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<td>MA Further Education</td>
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<td>Prerequisites</td>
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</table>

**Learning outcomes:**
The students acquire professional and interdisciplinary skills, which will be provided jointly and on the basis of mutual exchange by the departments of JLU Giessen.

**Module content:**
The module professional and interdisciplinary skills will be completed by the students through courses from the university’s EDS course pool with a scope of at least 3 ECTS credits.

**Form(s) of instruction:** Variable

**Total workload:** 90 hours = 3 ECTS credits

**Final module mark:** The student will not receive a mark. Each part of the module will be assessed with “passed” or “not passed”. The module is complete when parts of the module with a total of at least 3 ECTS credits are assessed as “passed”.

**Guidance:** see notice board  
**Dates:** see course catalogue  
**Required literature:** see notice board
<table>
<thead>
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<th>Module Code</th>
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<td>cf. German version</td>
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<tr>
<td>Prerequisites</td>
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</table>

### Learning outcomes

- The students:
  - learn about and can assess the theory and practice in training and education,
  - examine current problems and various aspects of pedagogics and educational theories
  - become acquainted with the anthropological aspects of education and training and learn to evaluate its meaning regarding educational acting.
  - Learn current educational approaches (e.g. Diversity, Gender, Interculturality)

### Module content

- Basic educational concepts, interrelatedness and further development of education and training theories.

### Form(s) of instruction

- 1 lecture, 2 seminars (2 contact hours each)

### Total workload

- 360 hours = 12 ECTS credits

### Forms of assessment, final mark consists of

- **Examination/mark:**
  - written assignment (10-15 pages) or presentation with elaboration (5-10 pages) in 2 = 60%
  - Portfolio in 1 = 40%
  - Lecture: regular participation in learning dialogue

- **Module-component retake exam:**
  - examination similar to type and scope of the failed examinations

- **Retake exam:**
  - oral or written exam repetition of the module

### Frequency, duration in semesters

- Offered annually, 2 semesters

### Intake capacity

- 180 (120 BA Extracurricular Education, 60 BA Education and Support)

### Language of instruction

- German

### Guidance: see notice board

- Dates: see course catalogue
- Required literature: see notice board
<table>
<thead>
<tr>
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<td>03 BA AEW1</td>
<td>Historical and Systematic Principles</td>
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<tr>
<td>Module coordinator</td>
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</tr>
<tr>
<td>Prerequisites</td>
<td>Attendance of lecture (1) for 2; 1+2 for 3</td>
</tr>
</tbody>
</table>

**Learning outcomes**
- learn various educational science concepts as well as typical pedagogical examples,
- are able to assess pedagogic actions and their ethical implications,
- are able to comprehend the historical origins of the educational science discipline and are able to reconstruct its interdisciplinary links to other human and social sciences.

**Module content**
- Selected perspectives and representatives of educational science
- Concepts, professional references and development of the discipline

**Form(s) of instruction**
- 1 lecture, 2 seminars (2 contact hours each)

**Total workload**
- 360 hours = 12 ECTS credits

**Consisting of**

<table>
<thead>
<tr>
<th>A Course</th>
<th>1 Lecture</th>
<th>2 Seminar</th>
<th>3 Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa Contact hours</td>
<td>30 hours</td>
<td>30 hours</td>
<td>30 hours</td>
</tr>
<tr>
<td>Ab Preparation/revision</td>
<td>30 hours</td>
<td>60 hours</td>
<td>120 hours</td>
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</tbody>
</table>

**B Autonomous work in the module**
- 60 hours additional reading or autonomously organised working groups

**Examination**
- **Examination/mark:**
  - portfolio in 3 = 40%
  - written assignment (10-15 pages) or presentation with elaboration (5-10 pages) in 2 = 60%
- Lecture: Regular participation in learning dialogue
- **Module-component retake exam:** examination like the one that was failed (same kind and extent)
- **Retake exam:** oral or written exam repetition of the module

**Frequency, duration in semesters**
- Offered annually, 2 semesters

**Intake capacity**
- 180 (120 BA Extracurricular Education, 60 BA Education and Support)

**Language of instruction**
- German

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**Guidance:** see notice board  
**Dates:** see course catalogue  
**Required literature:** see notice board
<table>
<thead>
<tr>
<th>Module</th>
<th>Qualitative Research Methods</th>
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<td>Course</td>
<td>03 BA QUALI</td>
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<tr>
<td>Associated degree courses / semesters taken</td>
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<tr>
<td>Module coordinator</td>
<td>cf. German version</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
</tbody>
</table>

