applied Sciences and Arts Hildesheim/Holzminen/Göttingen

Editor: Prof. Dr. Ruth Jäger-Jürgens

Decision of Studies Commission from January 25, 2017

Decision of FKR from February 1, 2017

Decision of Executive Committee from October 10, 2017

Contents

Mission Statement of the Childhood Education and Care study program.....	3
Fields of Study	4
Study plan	5
Study plan when entering in the third semester	6
Notes on the mobility window for a semester abroad.....	8
Study plan for semester/s abroad (mobility window in 4th semester).....	9
K01 Mentoring: Learning and working strategies for your studies (K01).....	11
K02 Introduction to childhood law	12
K03 Communication and interaction.....	13
K04 Basic principles of childhood education and care	14
K05.1 Practical training: Education and care in everyday life	15
K05.2 Practical training: Observation and documentation.....	16
K06 Educational and study areas in childhood education	17
K07.1 Basic psychological principles	18
K07.2 Advanced developmental psychology	19
K08 Didactics in childhood education and care.....	20
K09 Health and prevention	21
K10.1 Communication and counselling skills I.....	22
K10.2 Communication and counselling skills II.....	23
K11 Empirical social and childhood research	24
K12.1 Reflective pedagogical practice I.....	25
K12.2 Reflective pedagogical practice II.....	26
K12 Reflective pedagogical practice (for semester/s abroad).....	27
K13 Society, economics and social policy.....	28
Responsible for module: Prof. Dr. Sigurdur Rohloff.....	28
K14 Professional regulations in childhood education and care	29
K15 Public education in life phases of childhood	30
K16 Organization, management and ethics	31
K17 Bachelor thesis	32
Notes on study area 6: "Advanced studies/individual focus"	33
K18 Studium Generale	34
K18 Studium Generale (for semester/s abroad).....	35
K19.06 Advanced studies: Educational and study areas in childhood education	36
K19.08 Advanced studies: Didactics in childhood education and care	37
K19.09 Advanced studies: Health and prevention	38
K19.11 Advanced studies: Empirical social and childhood research.....	39
K19.12 Advanced studies: Dealing with challenges in everyday life in education.....	40
K19.15 Advanced studies: Public education in life phases of childhood.....	41
Appendix 1: Overview of the exams in the modules.....	42
Appendix 2: List of abbreviations	43

Mission Statement of the Childhood Education and Care study program

The undergraduate degree program in Childhood Education and Care (Bachelor of Arts) at HAWK Hildesheim has been qualifying students since 2006 as one of the first degree programs in Germany for professional work with children aged 0 to 10 years at an academic level, especially for education, upbringing and care in daycare centers based on the education and orientation plans of the German federal states. Depending on the individually chosen course of study, other possible fields of activity may include pedagogical work in schools, counseling parents, early childhood and language support for children, child and youth welfare, as well as vocational, advanced, and continuing education. The Bachelor's program also prepares students to take on management positions in the field of childhood education in the future and also qualifies students for further studies (Master of Arts) in the field of early childhood education at universities in Germany. Graduates have a qualification equivalent to the BA program in Social Work. State recognition as a childhood educator is awarded by the university upon successful completion of the program.

The program sees itself as characterized by the idea of participation and equal opportunities as well as respect for diverse lifestyles. In this context, education is understood as a key resource that contributes to enabling children to develop in a way that is individually appropriate, active, and shared with other children and adults. The basis of understanding and pedagogical action is based on the UN Convention on the Rights of the Child and the idea of inclusion as a quality feature of professional work with children.

This study program provides future childhood educators with an in-depth pedagogical understanding, a fundamental knowledge of educational science, law, psychology, research methods and organizational theory, as well as practical skills and a professional attitude. These competencies for action enable them to support children in growing into autonomous and socially competent personalities, in developing their own concepts of the world, their self and their relationships with other people, and in using their abilities to cope with and shape the world in which they live. The modular structure of the program is coordinated in such a way that it supports the desired combination of subject content, scientific foundation and practical implementation. Different forms of teaching are used in the study program (e.g. lectures, seminars, exercises, internships with learning projects or research workshops as well as the reconstruction of children's ways of education in the "Aesthetic Workshop" and the "Aesthetic Laboratory"), which create a practical balance between the teaching of professional basics, independent discussion, exemplary application and practical implementation. Aesthetic courses, more in-depth studies (e.g. on various educational focal points, on childhood research or on the stabilization of children who have experienced abuse) as well as diverse forms of learning and examination in the various modules create a special didactic profile for the degree program. Such basic pedagogical principles as transparency, participation, internal differentiation, commitment and appreciation are implemented both within the courses and in the contacts between university staff members and with representatives from the field. This enables students to experience the potential of these principles for themselves, thus combining knowledge and attitude. In a close network with local people in the working world, they test their acquired competencies and develop theoretically validated forms of reflection and action – primarily in the area of daycare centers for children.

Fields of Study

The Bachelor's program in Childhood Education and Care is divided into six fields of study, which differ from each other in terms of content and subject matter.

- Field of study 1: Basic studies
- Field of study 2: Pedagogical action
- Field of study 3: Psychology and health
- Field of study 4: Academic research/writing
- Field of study 5: Professional orientation
- Field of study 6: Advanced studies/individual focus

These fields of study are in turn differentiated by modules in terms of content and subject matter, whereby the assignment of the modules to the respective fields of study is based on their contents.

The following modules are assigned to field of study 1:

- Introduction to childhood law (K02)
- Basic principles of childhood education and care (K04)
- Basic psychological principles (K07.1)

The following modules are assigned to field of study 2:

- Practical training: Observation and documentation (K05.2)
- Educational and study areas in childhood education (K06)
- Didactics in childhood education and care (K08)
- Reflective pedagogical practice I (K12.1)
- Reflective pedagogical practice II (K12.2)
- Public education in life phases of childhood (K15)

The following modules are assigned to field of study 3:

- Advanced developmental psychology (K07.2)
- Health and prevention (K09)

The following modules are assigned to field of study 4:

- Mentoring: Learning and working strategies for your studies (K01)
- Empirical social and childhood research (K11)
- Bachelor thesis (K17)

The following modules are assigned to field of study 5:

- Communication and interaction (K03)
- Practical training: Education and care in everyday life (K05.1)
- Communication and counselling skills I (K10.1)
- Communication and counselling skills II (K10.2)
- Society, economics and social policy (K13)
- Professional regulations in childhood education and care (K14)
- Organization, management and ethics (K16)

The following modules are assigned to field of study 6:

- Studium Generale (K18)
- Advanced studies: Didactics in childhood education and care (K19.08)
- Advanced studies in childhood education and care (compulsory elective module from K19.06, K19.09, K19.11, K19.12, K19.15)

Study plan

1	K01 Mentoring 2 SWS ubP 3 CP	K02 Introduction to childhood law 6 SWS ubP 6 CP	K03 Communication & interaction 4 SWS ubP 3 CP	K04 Basic principles of childhood education and care 8 SWS ubP 6 CP	K05.1 Practical training: Education and care in everyday life (K05.1) 6 SWS + 210 h of practical training ubP 12 CP	30 CP 0/5 26 SW S*	
2	K07.1 Basic psychological principles 6 SWS ubP 6 CP	K06 Educational and study areas in childhood education 14 SWS bP 12 CP			K05.2 Practical training: Observation and documentation (K05.2) 4 SWS + 180 h of practical training bP 12 CP	30 CP 2/3 24 SW S*	
3	K07.2 Advanced developmental psychology 6 SWS bP 9 CP	K08 Didactics in childhood education and care 8 SWS bP 9 CP		K09 Health and prevention (K09) 6 SWS ubP 6 CP	K11 Empirical social and childhood research (K11) 4 SWS bP 6 CP	30 CP 3/4 24 SW S*	
4	K10.1 Communication and counselling skills I 4 SWS ubP 6 CP	K12.1 Reflective pedagogical practice I (K12.1) 4 SWS + 330 h of practical training ubP 15 CP			K14 Professional regulations in childhood education and care 4 SWS bP 6 CP	K19.XX Childhood education and care Advanced studies 2 SWS ubP 3 CP	30 CP 1/4 14 SW S*
5	K10.2 Communication and counselling skills II 4 SWS bP 6 CP	K12.2 Reflective pedagogical practice II 6 SWS + 180 h of practical training bP 12 CP			K13 Society, economics and social policy (K13) 4 SWS bP 6 CP	K15 Public education in life phases of childhood (K15) 4 SWS bP 6 CP	30 CP 4/4 18 SW S*
6	K17 Bachelor thesis 2 SWS		K18 Studium Generale 6 SWS		K19.08 Advanced studies: Didactics in	K16 Organization, management and ethics 4 SWS	30 CP 2/4 14

bP 12 CP	ubP 9 CP	childhood education and care 2 SWS ubP/3 CP	bP 6 CP	SW S*
--------------------	-------------	---	-------------------	----------

Legend: ubP = ungraded module exam; bP = graded module exam; *CP = credit points (ECTS); Number/Number = graded module exam/number of modules; SWS = Semester week hours; #choice from several elective compulsory modules

Compulsory or strongly recommended module sequence Individually selectable module sequence depending on desired specialization/individual focus;
Possibility of connecting content from K19.06 and/or K19.08 to internships in K12.1 and/or K12.2.

Study plan when entering in the third semester

1	K02 Introduction to childhood law 6 SWS ubP 6 CP	K04 Basic principles of childhood education and care 8 SWS ubP 6 CP	K05.1 Practical training: Education and care in everyday life 6 SWS + 210 h of practical training ubP 12 CP	K07.1 Basic psychological principles 6 SWS ubP 6 CP	30 CP 0/4 26 SWS*	
2	K03 Communication & interaction 4 SWS ubP 3 CP	2 SWS 3 CP K07.2 Advanced	K05.2 Practical training: Observation and documentation 4 SWS + 180 h of practical training bP 12 CP	K06 Educational and study areas in childhood education 14 SWS bP 12 CP	30 CP 2/3 24 SWS*	
3	K01 Mentoring 2 SWS ubP 3 CP	developmental psychology 4 SWS bP 6 CP (total of 9 CP for module)	K08 Didactics in childhood education and care 8 SWS bP 9 CP	K09 Health and prevention 6 SWS ubP 6 CP	K11 Empirical social and children's research 4 SWS bP 6 CP	30 CP 3/5 24 SWS*
4	K10.1 Communication and counselling skills I 4 SWS ubP 6 CP	K12.1 Reflective pedagogical practice I 4 SWS + 330 h of practical training ubP 15 CP	K14 Professional regulations in childhood education and care 4 SWS bP 6 CP	K19.XX Childhood education and care Advanced studies 2 SWS ubP 3 CP	30 CP 1/4 14 SWS*	
5	K10.2	K12.2 Reflective pedagogical practice II	K13	K15	30 CP	

	Communication and counselling skills II 4 SWS bP 6 CP	6 SWS + 180 h of practical training bP 12 CP	Society, economics and social policy 4 SWS bP 6 CP	Public education in life phases of childhood 4 SWS bP 6 CP	4/4 18 SWS*
6	K17 Bachelor thesis 2 SWS bP 12 CP	K18 Studium Generale 6 SWS ubP 9 CP	K19.08 Advanced studies: Didactics in childhood education and care 2 SWS ubP/3 CP	K16 Organization, management and ethics 4 SWS bP 6 CP	30 CP 2/4 14 SWS*

Legend: ubP = ungraded module exam; bP = graded module exam; *CP = credit points (ECTS); Number/Number = graded module exam/number of modules; SWS = Semester week hours; #choice from several elective compulsory modules

Compulsory or strongly recommended module sequence Individually selectable module sequence depending on desired specialization/individual focus;
Possibility of connecting content from K19.06 and/or K19.08 to internships in K12.1 and/or K12.2.

