

# Course Handbook Childhood Education Bachelor

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## Childhood Education Bachelor - mandatory courses (overview)

<u>Module name (EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
<u>Bachelor Thesis</u>	PdK-600	P322-0127, T322-0126	6	3S	15	Studienleitung
<u>Cooperation and Networking</u>	PdK-601	P322-0156	6	1V+1S	5	<u>Prof. Dr. Kerstin Rock</u>
<u>Didactics and Educational Methodology</u>	PdK-402	P322-0136	4	1V+1S	5	<u>Prof. Dr. Iris Leisner-Ruppin</u>
<u>Fundamentals of Social Pedagogy</u>	PdK-102	P322-0182	1	2V+1U	6	<u>Prof. Dr. Iris Leisner-Ruppin</u>
<u>Introduction to Child and Youth Welfare Law</u>	PdK-304	P322-0140	3	2V+2U	5	<u>Prof. Dr. Thomas Klein</u>
<u>Introduction to Childhood Education</u>	PdK-201	P322-0155	2	2V+4PS	9	Studienleitung
<u>Introduction to Human and Social Science I</u>	PdK-303	P322-0150	3	1V+1PS	5	<u>Prof. Dr. Charis Förster</u>
<u>Introduction to Human and Social Science II</u>	PdK-403	P322-0151	4	1V+1PS	5	Prof. Dr. Felix Hörisch
<u>Management Tasks</u>	PdK-404	P322-0157, P322-0158	4	4S	6	<u>Prof. Dr. Kerstin Rock</u>
<u>Organizational Development and Management</u>	PdK-503	P322-0159	5	1V+1S	5	<u>Prof. Dr. Kerstin Rock</u>

<u>Module name (EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
<u>Practical Training Phase</u>	PdK-P1	P322-0168	3	2U	5	<u>Prof. Dr. Charis Förster</u>
<u>Principles of (Socio-) Psychological &amp; Health Science</u>	PdK-203	P322-0125	2	2V+2PS	6	<u>Prof. Dr. Charis Förster</u>
<u>Principles of Socialization, Education &amp; Training</u>	PdK-103	P322-0149	1	2V+2U	6	Studienleitung
<u>Research Methods and Evaluation</u>	PdK-401	P322-0141, P322-0142, P322-0143	4	4U	5	<u>Prof. Dr. Charis Förster</u>
<u>Research-Oriented Internship</u>	PdK-P7	P322-0148	5	2U	5	<u>Prof. Dr. Charis Förster</u>
<u>Socio-Educational Policy and Social Space</u>	PdK-504	P322-0180	5	1V+1PS	5	Prof. Dr. Felix Hörisch
<u>Supervised Learning Stage</u>	PdK-P2	P322-0184	2	2U	5	Studienleitung
<u>The Pedagogy of Diversity - Culturally-Responsive Pedagogy</u>	PdK-501	P322-0133, P322-0164	5	1V+1S	5	<u>Prof. Dr. Iris Leisner-Ruppin</u>
<u>Thinking Academically and Presenting Reasoned Arguments</u>	PdK-101	P322-0187	1	1V+1U	5	Professor/innen des Studiengangs

(19 modules)

## Childhood Education Bachelor - optional courses (overview)

<u>Module name (EN)</u>	<u>Code</u>	<u>SAP-P</u>	<u>Semester</u>	<u>Hours per semester week / Teaching method</u>	<u>ECTS</u>	<u>Module coordinator</u>
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<b>Module name (EN)</b>	<b>Code</b>	<b>SAP-P</b>	<b>Semester</b>	<b>Hours per semester week / Teaching method</b>	<b>ECTS</b>	<b>Module coordinator</b>
<u>Compulsory Elective</u>	PdK-400		4	4S	6	Studienleitung

(1 module)

## Childhood Education Bachelor - mandatory courses

### Bachelor Thesis

<b>Module name (EN):</b> Bachelor Thesis
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-600
<b>Hours per semester week / Teaching method:</b> 3S (3 hours per week)
<b>ECTS credits:</b> 15
<b>Semester:</b> 6
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Bachelor thesis (80%) + oral examination (20%): graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-600 (P322-0127, T322-0126) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 6, mandatory course PdK-600 (P322-0127, T322-0126) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 6, mandatory course
<b>Workload:</b> 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 450 hours (equivalent to 15 ECTS credits). There are therefore 416.25 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b>

PdK-401 Research Methods and Evaluation

[updated 04.09.2019]

**Recommended as prerequisite for:**

**Module coordinator:**  
Studienleitung

**Lecturer:** Studienleitung

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing their thesis, students will be able to apply scientific methods to independently discuss, process and reflect (in writing) upon knowledge, skills and practices relevant to childhood education.