**Learning outcomes**

The students...
- develop an understanding of interpretative-hermeneutic procedures and corresponding epistemological basic assumptions,
- learn qualitative inquiry and evaluation methods and how to present it, reflexion and theoretical embedding of qualitative-empirical data
- are able to apply and explain methods in the framework of research work

**Module content**

In one subarea, the students will be introduced to the **fundamentals of qualitative research** in educational science regarding education, learning and socialization. As an introduction, theoretical basic assumptions of the interpretative paradigm, of hermeneutics and of further central theoretical aspects (phenomenology, symbolic interactionism, etc.) will be discussed. In the additional subarea, the students will practise selected methods of qualitative research in the field in the form of a **project seminar**. In the seminar, students will be guided through the research process and the collected materials will be evaluated in the field.

**Form(s) of instruction**

1 lecture or seminar, 1 seminar (2 contact hours each)

**Total workload**

210 hours = 7 ECTS credits

- **A Course**
  - Lecture or Seminar: 30 hours
  - Seminar: 30 hours

- **Ab Preparation/revision**
  - 45 hours
  - 75 hours

- **B Autonomous work in the module**
  - 30 hours additional reading or autonomously organised working groups

**Examination**

Form of module-component retake exam: examination like the one that was failed (same kind and extent) 

Retake exam: oral or written exam repetition of the module

<table>
<thead>
<tr>
<th>Forms of assessment, final mark consists of</th>
<th>Examination/mark:</th>
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<tbody>
<tr>
<td>Examination</td>
<td>portfolio or written assignment in 1 = 40%</td>
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<tr>
<td>research contribution/project work in 2 = 60%</td>
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**Frequency, duration in semesters**

Offered annually, 2 semesters

**Language of instruction**

German

**Intake capacity**

180 (120 BA Extracurricular Education, 60 BA Education and Support)

**Guidance:** see notice board

**Dates:** see course catalogue

**Required literature:** see notice board
Module code: 03 BA QUANT
Faculty/Subject/Department: 03 / Department of Education / IfE
Associated degree courses / semesters taken: BA Extracurricular Education, BA Education and Support in Childhood
Module coordinator: cf. German version
Prerequisites: None

Learning outcomes:
The students:
• learn the epistemological foundations of empirical quantitative research,
• are able to independently make decisions about the appropriateness of research design and the selection procedures concerning given questions as well as to design research plans including appropriate sample designs for given questions,
• can assess critically various research questions, the application of specific collection methods and survey instruments,
• can understand rational and basic statistical analysis methods and can critically assess their applicability as regards testing specific research hypothesis. Key to this is the transition from (content) structure to statistical measurement models.

Module content:
One lecture gives a survey on the history and methods of quantitative empirical educational science research. Main emphasis is on the scientific-theoretical basics of hypothesis formulation, of Operationalisation, measurement as well as of research planning and sample design and basic data assessment methods (Survey, Content Analysis, Observation).
The second lecture will address the fundamentals of statistical analysis models and their applications.

Form(s) of instruction:
2 lectures (2 contact hours each)

Total workload: 210 hours = 7 ECTS credits
Consisting of:
- A Course: 1 Lecture
- Ab Preparation/revision: 45 hours
- B Autonomous work in the module: 30 hours additional reading or autonomously organised working groups

Forms of assessment, final mark consists of:
30 hours preparation and conduction

Prerequisites: None

Examination/mark:
Exam in 1 = 50 %
Exam in 2 = 50 %
To pass the module both written exams have to be passed with 5 grade points.

Compensation and revision: retake examination(s)

Frequency, duration in semesters:
Offered annually, 2 semesters

Intake capacity: 180 (120 BA Extracurricular Education, 60 BA Education and Support)
Language of instruction: German

Guidance: see notice board
Dates: see course catalogue
Required literature: see notice board
### Module: Child Development and Heterogeneity

<table>
<thead>
<tr>
<th>Module code</th>
<th>03 BA BFK Pro1</th>
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<tr>
<td>Faculty/Subject/Department</td>
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<td>Associated degree courses/semesters taken</td>
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<td>Module coordinator</td>
<td>cf. German version</td>
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<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Learning outcomes
- Become acquainted with and differentiate between various results in new childhood research.
- Reflect on basic questions of education and pedagogy in the elementary and primary realms and especially during the phase when children begin school.
- Analyse pedagogical and educational policy measures dealing with the transition into school.
- Learn about pedagogical and didactic options regarding heterogeneity and describe measures to achieve individualisation and differentiation.
- Become acquainted with child development in various areas.