Notes on the mobility window for a semester abroad

A one-semester study abroad program in International Early Education and Care/Applied Childhood Studies replaces the study of the following modules or parts of modules:

a) Modules:

- K10.2 Communication and counselling skills II (4 SWS/6 CP)
- K15 Public education in life phases of childhood (4 SWS/6 CP)
- K19.08 Advanced studies: Didactics in childhood education and care und K19.XX Advanced studies in childhood education (total of 4 SWS/6 CP)

b) Parts of modules:

- K12.1/12.2 Reflective pedagogical practice I/II
(in total 6 SWS/6 CP; there remains 4 SWS + 510 h of practical training/21 CP)
cf. module description for "K12 Reflective pedagogical practice (for semester/s abroad)
- K18 Studium Generale (4 SWS/6 CP; there remains 2 SWS/3 CP)
cf. module description for "K18 Studium Generale (for semester/s abroad)

Study plan for semester/s abroad (mobility window in 4th semester)

1	K01 Mentoring 2 SWS ubP 3 CP	K02 Introduction to childhood law 6 SWS ubP 6 CP	K03 Communication & interaction 4 SWS ubP 3 CP	K04 Basic principles of childhood education and care 8 SWS ubP 6 CP	K05.1 Practical training: Education and care in everyday life 6 SWS + 210 h of practical training ubP 12 CP	30 CP 0/5 26 SWS*	
2	K07.1 Basic psychological principles 6 SWS ubP 6 CP		K06 Educational and study areas in childhood education 14 SWS bP 12 CP		K05.2 Practical training: Observation and documentation 4 SWS + 180 h of practical training bP 12 CP	30 CP 2/3 24 SWS*	
3	K07.2 Advanced developmental psychology 6 SWS bP 9 CP		K08 Didactics in childhood education and care 8 SWS bP 9 CP		K09 Health and prevention 6 SWS ubP 6 CP	K11 Empirical social and childhood research (K11) 4 SWS bP 6 CP	30 CP 3/4 24 SWS*
4	International Early Education and Care/Applied Childhood Studies					30 CP 22 SWS*	
5	K12 Reflective pedagogical practice (for semester/s abroad) 4 SWS			K10.1 Communication and counselling skills I 4 SWS bP 6 CP	K13 Society, economics and social policy 4 SWS bP 6 CP	K14 Professional regulations in childhood education and care 4 SWS bP 6 CP	30 CP 3/3 16 SWS*
6	+ 510 h of practical training bP 21 CP		K17 Bachelor thesis 2 SWS bP 12 CP		K18# Studium Generale 2 SWS ubP	K16 Organization, management and ethics 4 SWS bP 6 CP	30 CP 3/4 8 SWS*

			3 CP		
--	--	--	------	--	--

Legend: ubP = ungraded module exam; bP = graded module exam; *CP = credit points (ECTS); Number/Number = graded module exam/number of modules; SWS = Semester week hours; #Studium Generale (for semester/s abroad)



Compulsory or strongly recommended module sequence



Individually selectable module sequence

K01 Mentoring: Learning and working strategies for your studies (K01)				P
Responsible for module: Prof. Dr. Gisela Hermes				
Short description: The module entitled "Mentoring: Learning and working strategies for your studies" provides students with some general orientation. It offers an overview of the HAWK institution and the Childhood Education program, and introduces students to academic work and student learning and life in Hildesheim.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> • recognize university organization [knowledge], • explain the examination and study regulations [comprehension], • apply basic methods of scientific work, especially in writing academic texts [application], • evaluate their own learning and studying behavior [analysis], • independently develop individual work structures for self-learning such as study and time plans with goal review [synthesis]. 				
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester
		2 SWS / seminar, exercise		
P	1) Mentoring: Learning and working strategies for your studies (K01)	2 SWS / seminar, exercise		1
Module exam (ungraded): Students create a <i>portfolio</i> in which they document their current level of achievement and reflect on their learning progress.				
Prerequisite for participation: none				
Overlap in content/connections: The foundations of academic work are laid in this module, which is the first to be anchored in study area 4. These are expanded and differentiated through thematic academic work in all subsequent modules. An explicit opportunity for in-depth study is offered in the module "Studium Generale" (K18).				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
90 h, 3 CP	2 SWS 30 h	30 h	none	30 h

K02 Introduction to childhood law				P	
Responsible for module: Prof. Dr. jur. Sabine Dahm					
Short description: Students get an overview of areas of law required for childhood educators. Special attention is paid to the legally relevant relationships of children in family and society.					
Competence goals (according to Bloom): Upon successful completion of the module, students are able to					
<ul style="list-style-type: none"> • locate subject-specific legal principles of childhood education and care [knowledge], • explain the systematics of the subject-specific legal foundations of childhood education and care [comprehension], • apply theoretical legal knowledge to an individual case [application], • justify what effect the law can have in a particular case [analysis], • develop possible alternatives for legal cases [synthesis], • identify and articulate conditions required under various alternatives and assess the requirements for legal advice in the selected areas of law [evaluation]. 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
		6 SWS / seminar			
P	1) Introduction to law	2 SWS / seminar		1	
P	2) Basic principles of individual fields of law, particularly family law	2 SWS / seminar		1	
P	3) Law governing child day care facilities and child protection (esp. SGB VIII)	2 SWS / seminar		1	
Module exam (ungraded): Students will be examined on the fundamentals of law and the subject-specific legal principles of child law, including their concretization in practice-relevant individual cases, by completing a written examination or term paper . The type of examination is determined in advance by the respective lecturers of the module for all students completing the module.					
Prerequisite for participation: none					
Overlap in content/connections: Within the study area 1, the module is linked to the module "Basic principles of childhood education and care" (K04), especially to the learning fields 3 and 4. In addition, there are connections to the modules of study area 2. The module provides the basis for the module on "Professional regulations in childhood education and care" (K14).					
Time it takes to complete the module:			Frequency with which the module is offered:		
one semester			It is offered every semester.		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
180 h/6 CP	6 SWS 90 h	60 h	none	30 h	

K03 Communication and interaction			P	
Responsible for module: Prof. Dr. Andreas Hohmann				
<p>Short description: In this module, students learn about theoretical models of communication coming from different directions and their implementation in practical simulations. Students will discuss and reflect on intercultural aspects and practice techniques of analysis and observation. Their own attitude towards communication and interaction will be reflected and examples used to illustrate the transfer of theory to practice.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> describe communication theories and models and illustrate them with examples, and name the functions of communication and interaction in socialization and relationship formation [knowledge], derive communication models, relate them to each other, and describe differences and similarities [comprehension], expand possibilities and skills to personally take action and implement communication models and their inherent questions and methods in exercises [application], analyze theoretical content, examples, and their own communication and role behavior [analysis], construct examples based on theoretical input and observation trained during application and relate them hypothetically to professional contexts of action [synthesis and evaluation]. 				
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester
		4 SWS / lecture, seminar, exercise		
P	1) Communication and interaction I	2 SWS / lecture, seminar, exercise		1
P	2) Communication and interaction II	2 SWS / lecture, seminar, exercise		1
<p>Module exam (ungraded): Through <i>role play, presentations, moderations</i>, and possible other forms of examination as specified in the examination regulations, students demonstrate that they can translate and reflect on communication theories in their own behavior and actions. Students can also write reflective theoretical <i>term papers</i> if agreed upon with the examiner. After consultation with the examiner, the students choose a course in which they will complete this assignment.</p>				
Prerequisite for participation: none				
<p>Overlap in content/connections: Within study area 5, the module is linked in particular with the content of modules “Communication and counselling skills I/II” (K10.1/K10.2). Due to basic communicative didactics, there are further thematic connections to the modules of study area 2.</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
90 h, 3 CP	4 SWS 60 h	none	none	30 h

K04 Basic principles of childhood education and care			P	
Responsible for module: Prof. Dr. Ruth Jäger-Jürgens				
<p>Short description: Students are given an overview of significant theoretical approaches, persons, discourses and concepts of pedagogy as well as of the history and the respective social backgrounds of institutional care, upbringing and education of children, including both socio-spatial and international perspectives. This means that the focus is on the one hand on the fundamental normative, hermeneutic, phenomenological and empirical perspectives on the central concepts of education, upbringing and socialization and the associated realities of children's lives and actions. On the other hand, the students deal with the topics of childhood and family, especially from the perspective of social change, whereby central approaches and concepts are presented against the background of their cultural conditioning and in their relationship with regard to the care, upbringing and educational mandate in day care centers, schools and families.</p>				
<p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name central pedagogical terms and concepts of childhood education and their advocates [knowledge], • distinguish central (childhood) pedagogical concepts – especially with reference to the changes in childhood and family [comprehension], • apply key (childhood) pedagogical concepts to cases of limited complexity [application], • derive recommendations for action from central (childhood) educational concepts [analysis]. 				
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester
		8 SWS / seminar		
P	1) Basic principles of educational science with emphasis on educational theories	2 SWS / seminar		1
P	2) Learning theories in educational practice	2 SWS / seminar		1
P	3) History of childhood education and kindergarten	2 SWS / seminar		1
P	4) Childhood and the family in transition	2 SWS / seminar		1
<p>Module exam (ungraded): In a <i>written exam</i>, the students' knowledge and comprehension of central pedagogical terms and concepts are tested in a first step in relation to all four learning areas; in a second step, case-related concepts are made more concrete and then developed/assessed. (From a total of four case-related assignments, two are to be selected and worked on; there is one workable case-related assignment for each learning area).</p>				
Prerequisite for participation: none				
<p>Overlap in content/connections: The module is linked within study area 1 via teaching area 2 to the module on "Basic psychological principles (K07.1) and via teaching areas 3 and 4 to the module on the "Introduction to childhood law" (K02). In addition, there are connections to the modules of study area 2.</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
180 h/6 CP	8 SWS 120 h	30 h	none	30 h

