

Module title		Abbreviation
<b>Level Two Module Didactics of Geography (Didactics Primary School): Teaching Geography and interpreting maps (Bavaria and Germany)</b>		o4-Geo-AM-Did-Df-GS-152-mo1
Module coordinator		Module offered by
Subject Representative (Fachvertreter) Geography Didactics		Institute of Geography and Geology
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>Educational principles of geography class, psychological and educational aspects of geography class, geographical/geoscientific and disciplinary comprehensive contents and methods in geography class, development and structure of geographical curricula of individual types of school, objectives of geography class (including taxonomy and degree of abstraction of (learning) objectives), methods in geography class (including action and social forms), form of organisation of educational contents, basic features of teaching analysis. Basic idea and implementation of geography class at extracurricular learning places.</p> <p>The introduction to the understanding of cartography is an important range of subject during the subject local history and geography of primary school and provides students with basic competences regarding the regional orientation. Different approaches and methods, which will lead to the maps and understanding of cartography, will be acquired.</p> <p>Acquisition, analysis and evaluation of a given region (f.ex. Lower Franconia) by regional geography of Germany and Bavaria.</p> <p>Integrative acquisition of physical-geographical and human-geographical factors in their interaction concerning the region.</p>		
Intended learning outcomes		
<p>Students are able to plan geographical-technical learning processes according to the respective type of school. They are also able to conduct the acquisition and exploration of the spatial potential at extracurricular sites. The students are able to reflect in an educational and theory-driven way. Students have the ability to implement geographical-educational theories and geographical/geoscientific contents into specific teaching concepts. They also have the competence to use administrative guidelines (curriculum or educational plans) as a basis and to impart knowledge about spatial structures and processes. Students are able to organise a pupil and type of school-related, effective and adequate spatial competence (spatial behaviour concepts), which is oriented towards the principle of sustainability. Students are able to analyse and evaluate current technical and educational knowledge in a theory-driven way and by taking into account the social and pedagogical objectives.</p> <p>Acquisition, analysis and evaluation of a given space (e.g. Lower Franconia). Students are able to integratively collect influencing factors in their interaction with the region in a physical-geographical and human geographical way. They are also able to analyse individual regions of different size and type concerning specific issues. Analysis of pupil and social relevance of the respective spatial issue.</p> <p>Map understanding: Students have the ability to use different ways besides the map; They are able to evaluate a geographical map according to a certain issue.</p> <p>Geographical-educational methods: They are able to implement the lesson planning as target-group and target-oriented implementation of specialist contents. They are also able to make use of extracurricular sites with the help of technical working methods, under geographical-educational objectives.</p> <p>Media competence: Students acquire the ability to skilled, target-group and type of school-like course phased use as well as the skill of acquiring and evaluating geographical/geoscientific relevant information from media.</p> <p>Map competence.</p> <p>Social competencies: Students possess the skill of communication, interaction ability and competence, practising the teacher's role, conflict ability. They must be able to criticise and reflect the own teacher's role.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
<p>S (2)</p> <p>Module taught in: German and/or English</p>		

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

- a) written examination (approx. 30 minutes) or
  - b) documentation (approx. 8 pages) or
  - c) oral presentation with slides (approx. 10 minutes) or
  - d) presentation (approx. 20 minutes) and written elaboration (approx. 8 pages)
- Language of assessment: German and/or English

**Allocation of places**

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**Additional information**

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**Workload**

150 h

**Teaching cycle**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 36 I Nr. 7

**Module appears in**

First state examination for the teaching degree Grundschule Didactics in Geography (Primary School) (2015)