#### Module content
- Analyses of childhood research concerning the heterogeneity of the pre and primary school age groups: milieu, poverty, gender, migration.
- Organisation of the transition from kindergarten to school.
- Developmental-psychological fundamentals of emotional, motoric, cognitive and social development of children.
- Identity formation of children.
- Anthropology of childhood.
- Didactic concepts in education and awareness of differences.
- Measures of pedagogy and didactics of diversity in kindergarten and school.
- Basic knowledge of developmental theory.
- Fundamentals of developmental-psychological methods and understanding.

#### Form(s) of instruction
- 2 lectures, 1 seminar, (2 contact hours each)

#### Total workload
- 300 hours = 10 ECTS credits

#### Examination
- Examination/mark: written exam in 1 = 100%
- Retake exam: oral or written exam repetition of the module

### Frequency, duration in semesters
- Offered annually, 2 semesters

### Intake capacity
- 60

### Language of instruction
- German

### Guidance
- see notice board

### Dates
- see course catalogue

### Required literature
- see notice board
<table>
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<tr>
<th>Module Code</th>
<th>Institutional Conditions for School and Pre-School Education</th>
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<tr>
<td>03 BA BFK Pro2</td>
<td>Institutional Conditions for School and Pre-School Education</td>
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**Module Code:** 03 BA BFK Pro2  
**Faculty/Subject/Department:** 03/Department of Education/DoSD  
**Associated degree courses/semesters taken:** BA Education and Support in Childhood  
**Module coordinator:** cf. German version  
**Prerequisites:** None

### Learning Outcomes
- The students will:
  - be able to compare and judge institutions of early education at home and abroad concerning their structural and organizational aspects
  - learn the legal basics and conditions of education and training in the elementary area
  - learn about and analyse the institutional networks of kindergartens and primary schools
  - become familiar with and explore the central action and occupational areas of childhood teachers (knowledge of institution)
  - learn and reflect upon central conditions of pedagogy and socialisation in the pre and primary school age groups

### Module Content
- Institutions of education and training in the area of pre and primary school
- Professionalisation and history of social and elementary education
- Duties of the child care worker and of the kindergarten – from a legal perspective; socio-pedagogical fundamentals
- Early intervention, kindergarten and primary school in international comparison
- Basic pedagogic, education theoretical and social aims of educational institutions
- Conditions of pedagogy and socialisation in pre and primary school
- Excursion to the following topics: tasks of child and youth services, networking in the elementary area, forms of cooperation in the course of study Early Childhood Education

### Form(s) of instruction
- 1 lecture, 1 seminar (2 contact hours each)

### Total Workload
- 240 hours = 8 ECTS credits
  - Consisting of:
    - 1 Lecture
    - 2 Seminar
  - Contact hours:
    - 30 hours
    - 30 hours
  - Preparation/revision:
    - 40 hours
    - 80 hours
  - B Autonomous work in the module:
    - 60 hours additional reading or autonomously organised working groups

### Examination
- **Examination/mark:** written assignment in 2 = 100%  
  - Lecture: regular participation in the learning dialogue
  - **Retake exam:** oral or written exam repetition of the module