K05.1 Practical training: Education and care in everyday life				P
Responsible for module: Dipl. Päd. Marion Schindler				
<p>Short description: Building blocks for pedagogical professionalism are formed in the field of action through the knowledge and implementation of various methods of reflection of everyday pedagogical life as well as the reflection of one's own educational biography. Whether it's circle time with the children or short conversations with parents at the door: In an initial practical phase, students experience how pedagogical concepts and the diversity of children's living environments are related.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name and explain basic aspects of education, care and upbringing of children [knowledge], • differentiate images of the child and explain them in terms of their differences [comprehension], • assess forms of organization and methods of everyday pedagogical work with regard to their benefits and implement them in a goal-oriented manner [application], • relate practical experiences and their own biographical experiences, reflect on and compare them in a methodical way [analysis] 				
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester
		6 SWS / seminar, exercise		
P	1) Reflection on one's own educational biography	2 SWS / exercise		1
P	2) Dealing with diversity in everyday life in childhood education	2 SWS / seminar		1
P	3) Processes, structures and orientations of education, care and upbringing in everyday pedagogical life	2 SWS / seminar		1
P	4) As a rule, block practical training after the lecture period			1
<p>Module exam (ungraded): Students present the contents and the course of their practical training in an internship report. They analyze and reflect on the framework conditions of their practical training and their own actions in the respective area in writing.</p> <p>Equivalent: Students who have completed professional training in the psycho-social field (e.g. as an educator, curative education nurse) can apply for credit for these non-university achievements in accordance with §34 PO BT. No practical training is required in this module if credit for 210 hours is awarded. A report prepared on the specialist knowledge and experience acquired in professional practice, reflectively addressing a specific conflict situation, will be accepted as an equivalent. The practical training report/equivalent must be accompanied by written confirmation of successful participation in the study area on "Reflection on one's own educational biography".</p>				
Prerequisite for participation: none				
<p>Overlap in content/connections: Within study area 5, the module is linked in particular with the content of modules "Communication and counselling skills I/II" (K10.1/K10.2). In addition, there are thematic connections especially to the modules on "Reflective pedagogical practice II/II" (K12.1/K12.2), "Public education in life phases of childhood" (K15) and "Practical training: Observation and Documentation" (K05.2).</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
360 h/12 CP	6 SWS 90 h	30 h	210 h	30 h

K05.2 Practical training: Observation and documentation				P	
Responsible for module: Prof. Dr. Stefan Brée					
<p>Short description: The application of methods of observation, diagnosis and documentation integrated into everyday life promotes child development and thus improves the quality of education in childcare facilities. This module aims to familiarize students with different approaches, methods and procedures based on theory and research. Students learn about exemplary models and examine the respective benefits for everyday pedagogical work. On the one hand, it is about whether or how it is possible to integrate methods and procedures in practice. On the other hand, it aims to make clear the respective benefits for the pedagogical work with children and parents. Part of the module is an internship during which the institution-specific application practice is assessed and procedures are tried out by the students themselves.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • differentiate observation, documentation and diagnosis models and describe and name factors that influence the understanding of education in pedagogical practice [knowledge], • distinguish between description, interpretation, and documentation [comprehension], • understand the importance of resource-based approaches and emphasize appreciative forms of dialogue with children and parents [application], • critically reflect on the potentials and limitations of different methods [analysis], • apply and reflect on diagnostic, observation, and documentation procedures [synthesis], • assess the appropriateness of procedures and evaluate the benefits for pedagogical work with children and parents [evaluation]. 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
P	1) Observation and documentation of educational processes	4 SWS / seminar		2	
P	2) As a rule, block practical training after the lecture period	4 SWS / seminar		2	
<p>Description of part of the home study: Reflection on practical examples and counselling in peer groups</p>					
<p>Module exam (graded): The <i>practical training/project report</i> makes clear through its structure and content how the existing knowledge and comprehension was applied in the professional practical phase. The student analyzes and evaluates observation, diagnostic, and documentation procedures specific to the institution. In connection with their own testing of diagnostic, observation, and documentation procedures, students deal with professional attitudes in theory-based reflection.</p>					
<p>Prerequisite for participation: Knowledge of academic writing and research and the successful completion of the module on “Basic principles of childhood education and care” (K04)</p>					
<p>Overlap in content/connections: The module builds on the competencies acquired in the module “Basic principles of childhood education” (K04). Within study area 2, the module is linked in particular with the content of modules “Educational and study areas in childhood education” (K06), “Didactics in childhood education and care” (K08) and “Public education in life phases of childhood (K15). Empirical competencies are looked at in more depth in the module on “Empirical social and childhood research” (K11).</p>					
Time it takes to complete the module:			Frequency with which the module is offered:		
one semester			It is offered every semester.		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
360 h/12 CP	4 SWS 60 h	60 h	180 h	60 h	

K06 Educational and study areas in childhood education			P	
Responsible for module: Prof. Dr. Stefan Brée				
<p>Short description: The educational needs of children today require professional orientations and appropriate specialist didactic concepts. To meet the complexity of the educational mission, students learn fundamentals of challenge, guidance, and support appropriate to each area of education and learning. The seminars deal with exemplary approaches from different educational and learning areas of the educational and orientation plans. Seminar content is reflected upon against the background of the student's own learning experiences and educational biography as well as specialized didactic and learning and developmental theory concepts. The special character of children's ways of learning at different ages is taken into account by learning forms and learning environments in the workshops of the study program for aesthetics and music.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name didactical basics, models and subject-related contents of education and orientation plans [knowledge], • differentiate didactic needs for specific learning fields/age levels [comprehension], • reflect on and apply didactic procedures in light of case-based, professional, and biographical perspectives [application], • describe individual educational needs in a methodical and appropriate manner [analysis], • accompany, promote and support educational processes appropriately [synthesis] 				
Study area		Total – SWS / type of teaching		Recommended semester
Students choose four of seven compulsory electives (WP).		(as a rule) 14 SWS / seminar		
P	1) History and basic principles of elementary didactics	2 SWS / seminar		2
P	2) Educational mission, educational plans and their didactics	2 SWS / seminar		2
P	3) Language and literacy	2 SWS / seminar		2
WP	4) Body, exercise, health	2 SWS / seminar		2
WP	5) Mathematics	2 SWS / seminar		2
WP	6) Art and creative design	2 SWS / seminar		2
WP	7) Music	2 SWS / seminar		2
WP	8) Natural sciences and technology	2 SWS / seminar		2
WP	9) Media	2 SWS / seminar		2
WP	10) Ethics, philosophy, religion	2 SWS / seminar		2
<p>Module exam (graded): In the course of the seminar, a portfolio is compiled in which learning experiences and learning progress are reflected on the basis of selected documents, examples and subject-specific concepts.</p>				
<p>Prerequisite for participation: Knowledge of academic writing and research and the successful completion of the module on "Basic principles of childhood education and care" (K04)</p>				
<p>Overlap in content/connections: The module builds on the competencies acquired in the module "Basic principles of childhood education" (K04). Within study area 2, the module is linked in particular with the content of modules on "Didactics in childhood education and care" (K08) and "Public education in life phases of childhood (K15). A more in-depth look can be taken at these topics by also choosing the module "Advanced studies: Educational and Learning Areas of Childhood Pedagogy" (K19.06), which can be combined in terms of content with the internships in the module "Reflective Pedagogical Practice I and II" (K12.1/K12.2).</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
360 h/12 CP	14 SWS 210 h	60 h	none	90 h

K07.1 Basic psychological principles				P
Responsible for module: Prof. Dr. Anna Wittmann				
<p>Short description: This module deals with the mental processes involved in all educational processes. In the introductory course, perception, thinking, emotion, and motivation are treated as internal psychic processes. It also addresses externally observable behavior or actions. Courses in the other two learning areas address basic childhood developmental tasks in various developmental domains and how the experiences and behaviors of both children and educational professionals are influenced by social and situational factors.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • describe mental processes (perception, thinking, emotion, motivation, action) [knowledge], • explain mental processes and their interactions and influencing factors [comprehension], • show by example which situational/social factors and/or developmental conditions contribute to current mental processes [application], • compare children's mental processes with norms and/or identify ways to influence them in a beneficial way [analysis], and • develop simple forms of intervention and prevention themselves or propose appropriate measures [synthesis]. 				
Study area		Total – SWS / type of teaching (as a rule)	Recommended semester	
		6 SWS / lecture, seminar, exercise		
P	1) Introduction to psychology	2 SWS / lecture, seminar	2	
P	2) Basic principles of developmental psychology	2 SWS / seminar, exercise	2	
P	3) Social psychology	2 SWS / seminar, exercise	2	
<p>Module exam (ungraded): For the exam, students choose a main topic and complete a practical exercise on it according to the suggestions made in the courses, including knowledge from different study areas of the module. The practical exercise consists of the development or planning of an intervention, prevention, or diagnostic intervention conducted either within or outside of a course in the module. If conducted outside, the results will be presented in a course meeting. In addition, students will prepare a concise written presentation of the central findings gained at the individual competence levels (length: approx. 2 pages per person).</p>				
<p>Prerequisite for participation: Knowledge of academic writing and research and the successful completion of the module on “Basic principles of childhood education and care” (K04)</p>				
<p>Overlap in content/connections: Within the study area 1, the module is linked to the second study area of the module on “Basic principles of childhood education and care” (K04). It complements and differentiates the contents of the module “Communication and Interaction” (K03) and lays the foundation for the modules of study area 3. Further links in terms of contents with the module on “Practical training: Observation and documentation” (K05.2)</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
180 h/6 CP	6 SWS 90 h	60 h	none	30 h