[updated 01.10.2020]

**Module content:**

Students will prepare their Bachelor's thesis and take part in a seminar where they are given the opportunity to discuss and clarify research methodological and content-related questions. They will defend their Bachelor's thesis in a colloquium (oral exam).

[updated 01.10.2020]

**Teaching methods/Media:**

- Short presentations in the seminar on selected aspects of the Bachelor's Thesis
- Discussions within the framework of the seminar

[updated 01.10.2020]

**Recommended or required reading:**

Esselborn-Krumbiegel, Helga (2017). Von der Idee zum Text : eine Anleitung zum wissenschaftlichen Schreiben. 5., aktualisierte Auflage. Paderborn : Ferdinand Schöningh. UTB.

[updated 01.10.2020]

# Cooperation and Networking

<b>Module name (EN): Cooperation and Networking</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-601
<b>Hours per semester week / Teaching method:</b> 1V+1S (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 6
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Course work: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-601 (P322-0156) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 6, mandatory course PdK-601 (P322-0156) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 6, mandatory course
<b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> None.
<b>Recommended as prerequisite for:</b>
<b>Module coordinator:</b> <u>Prof. Dr. Kerstin Rock</u>
<b>Lecturer:</b> <u>Prof. Dr. Kerstin Rock</u>  [updated 02.09.2019]
<b>Learning outcomes:</b> _ be able to define the terms cooperation, coordination and networking and understand how institutional cooperation and networking can be used as professional and political coordination and control mechanisms. They will be able to justify and critically reflect on the necessity of cooperation and networking in social

work and childhood pedagogy in a professional and legal manner.  
They will be familiar with the prerequisites and implementation steps for successful institutional cooperation and be familiar with network management instruments.  
They will have an overview of the central areas of cooperation in day-care facilities and will have critically examined the respective legal and professional framework, forms of cooperation and the didactic-methodological methods of different cooperation partners.

[updated 01.10.2020]

**Module content:**

During this course, students will:

- \_ discuss terms and forms of cooperation and networking and test instruments for describing and analyzing cooperation and network relationships
- \_ critically reflect on the technical and legal necessities of cooperation and networking as well as existing limits and obstacles.
- \_ address and discuss concepts of cooperation between child day-care facilities, child and youth welfare institutions and other social services as well as other actors in the educational and cultural sector in relation to their different legal, institutional and professional conditions
- \_ address the framework conditions for successful networking and cooperation and illustrate them with examples of good practice
- \_ trace essential steps in the development and maintenance of cooperative relationships and examine them with regard to the individual and institutional requirements.

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Literature studies (individual work)
- Group work
- Presentations by the students

[updated 01.10.2020]

**Recommended or required reading:**

- Bauer, P.; Ullrich, O. (Hrsg.) (2005). Mit Netzwerken professionell zusammenarbeiten. Bd. Institutionelle Netzwerke in Steuerungs- und Kooperationsperspektive. Tübingen.
- Dahme, H.-J.; Wohlfahrt, N. (Hrsg.) (2000). Netzwerkökonomie im Wohlfahrtsstaat: Wettbewerb und Kooperation im Sozial- und Gesundheitssektor. Berlin.
- Fischer, J.; Kosollek, T. (Hrsg.) (2013). Netzwerke und Soziale Arbeit. Weinheim, Basel.
- Van Santen, E.; Seckinger, M. (2003). Kooperation: Mythos und Realität einer Praxis. München.

[updated 01.10.2020]

# Didactics and Educational Methodology

<b>Module name (EN): Didactics and Educational Methodology</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-402
<b>Hours per semester week / Teaching method:</b> 1V+1S (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 4
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Oral examination: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-402 (P322-0136) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 4, mandatory course PdK-402 (P322-0136) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course
<b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> None.
<b>Recommended as prerequisite for:</b>
<b>Module coordinator:</b> <u>Prof. Dr. Iris Leisner-Ruppin</u>
<b>Lecturer:</b> <u>Prof. Dr. Iris Leisner-Ruppin</u>  [updated 02.09.2019]
<b>Learning outcomes:</b> After successfully completing this course, students will be able to systematically promote the educational processes of children according to the age and gender of the children, without anticipating the normative development. They will have basic theoretical knowledge about didactic-methodical concepts, especially in

the elementary school phase. They will be able to design learning processes and implement various forms of learning.

[updated 01.10.2020]

**Module content:**

\_ Basics of didactic models (e.g. education theoretical didactics, constructivist didactics and didactic communication)

\_ Forms of stimulating, supporting and promoting holistic development and education processes

\_ Designing the setting and general conditions (e.g. room concepts, material)

\_ Curricular frameworks in Germany

\_ European and international approaches to didactics and methodology

Gerstberger, Günter (2008): Frühpädagogik Studieren - ein Orientierungsrahmen für Hochschulen. Stuttgart: Robert Bosch Stiftung, pp. 70-73.