### Frequency, duration in semesters
- Offered annually, 2 semesters

### Intake capacity
- 60

### Language of instruction
- German

**Guidance:** see notice board  
**Dates:** see course catalogue  
**Required literature:** see notice board
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<th>Basic Key Aspects in Special Education</th>
<th>3rd sem.</th>
<th>6 CP</th>
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<td>Learning outcomes</td>
<td>• Theories, methods, content and aims of mental disorder education/educational support</td>
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<td>Module content</td>
<td>• Historical and current fundamentals of mental disorder education/</td>
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<td></td>
<td>• Educational Support/Education of children with behavioural disorder</td>
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<td>• Integration/Inclusion applied to mental and behavioural disorder</td>
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<td>• Extracurricular Inclusion and areas of life</td>
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<td></td>
<td>• Appearance and diagnostics of mental and behavioural disorder</td>
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<td>• Risk and resilience disorder</td>
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<td>• Aetiological aspects of mental disorder/reasons of behavioural disorder</td>
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<td>2 Lecture</td>
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<td>Module-component retake exam: examination like the one that was failed</td>
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<td></td>
<td>(same kind and extent)</td>
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<td>Guidance: see notice board</td>
<td>Dates: see course catalogue</td>
<td>Required literature: see notice board</td>
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<td>Module code</td>
<td>Diagnostics and Intervention</td>
<td>4th–5th sem.</td>
<td>12 CP</td>
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<td>03 BA BFK Pro4</td>
<td>Diagnostics, Counselling and Intervention</td>
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<tr>
<td>Module coordinator</td>
<td>cf. German version</td>
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</tbody>
</table>

**Prerequisites:**
Successful completion of the module “Key Aspects in Special Education”

**Learning outcomes:**
- become acquainted with the purpose, goals and methods of early recognition and early intervention as a diagnostic and pedagogic realm,
- learn about scientific terms, models and theories and reflect upon them regarding their importance for diagnostics, intervention and encouragement,
- understand the fundamentals of the reference disciplines of development psychology, mathematics and early pedagogy and be able to integrate them into pedagogic questions,
- be able to integrate diagnosis, intervention and encouragement into a development plan.

**Module content:**
- Understanding general development as a transactional process especially as regards the question of nature vs. nurture
- Development under difficult conditions: specific delays and disturbances in the process of development
- Diagnostic procedures concerning the senso-motoric, preoperative and operative development with the correlated concepts of cognitive, psycho-motoric, linguistic and emotional–social development
- Process diagnostic methods concerning the precursor skills of written language acquisition
- Process diagnostic methods concerning the precursor skills of mathematics

**Form(s) of instruction:**
2 seminars (2 contact hours each)

**Total workload:**
240 hours = 8 ECTS credits

**Consisting of**
- A Course
  - 1 Seminar
- Aa Contact hours
  - 30 hours
- Ab Preparation/revision
  - 80 hours
- B Autonomous work in the module
  - 20 hours exam preparation in the seminar in which the practice/development survey is written

**Examination**
- Forms of assessment, final mark consists of
  - Examination/mark: practice survey in the form of a written exam or test in 1 = 100 %
  - Development survey in the form of a written exam or test in 2 = 100 %
- Retake exam: oral or written exam or retake of the module

**Frequency, duration in semesters:**
Offered annually, 2 semesters

**Intake capacity:**
30

**Language of instruction:**
German

**Guidance:** see notice board

**Dates:** see course catalogue

**Required literature:** see notice board
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Faculty/Subject/Department</td>
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<td>Associated degree courses / semesters taken</td>
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<td>cf. German version</td>
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<tr>
<td>Prerequisites</td>
<td>Successful completion of the module “Child Development and Heterogeneity” and “Institutional Conditions for Pre-Academic Development”</td>
</tr>
</tbody>
</table>

**Learning outcomes**

The students should...

- understand educational theories and childhood research as being mutually important and as the basis for didactic decisions,
- become acquainted with the development of children’s learning and to analyse its importance concerning the composition of educational processes,
- be able to analyse and support various forms of thinking and world views in the pre and primary school age groups,
- understand the ways children interpret their environments with a view to anthropological and social science research,
- be familiar with and assess didactic concepts and curricula for pre and primary school both at home and abroad.
- become acquainted with action- and project-oriented methods

**Module content**

- Pre and primary school pedagogical education and development areas
- The anthropology of learning in childhood
- Research methods depending on the actor regarding educational processes in childhood
- Areas and concepts of early childhood education: aesthetic education, media education, mathematics and natural sciences
- Neuroscientific basic knowledge
- Fundamentals of elementary education: Variety of learning arrangements and basic educational forms: free example, rituals, prepared environment, instruction, project, experiment, etc.
- Basic educational competences for the evaluation of didactic materials
- Project- and workshop-oriented working

**Form(s) of instruction**

1 lecture, 2 seminars (2 contact hours each)