K07.2 Advanced developmental psychology				P
Responsible for module: Prof. Dr. Christine Platzer				
<p>Short description: Educational processes must take into account the individual level of development and the individual developmental prerequisites of the children concerned. The courses of the module deal in depth with the developmental tasks of certain developmental areas and certain developmental phases on the one hand and deal with developmental disorders and pedagogical-psychological measures to promote development on the other hand. In addition, the question is addressed as to which neuropsychological findings should be taken into account in the design of educational and upbringing processes.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name developmental tasks of different life stages [knowledge], • describe factors that influence development (especially child development) [comprehension], • examine educational and upbringing measures with regard to their support of development [application], • analyze disruptions in development processes [analysis], • plan and implement actions designed to prevent or intervene in developmental disturbances [synthesis], • critically assess the advantages and disadvantages of these measures [evaluation] 				
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester
Students choose three of four compulsory electives (WP)		6 SWS / seminar		
WP	1) Selected development areas	2 SWS / seminar		3
WP	2) Selected development phases	2 SWS / seminar		3
WP	3) Disturbances in development	2 SWS / seminar		3
WP	4) Developmental neuro-psychology	2 SWS / seminar		3
<p>Module exam (graded): For the exam, students choose a main topic and complete a practical exercise on it according to the suggestions made in the courses, including knowledge from different study areas in the module. The practical exercise consists of the development or planning of an intervention, prevention, or diagnostic intervention conducted either within or outside of a course in the module. If conducted outside, the results will be presented in a course meeting. In addition, students will prepare a comprehensive written presentation of the central findings gained at the individual competence levels (length: approx. 5-8 pages per person).</p>				
<p>Prerequisite for participation: Knowledge of academic writing and research and the successful completion of the module on “Basic psychological principles” (K07.1)</p>				
<p>Overlap in content/connections: The module is an extension of the module on “Basic psychological principles (K07.1) and is linked to the module on “Health and prevention” (K09) in terms of content in study area 3.</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
270 h/9 CP	6 SWS 90 h	90 h	none	90 h

K08 Didactics in childhood education and care				P	
Responsible for module: Prof. Dr. Stefan Brée					
<p>Short description: The courses in this module deepen and complement selected educational areas and concepts of didactics in childhood education with an aesthetic focus from module K06. The professional implementation of the educational mission requires the reflective combination of specialized knowledge, an open-minded attitude, and a stimulating learning support and environment. Taking into account educational-theoretical, aesthetic, empirical-methodical and communicative approaches, children's educational and support needs are reflected didactically and integrated into everyday life. The special character of children's ways of learning at different ages is taken into account by the workshops of the study program for aesthetics and music.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> differentiate and describe children's learning needs against the background of educational-theoretical, empirical-methodological and subject-didactic perspectives [knowledge], distinguish between pedagogical concepts in teaching music, art, and/or languages [comprehension], examine different modes of experience and expression in terms of their creative, cognitive, and motivational potential for children [analysis], justify learning opportunities, learning environments and forms of interaction from a didactic point of view and design them sensitively and responsively for children [application], accompany, promote and support educational processes through appropriate stimuli from different perspectives [synthesis] critically assess the adequacy of planning, implementation, and outcome in light of professional orientations [evaluation]. 					
Study area Students choose two of three compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 8 SWS / seminar		Recommended semester	
P	1) More in-depth look at educational theory and empirical didactics in childhood education and care	2 SWS / seminar		3	
P	2) Didactics of the learning workshop principle	2 SWS / seminar		3	
WP	3) Didactics of language training	2 SWS / seminar		3	
WP	4) Didactics of elementary art education	2 SWS / seminar		3	
WP	5) Didactics of elementary music education	2 SWS / seminar		3	
<p>Module exam (graded): In an <i>oral examination</i>, students demonstrate not only their application-related knowledge, but above all their ability to link the different levels of science-based theory and professional action thematically and/or case-related.</p>					
<p>Prerequisite for participation: Knowledge of academic writing and research as well as successful completion of the module "Educational and study areas in childhood education" (K06)</p>					
<p>Overlap in content/connections: Within study area 2, the module is based in particular on the contents of the module "Educational and study areas of childhood education" (K06) and in turn lays the foundations for the module "Reflective pedagogical practice I" (K12.1). A more in-depth look can be taken at these topics by also choosing the module "Advanced studies: Educational and study areas of childhood education" (K19.06), which can be combined in terms of content with the internships in the module "Reflective pedagogical practice I and II" (K12.1/K12.2).</p>					
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.		
Total workload/credits 270 h/9 CP	University time 8 SWS 120 h	Home study 60 h	Practical training time none	Exam prep 90 h	

K09 Health and prevention		P		
Responsible for module: Prof. Dr. Christine Platzer				
<p>Short description: On the one hand, educational and upbringing processes aim to support children's healthy development and self-competence; on the other hand, educational processes assume that children are in a state of emotional security and are thus protected from danger. This module addresses how sex education can promote a loving and competent approach of children to their bodies and how resilience can be strengthened in both children and educators. In other study areas of the module, students have the opportunity to learn about early intervention services that contribute to healthy growing up and to address the risk of sexual abuse and support options for affected children.</p>				
<p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • define the terms primary, secondary and tertiary prevention and name risk and protective developmental factors [knowledge], • explain the impact of protective factors, such as the relationship between sex education and the prevention of sexual abuse [comprehension], • apply the theoretical aspects to case studies [application], • derive strategies for preventive work with different target groups (e.g. universal and selective prevention services) [analysis], • plan and implement measures designed to help children grow up in a healthy manner [synthesis], • assess the strengths and weaknesses of self-implemented measures and reflect on the attitude that underpins their actions [evaluation] 				
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester
Students choose three of four compulsory electives (WP)		6 SWS / seminar, exercise		
WP	1) Sex education	2 SWS / seminar		3
WP	2) Resilience in children and professional educators	2 SWS / seminar		3
WP	3) Early help	2 SWS / seminar		3
WP	4) Sexual abuse	2 SWS / exercise		3
<p>Module exam (ungraded): For the exam, students choose a main topic and complete a <i>practical exercise</i> on it according to the suggestions made in the courses, including knowledge from different study areas in the module. The practical exercise consists of the development or planning of an intervention, prevention, or diagnostic intervention conducted either within or outside of a course in the module. If conducted outside, the results will be presented in a course meeting. In addition, students will prepare a concise written presentation of the central findings gained at the individual competence levels (length: approx. 2 pages per person).</p>				
<p>Prerequisite for participation: Knowledge of academic writing and research and the successful completion of the module on “Basic psychological principles” (K07.1)</p>				
<p>Overlap in content/connections: The module builds on the module “Basic psychological principles” (K07.1) and is linked in terms of content within study area 3 with the module “Advanced developmental psychology” (K07.2). A more in-depth look can be taken at this topic by choosing the module on “Advanced studies: Health and prevention” (K19.09).</p>				
Time it takes to complete the module:			Frequency with which the module is offered:	
one semester			It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
180 h/6 CP	6 SWS 90 h	60 h	none	30 h

K10.1 Communication and counselling skills I				P	
Responsible for module: Prof. Dr. Margret Gröne					
<p>Short description: Communication/counseling as a central form of action in fields of social work and childhood education is an interaction between at least two participants (a person giving advice and a person seeking advice) who communicate with one another to try and develop more knowledge, other perspectives, alternative options for action and solution competencies with regard to a problem, a crisis or an issue. Students will focus on scientifically based methods of interviewing/counseling and their respective characteristics in different fields of social work and childhood education.</p> <p>In this module (K10.1), students develop the basics of a self-reflective and professional attitude towards personal communication. This includes providing basic theoretical knowledge, the practice of different methods of interviewing/counseling as well as units for self-reflection. Training Course I is an introduction to basic counseling skills (attitudes, conception of humankind, methods).</p>					
<p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • reproduce the theoretical background and scientific basis of counseling approaches [knowledge], • understand methods of counseling derived from theoretical considerations [comprehend], • prepare, structure, and execute counseling sequences in small steps [application], • reflect on their image of humanity and perceive with sensitivity the strengths and weaknesses of their personality and their influence on the counseling process [attitude]. 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
		4 SWS / exercise			
P	1) Training course I to practice different counselling methods	4 SWS / exercise		4	
<p>Description of part of the home study: Part of the self-study consists of regular peer group meetings (6 x 2 hours per semester) to deepen the discussions and exercises from the plenary and self-reflection.</p>					
<p>Module exam (ungraded/graded): Students will take <i>meeting minutes</i> of peer group meetings as an ungraded module exam. The graded module examination takes the form of a <i>term paper, professional practice exercise, project work, case study, structuring of a teaching segment or role training, empirical project, presentation</i>. After consultation with the examiner, the students choose the type of examination they want to take. The examinations the students take demonstrate that they have acquired the above-mentioned competencies.</p>					
<p>Prerequisite for participation: Well-founded knowledge of academic writing/research and the successful completion of the module on “Communication and interaction” (K03).</p>					
<p>Overlap in content/connections: Within study area 5, this module builds on the module on “Communication and interaction” (K03) and lays the foundation for the module on “Communication and counselling skills II” (K10.2). There are further thematic connections to the modules on “Basic psychological principles” (K07.1) and “Advanced developmental psychology” (K07.2). Due to the relationship to language, there are also connections to all other modules, especially to "Reflective pedagogical practice" (K12.1/K12.2 incl. advanced studies in K19.12) and “Organization, Management and Ethics” (K16).</p>					
<p>Time it takes to complete the module: one semester, but is linked to K10.2</p>			<p>Frequency with which the module is offered: It is offered every semester.</p>		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
180 h/6 CP	4 SWS 60 h	90 h (ubP) 30 h (bP)	none	30 h (ubP) 90 h (bP)	

K10.2 Communication and counselling skills II				P	
Responsible for module: Prof. Dr. Margret Gröne					
<p>Short description: Communication/counseling as a central form of action in fields of social work and childhood education is an interaction between at least two participants (a person giving advice and a person seeking advice) who communicate with one another to try and develop more knowledge, other perspectives, alternative options for action and solution competencies with regard to a problem, a crisis or an issue. Students will focus on scientifically based methods of interviewing/counseling and their respective characteristics in different fields of social work and childhood education.</p> <p>In this module (K10.2), students will deepen and differentiate their self-reflective and professional attitude towards personal communication. This includes providing advanced theoretical knowledge, further practice of different methods of interviewing/counseling as well as units for self-reflection. Training course II is an in-depth study of different counseling methods (different contexts/clients).</p>					
<p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • reproduce the theoretical background and scientific basis of counseling approaches [knowledge], • understand methods of counseling derived from theoretical considerations [comprehend], • prepare, structure, and execute counseling sequences in small steps [application], • reflect on their image of humanity and perceive with sensitivity the strengths and weaknesses of their personality and their influence on the counseling process [attitude]. 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
		4 SWS / exercise			
P	1) Training course II to practice different counselling methods	4 SWS / exercise		5	
<p>Description of part of the home study: Part of the self-study consists of regular peer group meetings (6 x 2 hours per semester) to deepen the discussions and exercises from the plenary and self-reflection.</p>					
<p>Module exam (ungraded/graded): Students will take <i>meeting minutes</i> of peer group meetings as an ungraded module exam. The graded module examination takes the form of a <i>term paper, professional practice exercise, project work, case study, structuring of a teaching segment</i> or <i>role training, empirical project, presentation</i>. After consultation with the examiner, the students choose the type of examination they want to take. The examinations the students take demonstrate that they have acquired the above-mentioned competencies.</p>					
<p>Prerequisite for participation: Well-founded knowledge of academic writing/research and the successful completion of the module on “Communication and counselling skills I” (K10.1).</p>					
<p>Overlap in content/connections: Within study area 5, this module builds on the module on “Communication and counselling skills I” (K10.1) and advances this subject. Due to the relationship to language, this module also has connections to all other modules, especially to "Reflective pedagogical practice" (K12.1/K12.2 incl. advanced studies in K19.12) and “Organization, Management and Ethics” (K16).</p>					
Time it takes to complete the module:			Frequency with which the module is offered:		
one semester, but is linked to K10.1			It is offered every semester.		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
180 h/6 CP	4 SWS 60 h	90 h (ubP) 30 h (bP)	none	30 h (ubP) 90 h (bP)	