- **Total workload**: 270 hours = 9 ECTS credits
  - **Consisting of**
    - A Course
      - Lecture: 30 hours
      - Seminar: 30 hours
      - Workshop Seminar: 30 hours
    - Ab Preparation/revision
      - 30 hours
      - 30 hours
      - 40 hours
    - B Autonomous work in the module
      - 50 hours additional reading

- **Examination**
  - Forms of assessment, final mark consists of
    - Examination/mark: presentation and elaboration in 2 or 3 = 100%
    - Lecture: regular participation in the learning dialogue
  - Form of module-component retake exam
  - Form of module retake exam
  - Retake exam: oral or written exam or repetition of the module

**Frequency, duration in semesters**

Offered annually, 2 semesters

**Intake capacity**

60

**Language of instruction**

German

**Guidance**: see notice board  **Dates**: see course catalogue  **Required literature**: see notice board
### Module: Law, Quality and Social Management

**Module code:** 03 BA BFK Pro6  
**Faculty/Subject/Department:** 03/Department of Education/IfSD  
**Associated degree courses/semesters taken:** BA Education and Support in Childhood  
**Module coordinator:** cf. German version  
**Prerequisites:** None

#### Learning outcomes
- The students should...
  - know about and analyse comparatively the theoretical basics of pedagogical quality in the areas of pre and primary school,  
  - become acquainted with concepts of organisational development and institutional supervision and counselling  
  - know about quality assessment approaches and be able to apply quality assessment procedures,  
  - acquire knowledge about legal conditions of education, upbringing and care in childhood and how to apply these and become familiar with educational-, family- and socio-political fundamentals, structures and system  
  - learn characteristic features of action fields in child and youth services and be able to assess the differences between public, non-profit and private commercial agencies

#### Module content
- Quality development and assurance in pre and primary school educational areas  
- Evaluation of pedagogic quality in early childhood educational institutions  
- Fundamentals of social management: Model- and concept development, public relations, city and social marketing, organisational development, human resource management, project management  
- Development of the education policy, the family policy and the social policy in Germany considering the various political instruments (law, regulations, edicts, etc.)  
- Structure of the German judicial system including the basics of child and youth services law, family law and school law: law dynamics and jurisdiction  
- Fundamentals of school management  
- Excursion: Visit of innovative institutions considering the module contents

#### Form(s) of instruction
- 2 lectures, 1 seminar (2 contact hours each)

#### Total workload

<table>
<thead>
<tr>
<th>Consisting of</th>
<th>A Course</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lecture</td>
<td>2 Lecture</td>
<td>3 Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 hours</td>
<td>30 hours</td>
<td>30 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 hours</td>
<td>60 hours</td>
<td>60 hours</td>
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<tr>
<td>60 hours</td>
<td>60 hours</td>
<td>60 hours</td>
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</tr>
</tbody>
</table>

#### Examination
- Forms of assessment, final mark consists of: Examination/mark: written exam in 1 = 100 %  
- Lecture: regular participation in the learning dialogue

#### Frequency, duration in semesters
- Offered annually, 2 semesters

#### Intake capacity
- 60

#### Language of instruction
- German

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*Please note that only the German version of the modules is official and legally binding. The English version is for informative purposes only.*
<table>
<thead>
<tr>
<th>Module code 03 BA BFK Pro7</th>
<th>Family Pedagogy and Family Education</th>
<th>4th-5th sem.</th>
<th>8 CP</th>
</tr>
</thead>
</table>

**Module**: Family Pedagogy and Family Education

**Module code**: 03 BA BFK Pro7

**Faculty/Subject/Department**: 03/Department of Education/IfSD

**Associated degree courses/semesters taken**: BA Education and Support in Childhood

**Module coordinator**: cf. German version

**Prerequisites**: None

**Learning outcomes**

- Analyse and evaluate data of population, family and budgetary development
- Acquire basic contact- and discussion techniques in dealing with families
- Develop their cooperation with parents and caregivers on the basis of their knowledge and understanding
- Learn how to plan and design measures of parents and family education (participation of parents)
- Apply action- and project-oriented methods (e.g. implementation of conferences, film production, counselling exercises, exhibitions, documentation, etc.)

**Module content**

- Cooperation between parental home, kindergarten and school
- Fundamental knowledge about socialization theories: functions of education and socialization in families, social changes, family structures and their special circumstances (family research and sociology, family policy)
- Educational concepts: educational partnerships, forms, content and methods of on-topic parental work in day-care centres
- Know about family-oriented facilities and services: socio-spatial and environmental community work, day-care centres as family centres, parent-child centres, multigenerational house
- Prevention (help systems, early help, social work with families, networking, forms of advice for families)
- Conversations and forms of communication with parents (individual counselling, development conversations, counselling occasions, systemic approaches, etc)
- Working with broken homes

**Form(s) of instruction**

1 lecture, 1 seminar (2 contact hours each)

**Total workload**

- 240 hours = 8 ECTS credits

<table>
<thead>
<tr>
<th>Consisting of</th>
<th>A Course</th>
<th>1 Lecture</th>
<th>2 Project Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa Contact hours</td>
<td>30 hours</td>
<td>30 hours</td>
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</tr>
<tr>
<td>Ab Preparation/revision</td>
<td>70 hours</td>
<td>70 hours</td>
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<tr>
<td>B Autonomous work in the module</td>
<td>40 hours additional reading and/or autonomously organised working groups</td>
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</table>

**Examination**

- **Forms of assessment, final mark consists of**
  - Examination/mark: Documentation or written assignment in 2 = 100 %
  - Lecture: regular participation in the learning dialogue

- **Retake exam**: oral or written exam or repetition of the module

**Frequency, duration in semesters**: Offered annually, 2 semesters

**Intake capacity**: 60

**Language of instruction**: German

**Guidance**: see notice board

**Dates**: see course catalogue

**Required literature**: see notice board
### 03 BA BFK Prof

<table>
<thead>
<tr>
<th>Professionalisation Module</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;-6&lt;sup&gt;th&lt;/sup&gt; sem.</th>
<th>34 CP</th>
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<tbody>
<tr>
<td>Module</td>
<td>Professionalisation Module</td>
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<tr>
<td>Module code</td>
<td>03 BA BFK Prof</td>
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<tr>
<td>Faculty/Subject/Department</td>
<td>03/ Educational Sciences / IfSD and IfHSP</td>
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<tr>
<td>Associated degree courses/semesters taken</td>
<td>BA Education and Support in Childhood</td>
<td></td>
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<tr>
<td>Module coordinator</td>
<td>cf. German version</td>
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</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

#### Learning outcomes

The acquired competencies will be dependent on the chosen host institution and on the questions explored during the internships. The following points should be taken into consideration when completing the internships:

- Becoming acquainted with early pedagogic, pre-academic and academic institutions and facilities
- Research concerning didactic concepts and pedagogic practices
- Reflecting on the role of the educator and teacher in pedagogic situations
- Observing children and their social, aesthetic and playful behaviour
- Documenting and logging personal observations
- Discussing and debating problematic situations regarding education
- Analysing organizational and structural decisions
- Completing tasks and taking care of children and groups of children / independent practical education tasks with children and groups of children (e.g. implementation of projects or composition of courses offered)
- Developing diagnoses and concepts for counselling individuals
- Formulating development plans
- Analysing various means of institutional cooperation
- Continuous observation of development and learning processes in childhood over a longer period (at least 15 weeks)
- Become acquainted with the future role as early childhood teacher

#### Module content

- Knowledge of early education, pre-school and academic institutions regarding their daily practical needs
- Ways to design educational practices
- Problem analyses and problem resolution methods
- Relationship between theory and practice in educational institutions
- Reflection on personal skills
- Observation, logging and analysis of various educational situations
- Create and maintain an internship report
- Appropriation of and reflection upon various organizational and leadership models
- Monitoring quality development processes

#### Form(s) of instruction

- **2 block internships** of 6 weeks each, after the 2<sup>nd</sup> / 4<sup>th</sup> semester, with 2 accompanying seminars each (preparation and revision)
- **1 study accompanying mandatory internship** with 30 days of practice at least, beginning freely selectable in the study plan