K11 Empirical social and childhood research				P	
Responsible for module: Prof. Dr. Sabine Mertel					
<p>Short description: This module introduces the basic methodological principles of empirical social research and demonstrates the structure and design of a research process. Students learn about historical and current approaches to empirical research in social and childhood education fields of practice and are able to test them in practical application.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • outline survey and evaluation methods and their basic methodological principles [knowledge], • distinguish methodological approaches and their quality criteria [comprehension], • develop a research concept and use selected survey and evaluation methods as well as conduct literature research [application], • analyze empirical data [analysis], • synthesize, document, and present results of empirical research processes [synthesis], • assess the quality of method application(s) and result interpretation(s) [evaluation]. 					
Study area Students choose one of two compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 4 SWS / exercise		Recommended semester	
WP	1) Introduction to quantitative methods in selected fields of practice	4 SWS / exercise		3	
WP	2) Introduction to qualitative methods in selected fields of practice	4 SWS / exercise		3	
<p>Module exam(graded): Students carry out an example of research work (empirical project) within the framework of the module, or they review existing research work from a methodological point of view (term paper). Students demonstrate in their research paper that they are able to summarize the results of the empirical research process. This makes it possible to evaluate the quality of method applications and result interpretations.</p>					
<p>Prerequisite for participation: Knowledge of academic writing and research and the successful completion or at least parallel attendance of the module on “Practical training: Observation and documentation” (K09).</p>					
<p>Overlap in content/connections: This module builds on the first empirically oriented experiences in the module on “Practical training: Observation and documentation” (K05.2) and is linked in particular to the module “Bachelor-Thesis” (K17) within study area 4. A more in-depth look can be taken at this topic by choosing the module on “Advanced studies: Social and childhood research” (K19.11).</p>					
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.		
Total workload/credits 180 h/6 CP	University time 4 SWS 60 h	Home study 30 h	Practical training time none	Exam prep 90 h	

K12.1 Reflective pedagogical practice I				P	
Responsible for module: Dr. Nadine Grochla-Ehle					
Short description: In the area where everyday work life meets academic concepts, students are made familiar with the central issues concerning social work practice in different fields of childhood education and care. Accompanying seminars address how prejudice-conscious upbringing, gender equality and social diversity can be lived out in everyday life. Students gain intensive experience in implementing educational concepts, reviewing attitudes and forms of communication.					
6					
Competence goals (according to Bloom): Upon successful completion of the module, students are able to					
<ul style="list-style-type: none"> • identify areas of tension between everyday actions and professional knowledge [knowledge], • describe professional attitudes for different situations [comprehension], • use pedagogical knowledge and appropriate strategies [application], • identify potential conflicts and reflect on them with respect to different perspectives [analysis], • plan and implement offers and projects and reflect on them in dialogue with the actors [synthesis] 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
Students choose two of three compulsory electives (WP).		4 SWS / seminar			
WP	1) Mediation	2 SWS / seminar		4	
WP	2) Theory and practice of inclusion and exclusion in childhood education and care	2 SWS / seminar		4	
WP	3) Children living in special circumstances	2 SWS / seminar		4	
P	4) Project accompanying the seminar and/or block practical training after the lecture period			4	
Module exam (ungraded): For the exam, students choose a main topic and complete a <i>practical exercise</i> on it according to the suggestions made in the courses, including knowledge from different study areas in the module. The practical exercise consists of the development or planning of an intervention, prevention, or diagnostic intervention conducted either within or outside of a course in the module. If conducted outside, the results will be presented in a course meeting. In addition, students will prepare a concise written presentation of the central findings gained at the individual competence levels (length: approx. 2 pages per person).					
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on “Didactics in childhood education and care” (K08) and “Health and prevention” (K09).					
Overlap in content/connections: Within study area 2, the module is linked in particular with the content of modules “Educational and study areas in childhood education” (K06), “Didactics in childhood education and care” (K08) and lays the foundation for the module on “Reflective pedagogical practice II” (K12.2). There are further thematic links to the modules “Communication and counselling skills I and II” (K10.1 and/or K10.2), “Health and prevention” (K09) and “Society, economy and social policy” (K13). A more in-depth look can be taken at this topic by choosing the module on “Advanced studies: Dealing with challenges in everyday life in education” (K19.12).					
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
450 h/15 CP	4 SWS 60 h	30 h	330 h	30 h	

K12.2 Reflective pedagogical practice II			P	
Responsible for module: Dr. Nadine Grochla-Ehle				
Short description: Phases of practical training and their supervision are an integral part of the study program in childhood education. The cooperation with different actors as well as the design of specific offers/projects are addressed in terms of both theory and practice. The students carry out, continue and reflect on their own projects, among other things, in a bilateral dialogue. Research questions and research methods are included in the closest possible connection between science, teaching and practice.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> • identify areas of tension between everyday actions and professional knowledge [knowledge], • describe professional attitudes for different situations [comprehension], • use pedagogical knowledge and appropriate strategies [application], • identify potential conflicts and reflect on them with respect to different perspectives [analysis], • plan and implement offers and projects and reflect on them in dialogue with the actors [synthesis] • evaluate offers and projects taking into account research-based procedures [evaluation]. 				
Study area Students choose one of two compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 6 SWS / seminar, exercise		Recommended semester
P	1) Reflection on practical work	2 SWS / seminar, exercise		5
P	2) Child-raising partnership and family-oriented work with children	2 SWS / seminar		5
WP	3) Raising children in homes	2 SWS / seminar		5
WP	4) Gender and diversity	2 SWS / seminar		5
P	5) Project accompanying the seminar and/or block practical training after the lecture period			5
Module exam (graded): In a <i>practical training/project report</i> , the students present the main focus of their internship with reference to the module study areas and include at least one further module study area as an example.				
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on “Reflective pedagogical practice I” (K12.1).				
Overlap in content/connections: Within study area 2, this module builds on the module on “Reflective pedagogical practice I” (K12.1). There are further thematic links to the modules “Communication and counselling skills I and II” (K10.1/K10.2), “Health and prevention” (K09) and “Society, economy and social policy” (K13). A more in-depth look can be taken at this topic by choosing the module on “Advanced studies: Dealing with challenges in everyday life in education” (K19.12) and/or by combinations with one or two of the following modules: “Advanced studies: Educational and study areas in childhood education” (K19.06), “Advanced studies: Didactics in childhood education and care” (K19.08), “Advanced studies: Empirical social and childhood research” (K19.11).				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
360 h/12 CP	6 SWS 90 h	30 h	180 h	60 h

K12 Reflective pedagogical practice (for semester/s abroad)				W	
Responsible for module: Dr. Nadine Grochla-Ehle					
Short description: Phases of practical training and their supervision are an integral part of the study program in childhood education. The cooperation with different actors as well as the design of specific offers/projects are addressed in terms of both theory and practice. The students carry out, continue and reflect on their own projects, among other things, in a bilateral dialogue. Research questions and research methods are included in the closest possible connection between science, teaching and practice.					
Competence goals (according to Bloom): Upon successful completion of the module, students are able to					
<ul style="list-style-type: none"> • identify areas of tension between everyday actions and professional knowledge [knowledge], • describe professional attitudes for different situations [comprehension], • use pedagogical knowledge and appropriate strategies [application], • identify potential conflicts and reflect on them with respect to different perspectives [analysis], • plan and implement offers and projects and reflect on them in dialogue with the actors [synthesis] • evaluate offers and projects taking into account research-based procedures [evaluation]. 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
		4 SWS / seminar, exercise			
P	1) Reflection on practical work	2 SWS / seminar, exercise		5	
P	2) Child-raising partnership and family-oriented work with children	2 SWS / seminar		5	
P	3) Project accompanying the seminar and/or block practical training after the lecture period			5 and 6	
Module exam (graded): In a <i>practical training/project report</i> , the students present the main focus of their internship with reference to the module study areas and include at least one further module study area as an example.					
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on “Didactics in childhood education and care” (K08) and “Health and prevention (K09) plus the completion of a semester abroad.					
Overlap in content/connections: Within study area 2, the module is linked in particular with the content of modules “Educational and study areas in childhood education” (K06), “Didactics in childhood education and care” (K08). There are further thematic links to the modules “Communication and counselling skills I and II” (K10.1 and/or K10.2), “Health and prevention” (K09) and “Society, economy and social policy” (K13).					
Time it takes to complete the module:			Frequency with which the module is offered:		
two semesters			It is offered every semester.		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
630 h/21 CP	4 SWS 60 h	none	510 h	60 h	

K13 Society, economics and social policy				P
Responsible for module: Prof. Dr. Sigurdur Rohloff				
Short description: Students are introduced to the basic social, economic, and sociopolitical principles of childhood education and care. They replace everyday knowledge with theoretical and empirically based knowledge as well as structure-related thinking that takes into account the contextual conditions of socio-professional action and are enabled to use the acquired knowledge in the interpretation, reflection, analysis and processing of social problems.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> describe the main features of and differentiate between social, economic and socio-political change. They are familiar with the central specialist terminology (e.g. family, society, poverty, milieu, welfare state, principle of subsidiarity, globalization) [knowledge], recognize and explain societal interrelationships and interactions between societal subfields (including social work/childhood education, education) [comprehension and synthesis], use examples to explain how economic, socio-political and social conditions shape children's everyday lives, development and access to desirable goods such as health, education, etc. They are able to identify frameworks that can help reduce social inequality [application], assess and critically discuss social, economic, political and societal issues on a theoretical basis [analysis and evaluation]. 				
Study area Students choose two of four compulsory electives (WP)		Total – SWS / type of teaching (as a rule) 4 SWS / seminar, exercise		Recommended semester
WP	1) Basic principles of economics and social policy	2 SWS / seminar, exercise		4, 5 or 6 (during the course of studies: 5)
WP	2) Basic principles of the social security systems (municipal, national)	2 SWS / seminar, exercise		4, 5 or 6 (during the course of studies: 5)
WP	3) Basic knowledge of life situations (e.g. of children, migrants, clients), plurality of life forms and lifestyles, social classes and milieus	2 SWS / seminar, exercise		4, 5 or 6 (during the course of studies: 5)
WP	4) Society in transition, family change, social problems, social movements	2 SWS / seminar, exercise		4, 5 or 6 (during the course of studies: 5)
Module exam (graded): Students prepare a written <i>term paper</i> or a <i>presentation</i> with written elaboration. The paper/presentation must incorporate knowledge, competencies and learning outcomes from two of the four learning areas mentioned, i.e. the information from the selected courses must be clearly recognizable in the preparation of the paper/presentation.				
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on “Basic principles of childhood education and care” (K04)				
Overlap in content/connections: Within study area 5, the module is linked in particular with the content of module “Practical training: Education and care in everyday life” (K05.1). There are further thematic connections in particular to the modules of study area 1 “Basic principles of childhood education and care” (K04) and “Introduction to childhood law” (K02), as well as to the modules of study area 2 and 4, here in particular to the module “Bachelor's thesis” (K17).				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits 180 h/6 CP	University time 4 SWS 60 h	Home study 30 h	Practical training time none	Exam prep 90 h

K14 Professional regulations in childhood education and care			P	
Responsible for module: Prof. Dr. jur. Sabine Dahm				
<p>Short description: In this module, students acquire in-depth knowledge of profession-specific legal principles of childhood education and increasingly work out the effect of the law in individual cases relevant to practice. In doing so, students are made aware of the requirements for legal counsel in the selected areas of law.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name in detail profession-specific legal bases of childhood education, especially in professional and liability law as well as in labor and collective bargaining law [knowledge], • explain the systematics of the subject-specific legal foundations of childhood education and care [comprehension], • apply theoretical legal knowledge to an individual case [application], • justify what effect the law can have in a particular case [analysis], • develop possible alternatives for legal cases [synthesis], • identify and articulate conditions required under various alternatives and assess the requirements for legal advice in the selected areas of law [evaluation]. 				
Study area		Total – SWS / type of teaching (as a rule) 4 SWS / seminar	Recommended semester	
P	1) Professional and liability law	2 SWS / seminar	4, 5 or 6 (during the course of studies: 4)	
P	2) Labor and collective bargaining law	2 SWS / seminar	4, 5 or 6 (during the course of studies: 4)	
<p>Module exam (graded): In a <i>written exam/term paper</i> or a <i>presentation</i>, students will be tested on their understanding of the subject-specific legal principles including the concretization in a practice-relevant individual case. The type of examination is determined in advance by the respective lecturers of the module for all students completing the module.</p>				
<p>Prerequisite for participation: Well-founded knowledge of academic research and writing and the successful completion of the module on "Introduction to childhood law" (K02).</p>				
<p>Overlap in content/connections: In terms of content, the module is closely linked to the module "Introduction to childhood law" (K02) and builds on the competencies acquired there. There are links to the modules of study area 2, especially to the internship modules "Reflective Pedagogical Practice I and II" (K12.1/K12.2).</p>				
Time it takes to complete the module: one semester		Frequency with which the module is offered: It is offered every semester.		
Total workload/credits 180 h/6 CP	University time 4 SWS 60 h	Home study 30 h	Practical training time none	Exam prep 90 h

K15 Public education in life phases of childhood			P	
Responsible for module: Prof. Dr. Sylvia Oehlmann				
Short description: Childhood pedagogical fields of action are undergoing a transformation that increasingly places education and upbringing in reciprocal interrelationships with different social spaces and actors. Orientierungen wie Erziehungs- und Bildungspartnerschaft in alters-, alltags- und sozialraumbezogenen Formen von Bildung, Erziehung und Betreuung prägen zunehmend kindheitspädagogisches Handeln unter Berücksichtigung der individuellen Bildungsbiografie.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> • name the demands made on public education, related to the different phases, situations, lifestyles and status of childhood [knowledge], • distinguish between social space-oriented and partnership-based models of child development work [comprehension], • link pedagogical theories to action strategies [application], • recognize the potentials of the actors and reflect on them with regard to different perspectives [analysis], • plan concepts of action in childhood education and reflect on them in dialogue with the actors [synthesis] • evaluate projects, practice and forms of action, taking into account research-based procedures [evaluation]. 				
Study area Students choose one of two compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 4 SWS / seminar		Recommended semester
P	1) Concepts for the education, care and upbringing of children U3	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
WP	2) Transition – Education caught between transitional areas	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
WP	3) Concepts for the education, care and upbringing of children Ü6	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
Module exam (graded): In a <i>term paper</i> or a <i>presentation</i> , knowledge, competencies and learning outcomes are incorporated from two of the above-mentioned three learning areas, i.e. the inclusion of the selected courses must be clearly recognizable in the preparation of the paper.				
Prerequisite for participation: Well-founded knowledge of academic writing and research as well as successful completion of the module “Educational and study areas in childhood education” (K06), “Practical training: Childhood education and care in every life (K05.1) and “Practical training: Observation and documentation (K05.2).				
Overlap in content/connections: Within study area 2, the module is linked in particular with the content of modules “Didactics in childhood education and care” (K08) and “Reflective pedagogical practice I and II” (K12.1/K12.2). There are further thematic connections to the module on “Society, economy, social policy” (K13). A more in-depth look at this topic can be taken by choosing the module “Advanced studies: Public education in life phases of childhood” (K19.15).				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits 180 h/6 CP	University time 4 SWS 60 h	Home study 30 h	Practical training time none	Exam prep 90 h

K16 Organization, management and ethics			P	
Responsible for module: Verw. Prof. Dr. Andreas Hohmann				
Short description: In this module, students learn about relevant basic assumptions, requirements for action and standards of organization-related action in childhood education and practice methods and techniques. They describe, analyze, reflect and evaluate organization-related actions, taking ethical aspects into account. They learn to recognize structural and informal tensions from different perspectives and develop social and project management skills.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> • recognize fields of action and design, concepts as well as instruments of management in organizations of childhood education [knowledge], • relate and describe different approaches to management, formulate differences and similarities [knowledge and comprehension], • relate theoretical contexts to different fields of action in social work organizations and apply them in case studies [application], • analyze forms of management in the practice of childhood education and compare them with business management approaches and models. Problems can be identified and examined with regard to ethical aspects [analysis], • identify interrelationships between childhood education, business management, and ethics, recognize divergences, and formulate development potentials and solutions [synthesis], • evaluate and question selected measures and instruments of planning, organization, and management in childhood education [evaluation]. 				
Study area Students choose two of three compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 4 SWS / seminar		Recommended semester
WP	1) Personnel management and organization development	2 SWS / seminar		4, 5 or 6 (during the course of studies: 6)
WP	2) Financing and marketing	2 SWS / seminar		4, 5 or 6 (during the course of studies: 6)
WP	3) Strategy and leadership	2 SWS / seminar		4, 5 or 6 (during the course of studies: 6)
Module exam (graded): Students choose one main course and design the type of exam they want to do on the basis of this course (including a presentation, term paper, moderation, structuring of a teaching segment and other acceptable forms according to the examination regulations). In doing so, they demonstrate the ability to link the different levels of science-based theory and professional action thematically and/or case-based.				
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on “Communication and interaction” (K03) and the successful completion or at least parallel attendance of the module on “Communication and counselling skills I (K10.1)				
Overlap in content/connections: Within study area 5, the module is linked in particular with the content of module on “Communication and interaction” (K03). There are further thematic links to the modules of “Communication and counselling skills I and II” (K10.1/K10.2).				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
180 h/6 CP	4 SWS 60 h	30 h	none	90 h

K17 Bachelor thesis				P	
Responsible for module: Prof. Dr. Maria Busche-Baumann					
Short description: This module accompanies and supports students in developing and designing their final theses. It provides an overview of the possible types of Bachelor theses and help in finding and processing the topic.					
Competence goals (according to Bloom): Upon successful completion of the module, students are able to					
<ul style="list-style-type: none"> • apply methods of academic research/writing [methodical competence], • Formulating main questions and work hypotheses [development of the central question], • narrow down, organize, and process a topic using academic literature and sources [application], • evaluate related texts and sources [analysis], • relate theoretical perspectives to each other and, if necessary, distinguish them from each other [synthesis]. 					
Study area			Total – SWS / type of teaching (as a rule)		Recommended semester
			2 SWS / exercise		
P	1) Support in writing the Bachelor thesis		2 SWS / exercise		6
Module exam (graded): In this module, students write their Bachelor's thesis, in which they demonstrate that they can apply the fundamentals of scientific work to a topic of their own choice. They are able to implement the basics of academic writing and research.					
Prerequisite for participation: Well-founded knowledge of academic writing/research and proof of exams completed to acquire at least 135 credits.					
Overlap in content/connections: The module is the final module in study area 4 as well as for the entire study program. As a result, it is linked to modules in all other areas of study, depending on the topic chosen.					
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.		
Total workload/credits 360 h/12 CP	University time 2 SWS 30 h	Home study none	Practical training time none	Exam prep BA thesis: 300 h Colloquium: 30 h	

**Notes on study area 6:
“Advanced studies/individual focus”**

Coordination of the study area: Prof. Dr. Ruth Jäger-Jürgens

The following modules are compulsory modules: They are required material.

K18 Studium Generale

K19.08 Advanced studies: Didactics in childhood education and care

The following modules are elective modules: Students must choose **one** of five modules.

(This corresponds to a concretization of the module designation K19.XX in the course of studies)

Advanced studies: Educational and study areas in childhood education (K19.06)

Advanced studies: Health and prevention (K19.09)

Advanced studies: Empirical social and childhood research (K19.11)

Advanced studies: Dealing with challenges in everyday life in education” (K19.12).