#### Total workload

<table>
<thead>
<tr>
<th>Consisting of A Course</th>
<th>1. Internship (13 cp)</th>
<th>2. Internship (13 cp)</th>
<th>3. Study accompanying internship (8cp): Elective: Credits earned abroad</th>
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<tbody>
<tr>
<td>Contact hours</td>
<td>180 hours</td>
<td>180 hours</td>
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<tr>
<td>Pre/revision</td>
<td>30 + 30 hours</td>
<td>30 + 30 hours</td>
<td>60 hours</td>
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<tr>
<td>Seminars</td>
<td>30 + 30 hours</td>
<td>30 + 30 hours</td>
<td>Individual module connection</td>
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<td>Autonomous work in the module</td>
<td>120 hours internship report</td>
<td>120 hours internship report</td>
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<tr>
<td><strong>Examination</strong></td>
<td><strong>Forms of assessment, final mark consists of</strong></td>
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<tr>
<td></td>
<td>Form of module-component retake exam</td>
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<tr>
<td></td>
<td>Form of module retake exam</td>
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</tbody>
</table>

**Prerequisites:**
Positive feedback and approval from the targeted host institution

**Examination/mark:**
Internship report in the 1st and 2nd internship = 50% each

**Retake exam:** revising the internship report (in Prof 1 / 2) or repetition of the internship (in Prof 1,2,3)

<table>
<thead>
<tr>
<th><strong>Frequency, duration in semesters</strong></th>
<th>Offered annually, 4 semesters (1st and 2nd internship), freely selectable, 1-6 semesters (3rd internship)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intake capacity</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Language of instruction</strong></td>
<td>German</td>
</tr>
</tbody>
</table>

**Guidance:** see notice board  
**Dates:** see course catalogue  
**Required literature:** see notice board
Ancillary subjects

The degree course contains ancillary modules with a scope of 27 ECTS credits in total though which students can strengthen their interdisciplinary theoretical orientation in the future. Ancillary subjects can include reference sciences, which address the fundamentals of pedagogical action (e.g. sociology, psychology, economics of education). Alternatively, they can help to strengthen an occupational focus (e.g. political education, organizational sociology, music education, social law). The students can develop their individual profiles by choosing from the pool of ancillary modules.

The following subjects are currently offered:
- Sociology/political science
- Economic sciences
- Psychology
- Music education (aptitude test required)
- Art education
- Protestant Theology

For further information please refer to http://www.uni-giessen.de/cms/fbz/fb03/Stud/ew/baew/bfk/ref_ew

Guidance: see notice board  Dates: see course catalogue  Required literature: see notice board
<table>
<thead>
<tr>
<th>03 BA BFK Thesis</th>
<th>Thesis</th>
<th>6th sem.</th>
<th>10 CP</th>
</tr>
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<tbody>
<tr>
<td>Module</td>
<td>Thesis</td>
<td></td>
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</tr>
<tr>
<td>Module code</td>
<td>03 BA BFK Thesis</td>
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<td></td>
</tr>
<tr>
<td>Faculty/Subject/Department</td>
<td>03/Educational Sciences / IfHSP, IFE, IFSD</td>
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<td></td>
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<tr>
<td>Associated degree courses/semesters taken</td>
<td>BA Education and Support in Childhood</td>
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<td></td>
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<tr>
<td>Module coordinator</td>
<td>cf. German version</td>
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</tr>
<tr>
<td>Prerequisites</td>
<td>Successful participation of the modules “Diagnostics and Intervention” and “Educational Processes in Preschool and Primary School”</td>
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</tbody>
</table>

**Learning outcomes:**
- Be able to apply the knowledge gained from any one of the modules,
- Work independently and apply scientific methods,
- Work independently, empirically and theoretically and be able to establish practical references,
- Apply appropriate methodological procedures,
- Applying scientific reasoning, recognise and work on problems in educational practices in the pre and primary school areas and develop practical actions to address them,
- Integrate current research results into autonomous work.

**Module content:**
- Develop personal research and practice-relevant questions
- Independent literary research
- Selection of appropriate research methods, dependent on the objectives of own research
- Analysis and presentation of personal research results

**Form(s) of instruction:**
None

**Total workload:**
300 hours = 10 ECTS credits

**Examination:**
- **Forms of assessment, final mark consists of**
  - Examination/mark: thesis = 100%
  - Module-component retake exam: rewrite thesis according to § 34, Par. 2, 2 AIIB

**Frequency, duration in semesters:**
Offered annually, 1 semester

**Intake capacity:**
60

**Language of instruction:**
German

**Guidance:** see notice board  **Dates:** see course catalogue  **Required literature:** see notice board