Advanced studies: Public education in life phases of childhood (K19.15)

K18 Studium Generale			P	
Responsible for module: Dr. Hannah von Grönheim				
<p>Short description: Students strengthen self-determined and autonomous forms of learning in the Studium Generale. Students decide for themselves what they want to focus on in their studies within the framework of the courses available.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to (depending on the main focus chosen)</p> <ul style="list-style-type: none"> • advance competencies in selected focus areas or/and acquire foreign language skills [knowledge and comprehension], • implement involvement in external institutions and organizations or university policy committees [application], • expand and reflect on their own cultural concepts [analysis], • integrate insights from other disciplines into their existing knowledge and actions [synthesis], • develop a professional democratic self-image and individual self-competence [attitude]. 				
Study area Students choose one of six compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 6 SWS / seminar		Recommended semester
P	Individual profile studies HAWK plus (IPS 1) course offers	2 SWS / seminar		cumulative
P	Individual profile studies HAWK plus (IPS 2) course offers	2 SWS / seminar		cumulative
WP	3) Presentation of the faculty to the outside world in the form of projects such as symposia, supervision of foreign lecturers, faculty days, involvement in the faculty and HAWK (university politics), etc.	2 SWS / seminar		cumulative
WP	4) Specialist events/courses in English	2 SWS / seminar		cumulative
WP	5) Advanced studies specific to the study program	2 SWS / seminar		cumulative
WP	6) Advanced knowledge of the techniques of academic work and empirical research	2 SWS / seminar		cumulative
WP	7) Courses spanning different study programs	2 SWS / seminar		cumulative
WP	8) Deepening of subject areas at other faculties/universities/external educational institutions	2 SWS / seminar		cumulative
<p>Module exam (ungraded): A module exam is not possible due to the different choices available. The competencies acquired are related to the respective main areas to be chosen by the students and are tested in different ways.</p> <p>Prerequisite for participation: none</p> <p>Overlap in content/connections: Students can combine this module with modules from all study areas within study area 6 by setting their own focus in the elective module "Childhood education advanced studies" (K19.XX). Explicit advanced studies can focus on the area of academic work. The module "Mentoring: Learning and working strategies for your studies (K01).</p>				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits 270 h/9 CP	University time 6 SWS 90 h	Home study 90 h	Practical training time none	Exam prep 90 h

K18 Studium Generale (for semester/s abroad)				W	
Responsible for module: Dr. Hannah von Grönheim					
Short description: Students strengthen self-determined and autonomous forms of learning in the Studium Generale. Students decide for themselves what they want to focus on in their studies within the framework of the courses available.					
Competence goals (according to Bloom): Upon successful completion of the module, students are able to (depending on the main courses chosen) <ul style="list-style-type: none"> • Advance and deepen competencies in selected main areas or/and acquire foreign language skills [knowledge and comprehension], • implement involvement in external institutions and organizations or university policy committees [application], • expand and reflect on their own cultural concepts [analysis], • integrate insights from other disciplines into their existing knowledge and actions [synthesis], • develop a professional democratic self-image and individual self-competence [attitude]. 					
Study area Students choose one of seven compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 8 SWS / seminar		Recommended semester	
WP	1) Individual profile studies HAWK plus (IPS 2) course offers	2 SWS / seminar		cumulative	
WP	2) Presentation of the faculty to the outside world in the form of projects such as symposia, supervision of foreign lecturers, faculty days, involvement in the faculty and HAWK (university politics), etc.	2 SWS / seminar		cumulative	
WP	3) Specialist events/courses in English	2 SWS / seminar		cumulative	
WP	4) Advanced studies specific to the study program	2 SWS / seminar		cumulative	
WP	5) Advanced knowledge of the techniques of academic work and empirical research	2 SWS / seminar		cumulative	
WP	6) Courses spanning different study programs	2 SWS / seminar		cumulative	
WP	7) Deepening of subject areas at other faculties/universities/external educational institutions	2 SWS / seminar		cumulative	
Module exam (ungraded): A module exam is not possible due to the different choices available. The competencies acquired are related to the respective main areas to be chosen by the students and are tested in different ways.					
Prerequisite for participation: Completion of a semester abroad					
Overlap in content/connections: The module can be combined with modules from all areas of study by setting your own main focus. There is an explicit option to deepen in the area of academic work., with the modules "Mentoring: Learning and working strategies in your studies" (K01) and "Empirical Social and Childhood Research" (K11).					
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.		
Total workload/credits 30 h, 3 CP	University time 2 SWS 30 h	Home study 30 h	Practical training time none	Exam prep 30 h	

K19.06 Advanced studies: Educational and study areas in childhood education			WP	
Responsible for module: Prof. Dr. Ruth Jäger-Jürgens				
<p>Short description: The educational needs of children today require professional orientations and appropriate specialist didactic concepts. To meet the complexity of the educational mission, students learn fundamentals of challenge, guidance, and support appropriate to each area of education and learning. The seminars deal with exemplary approaches from different educational and learning areas of the educational and orientation plans. Seminar content is reflected upon against the background of the student's own learning experiences and educational biography as well as specialized didactic and learning and developmental theory concepts. The special character of children's ways of learning at different ages is taken into account by learning forms and learning environments in the workshops of the study program for aesthetics and music.</p>				
<p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name elementary didactical basic principles, models and subject-related contents of education and orientation plans [knowledge], • differentiate didactic needs for specific learning fields/age levels of children [comprehension], • examine practical needs didactically with regard to their creative, cognitive and motivational components [analysis], • justify learning opportunities, learning environments and forms of interaction from a didactic point of view and design them appropriately for children [application], • accompany, promote and support educational processes through appropriate stimuli from different perspectives [synthesis] • critically assess the adequacy of planning, implementation, and outcome in light of professional orientations [evaluation]. 				
Study area Students choose one of two compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 2 SWS / seminar	Recommended semester	
WP	1) In-depth study of a study area chosen in K06 and not chosen in K08	2 SWS / seminar	4, 5 or 6 (during the course of studies: 4)	
WP	2) In-depth study by choosing a study area not selected in either K06 or K08	2 SWS / seminar	4, 5 or 6 (during the course of studies: 4)	
<p>Module exam (ungraded): The competencies acquired in the seminar are presented in a presentation, a term paper, a portfolio, an empirical project or, if the content is related to the internships in the modules "Reflective pedagogical practice I or II (K12.1 or K12.2), in an internship documentation. In the exam, explicit reference must be made to the competencies acquired in the modules on "Educational and study areas in childhood education" (K06), "Didactics in childhood education and care" (K07).</p>				
<p>Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on "Didactics in childhood education and care" (K08)</p>				
<p>Overlap in content/connections: This module is closely linked to the module on "Educational and study areas in childhood education" (K06). It is possible to combine this specialization with the internships in the modules on "Reflective pedagogical practice I and II" (K12.1 and/or K12.2).</p>				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
90 h, 3 CP	2 SWS 30 h	30 h	none	30 h

K19.08 Advanced studies: Didactics in childhood education and care				P
Responsible for module: Prof. Dr. Tim Rohrmann				
Short description: The course in this module explores theoretical and practice-related concepts of didactics in childhood education in greater depth. The focus is on a systematic linking of several educational and study areas of childhood education, taking into account the specific didactics and methodology of an educational and study area in focus. The seminar provides inspiration and offers a theoretical framework for researching the students' own case-related questions in the context of the internships.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> • be aware of children's aesthetic, cognitive and motivational learning needs and describe them against the background of educational theoretical, empirical-methodological and didactic perspectives [knowledge], • distinguish empirical and ethnographic research methods and didactic concepts in the context of complex educational requirements [comprehension], • examine practical needs didactically with regard to their creative, cognitive and motivational components [analysis], • justify learning opportunities, learning environments and forms of interaction from a didactic point of view and design them appropriately for children [application], • accompany, promote and support educational processes through appropriate stimuli from different perspectives [synthesis] • critically assess the adequacy of planning, implementation, and outcome in light of professional orientations [evaluation]. 				
Study area		Total – SWS / type of teaching (as a rule) 2 SWS / seminar, exercise		Recommended semester
P	1) Designing and reflecting on complex educational arrangements	2 SWS / seminar, exercise		4, 5 or 6 (during the course of studies: 6)
Module exam (ungraded): The competencies acquired in the seminar are presented in a presentation , a term paper , a portfolio , an empirical project or, if the content is related to the internships in the modules "Reflective pedagogical practice I or II (K12.1 or K12.2), in an internship documentation . In the exam, explicit reference must be made to the competencies acquired in the modules on "Educational and study areas in childhood education" (K06) and "Didactics in childhood education and care" (K08).				
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on "Didactics in childhood education and care" (K08)				
Overlap in content/connections: This module is closely linked to the module on "Didactics in childhood education and care" (K08). It is possible to combine this specialization with the internships in the modules on "Reflective pedagogical practice I and II" (K12.1 and/or K12.2) and to include it as a content component in a research workshop by combining it with the module on "Advanced Studies: Empirical Social and Childhood Research" (K19.11).				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits	University time	Home study	Practical training time	Exam prep
90 h, 3 CP	2 SWS 30 h	30 h	none	30 h

K19.09 Advanced studies: Health and prevention				WP
Responsible for module: Prof. Dr. Christine Platzer				
Short description: On the one hand, educational and upbringing processes aim to support children's healthy development and self-competence; on the other hand, educational processes assume that children are in a state of emotional security and are thus protected from danger. The module makes it possible to deal with the topics of early help, sex education and/or resilience under the overall topic of "Health promotion and prevention", complementary to module K09.				
Competence goals (according to Bloom): Upon successful completion of the module, students are able to				
<ul style="list-style-type: none"> • define the terms primary, secondary and tertiary prevention and name risk and protective developmental factors [knowledge], • explain the effects of protection factors [comprehension], • apply the theoretical aspects to case studies [application], • derive strategies for preventive and restorative work with different target groups [analysis], • plan and implement measures designed to help children grow up in a healthy manner [synthesis], • assess the strengths and weaknesses of self-implemented measures and reflect on the attitude that underpins their actions [evaluation] 				
Study area Students can choose one of the three compulsory electives, as long as it wasn't already chosen in K09.		Total – SWS / type of teaching (as a rule) 2 SWS / seminar		Recommended semester
WP	1) Sex education	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
WP	2) Resilience in children and professional educators	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
WP	3) Early help	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
Module exam (ungraded): For the exam, students choose a main topic and complete a practical exercise on it according to the suggestions made in the courses, including knowledge from different study areas in the module. The practical exercise consists of the development or planning of an intervention, prevention, or diagnostic intervention conducted either within or outside of a course in the module. If conducted outside, the results will be presented in a course meeting. In addition, students will prepare a concise written presentation of the central findings gained at the individual competence levels (length: approx. 2 pages per person).				
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on "Health and prevention" (K09).				
Overlap in content/connections: The module is closely connected to the modules of study areas 3 and 2, in the latter especially to the modules on "Reflective pedagogical practice II and II" (K12.1 and/or K12.2).				
Time it takes to complete the module: one/two semesters			Frequency with which the module is offered: It is offered every semester.	
Total workload/credits 90 h, 3 CP	University time 2 SWS 30 h	Home study 30 h	Practical training time none	Exam prep 30 h

K19.11 Advanced studies: Empirical social and childhood research				WP	
Responsible for module: Prof. Dr. Sabine Mertel					
<p>Short description: This module offers students an in-depth study of empirical social research methods. Students systematically address the basic methodological principles of qualitative or quantitative social research and learn how to develop, communicate, and evaluate empirical research processes. Students learn about current approaches to social and childhood research in order to gain an overview of the diversity of qualitative or quantitative designs. The research projects in teaching serve to deepen practical knowledge of action on the application of selected qualitative or quantitative methods.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • describe procedures (survey and evaluation methods) of qualitative or quantitative childhood and social research [knowledge], • recognize the importance of different research methods in specific research contexts and translate them into detailed work steps [comprehension], • apply a selected method of qualitative or quantitative social and childhood research to current empirical questions appropriate to the subject matter in concrete fields of practice as well as evaluate the limits and scope of different methods and practice forms of cooperation in research teams [application], • analyze empirical data (using statistical analysis programs or software-based text analysis as well as various interpretive procedures) [analysis], • summarize, document, and present findings of empirical research processes [synthesis], • assess the quality of method application(s) and result interpretation(s) [evaluation]. 					
Study area Students choose one of two compulsory electives (WP).		Total – SWS / type of teaching (as a rule) 2 SWS / exercise		Recommended semester	
WP	1) Introduction to quantitative (qualitative if in K11) or qualitative (quantitative if in K11) methods in selected fields of practice	2 SWS / exercise		4, 5 or 6 (during the course of studies: 4)	
WP	2) Advanced study in methods of social and childhood research in selected fields of practice	2 SWS / exercise		4, 5 or 6 (during the course of studies: 4)	
<p>Module exam (ungraded): Students carry out an example of research work (<i>empirical project</i>) within the framework of the module, or they review existing research work from a methodological point of view (<i>term paper</i> or <i>presentation</i>). The exam must explicitly refer to the competencies acquired in the module on "Empirical social and childhood research" (K11).</p>					
<p>Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion of the module on "Empirical social and childhood research" (K11).</p>					
<p>Overlap in content/connections: This module is based on the module on "Empirical social and childhood research" (K11). It can serve as preparation for an empirical Bachelor's thesis (K17) and/or be given the status of a research workshop in the case of research-oriented practical projects in conjunction with the internships in the modules "Reflective pedagogical practice I and II" (K12.1/K12.2) and the module for "Advanced studies: Didactics of childhood education and care" (K19.08).</p>					
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered every semester.		
Total workload/credits 90 h, 3 CP	University time 2 SWS 30 h	Home study 30 h	Practical training time none	Exam prep 30 h	

K19.12 Advanced studies: Dealing with challenges in everyday life in education				WP	
Responsible for module: Prof. Dr. Tim Rohrmann					
<p>Short description: In the everyday pedagogical work of childhood educators, situations arise time and again that require spontaneous, professionally justified action. In this module, students are given the opportunity to deal with challenges in their (future) everyday working life. Strategies for critical interactions are developed and practiced with the help of role plays, consultation with colleagues and other methods of theory-based reflection.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • know models of communication and conflict management [knowledge] and • assess the consequences of their actions (or failure to act) [comprehension], • establish contact with children, parents and colleagues in a constructive and theory-based manner [application], • detect and reflect on breakdowns in communication [analysis], • intervene spontaneously [synthesis], • reflect on and modify their actions, if necessary [evaluation]. 					
Study area		Total – SWS / type of teaching (as a rule)		Recommended semester	
		2 SWS / seminar, exercise			
P	1) Dealing with challenges in everyday life in education	2 SWS / seminar, exercise		4, 5 or 6 (during the course of studies: 4)	
<p>Module exam (ungraded): A <i>case study</i>, a <i>moderation</i>, a <i>role play</i> or the <i>minutes of a meeting</i> will be used to demonstrate the competencies acquired in the seminar. The exam must refer to the practical experiences gained in the modules on “Reflective pedagogical practice I” (K12.1) and/or “Reflective Pedagogical Practice II” (K12.2).</p>					
Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion or parallel study of the module on “Reflective pedagogical practice I” (K12.1).					
<p>Overlap in content/connections: The module is closely connected to the module on "Reflective pedagogical practice II and II" (K12.1 and/or K12.2). There are further thematic links to the modules in study area 5, in particular to “Communication and counselling skills I and II” (K10.1/K10.2).</p>					
Time it takes to complete the module:			Frequency with which the module is offered:		
one semester			It is offered every semester.		
Total workload/credits	University time	Home study	Practical training time	Exam prep	
90 h, 3 CP	2 SWS 30 h	30 h	none	30 h	

K19.15 Advanced studies: Public education in life phases of childhood			WP	
Responsible for module: Prof. Dr. Sylvia Oehlmann				
<p>Short description: Childhood pedagogical fields of action are undergoing a transformation that increasingly places education and upbringing in reciprocal interrelationships with different social spaces and actors. Orientations such as educational partnership in age-, everyday-, and social space-related forms of education, upbringing, and care are increasingly shaping pedagogical action in childhood, taking into account the individual educational biography. The module offers the option of dealing with this complex range of topics as a supplement to module K08.</p> <p>Competence goals (according to Bloom): Upon successful completion of the module, students are able to</p> <ul style="list-style-type: none"> • name the demands made on public education, related to the different phases, situations, lifestyles and status of childhood [knowledge], • distinguish between social space-oriented and partnership-based models of child development work [comprehension], • link pedagogical theories to action strategies [application], • recognize the potentials of the actors and reflect on them with regard to different perspectives [analysis], • plan concepts of action in childhood education and reflect on them in dialogue with the actors [synthesis] • evaluate projects, practice and forms of action, taking into account research-based procedures [evaluation]. 				
Study area Students can choose one of the two compulsory electives, as long as it wasn't already chosen in K15.		Total – SWS / type of teaching (as a rule) 2 SWS / seminar		Recommended semester
WP	1) Transition – Education caught between transitional areas	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
WP	2) Concepts for the education, care and upbringing of children Ü6	2 SWS / seminar		4, 5 or 6 (during the course of studies: 4)
<p>Module exam (ungraded): Students will either present a <i>presentation</i>, a <i>term paper</i>, or a <i>portfolio</i> demonstrating the competencies acquired in the seminar. The exam must explicitly refer to the competencies acquired in the module on “Public education in life phases of childhood” (K15) or acquired parallel to it.</p>				
<p>Prerequisite for participation: Well-founded knowledge of academic writing and research and the successful completion or parallel study of the module on “Public education in life phases of childhood” (K15).</p>				
<p>Overlap in content/connections: The module is closely connected to the module on “Public education in life phases of childhood” (K15) and also to other modules in study area 2, such as “Reflective pedagogical practice II and II” (K12.1 and/or K12.2). There are further thematic connections to the module on "Society, economy, social policy" (K13).</p>				
Time it takes to complete the module: one semester			Frequency with which the module is offered: It is offered <u>every semester</u> .	
Total workload/credits 90 h, 3 CP	University time 2 SWS 30 h	Home study 30 h	Practical training time none	Exam prep 30 h

Appendix 1: Overview of the exams in the modules

Module		Semester	(un)grad ed exam	Type of exam*	CP w/o practical training
P	K01 Mentoring: Learning and working strategies for your studies	1	ubP	PF	3
P	K02 Introduction to childhood law	1	ubP	K, HA	6
P	K03 Communication and interaction	1	ubP	as a rule RT, R, MOD or HA	3
P	K04 Basic principles of childhood education and care	1	ubP	K	6
P	K05.1 Practical training: Education and care in everyday life	1	ubP	PD	5
P	K05.2 Practical training: Observation and documentation	2	bP	PB	6
P	K06 Educational and study areas in childhood education	2	bP	PF	12
P	K07.1 Basic psychological principles	2	ubP	PÜ	6
P	K07.2 Advanced developmental psychology	3	bP	PÜ	9
P	K08 Didactics in childhood education and care	3	bP	M	9
P	K09 Health and prevention	3	ubP	PÜ	6
P	K10.1 Communication and counselling skills I	4	1x ubP/ 1x bP/	ubP: SP/bP: HA, BPÜ, PA; FS, L, RT, EP, R	6
P	K10.1 Communication and counselling skills I	5			6
P	K11 Empirical social and childhood research	3	bP	EP, HA	6
P	K12.1 Reflective pedagogical practice I	4	ubP	PÜ	4
P	K12.2 Reflective pedagogical practice II	5	bP	PB	6
P	K13 Society, economics and social policy	4-6	bP	HA, R	6
P	K14 Professional regulations in childhood education and care	4-6	bP	K, HA, R	6
P	K15 Public education in life phases of childhood	4-6	bP	HA, R	6
P	K16 Organization, management and ethics	4-6	bP	as a rule R, HA, MOD, L	6
P	K17 Bachelor thesis	6	bP	BA thesis & colloquium	12
P	K18 Studium Generale	4-6	ubP	Forms as per the exam regulations	9
W P	K19.06 Advanced studies: Educational and study areas in childhood education	4-6	ubP	R, HA, PF, EP and PD, if applicable	3
P	K19.08 Advanced studies: Didactics in childhood education and care	4-6	ubP	R, HA, PF, EP and PD, if applicable	3
W P	K19.09 Advanced studies: Health and prevention 2	4-6	ubP	PÜ	3
W P	K19.11 Advanced studies: Empirical social and childhood research	4-6	ubP	EP, HA, R	3
W P	K19.12 Advanced studies: Dealing with challenges in everyday life in education	4-6	ubP	FS, MOD, RT, SP	3
W P	K19.15 Advanced studies: Public education in life phases of childhood	4-6	ubP	R, HA, PF	3

Note: *Abbreviations according to Examination Regulations Special Part 2017.

Appendix 2: List of abbreviations

bP =	graded exam
CP =	credit points (1 CP corresponds to the work of approx. 30 hours)
i.d.R. =	as a rule
P /WP =	compulsory/compulsory elective
Exam prep =	Examination preparation
SWS =	Semester week hours
TN =	Participation
ubP =	ungraded exam

December 2021

This Module Handbook has been translated from German to English by Johnson Translations,
Hildesheim.

The translation was co-funded by the ERASMUS+ Programme of the European Union.