[updated 01.10.2020]

**Teaching methods/Media:**

-Lecture

-Exercises

-Work in small groups

-Independent study

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Fundamentals of Social Pedagogy

**Module name (EN):** Fundamentals of Social Pedagogy

**Degree programme:** Childhood Education, Bachelor, ASPO 01.10.2019

**Module code:** PdK-102

**Hours per semester week / Teaching method:**

2V+1U (3 hours per week)



<p><b>ECTS credits:</b> 6</p>
<p><b>Semester:</b> 1</p>
<p><b>Mandatory course:</b> yes</p>
<p><b>Language of instruction:</b> German</p>
<p><b>Assessment:</b> Written exam: graded</p> <p>[updated 01.10.2020]</p>
<p><b>Applicability / Curricular relevance:</b></p> <p>PdK-102 (P322-0182) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 1, mandatory course PdK-102 (P322-0182) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 1, mandatory course</p>
<p><b>Workload:</b> 45 class hours (= 33.75 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 146.25 hours available for class preparation and follow-up work and exam preparation.</p>
<p><b>Recommended prerequisites (modules):</b> None.</p>
<p><b>Recommended as prerequisite for:</b></p>
<p><b>Module coordinator:</b> <u>Prof. Dr. Iris Leisner-Ruppin</u></p>
<p><b>Lecturer:</b> <u>Prof. Dr. Iris Leisner-Ruppin</u></p> <p>[updated 02.09.2019]</p>
<p><b>Learning outcomes:</b> After successfully completing this course, students will be able to provide information about the historical development that led from social work and social pedagogy to the discipline and profession of social work. They will be able to name historical representatives from the fields of social work and childhood education and be familiar with the ideas associated with them. Students will have an overview of historical and current models from the fields of social work and childhood education. They will be able to transfer relevant models to current fields of social work and childhood education. Students will have insight into the logic and heterogeneity of the research, practice and fields of childhood education and be able to identify their main possibilities and problems. Students will draw up a field of work analysis for a selected field of action.</p>

[updated 01.10.2020]

**Module content:**

"Social work" and "childhood education" are modern generic terms for complex connections within science and society. "Social work", like "childhood education", refers to specific areas of theory and practice within the tradition of scientific thought and action. As disciplines, childhood education and social work are part of the educational and social sciences (just as medicine is a part of natural science); of course, other reference or auxiliary sciences (e.g. ethics, politics, psychology, paediatrics) are also relevant.

As a profession, both are part of a rational practice in a democratic society and, like all professions, both rely on theoretical justifications and to case-oriented actions. The development of social work, for example, has its origins in the spirit of caring for the poor in response to the crisis of poverty or other emergencies, in social pedagogy the response was to educational and educational crises, and in childhood pedagogy the driving force was advocacy for children, in order to help promote their autonomy and understand, protect and develop them as players in a generational order. This requires, for example, insight into a child's need for upbringing and visibility and clarity about the development facts. That is why this lecture is structured in such a way, as to help students learn in a research-oriented manner: This includes listening, writing protocols, reading and thinking for themselves. Students will learn about how social work and childhood education developed, the logic of human development and selected research topics and fields of practice.

With reference to the lecture, central topics pertaining to social work and childhood education will be examined in depth. This will help students to understand the cave parable presented in the lecture (cf. Kraimer 2013, p. 17 ff.), as well as the content of the course unit in general. Thus, students' basic understanding of the respective topics is deepened by way of methodically guided steps. The goal is to gain an initial overview - laid down by the lecture - of the practical fields, theoretical traditions and research perspectives. Based on traditional approaches in social work and childhood education, relevant passages from classic works of scientific literature will be discussed. Examples include Pestalozzi's Stans letter, Solomon's Approach to social diagnosis, Adorno's concept of education to maturity, Plato's Dialogue on "Socratic Midwifery", Fröbel's Treatise on The Education of Man, Ariès' "History of Childhood", and Piaget's concept of spiritual development. These works will be analyzed with regard to current practices or media stagings and discussed in the context of current research concepts.

Introduction to the different fields of social work and childhood education. Students will receive an overview of the fields of social work and childhood education and their organizational frameworks. Representatives from professional practice will be invited and present their respective fields of work within the institutional structure, discuss relevant legal foundations, methodological approaches, addressees and key conflicts of practical action. Individual fields of work will be examined in more detail within the framework of workshops. The course culminates in a job fair event where institutes from the fields of social work and childhood education, professional associations and international contacts from the faculty will introduce themselves and their offers to the students.

[updated 01.10.2020]

**Teaching methods/Media:**

Lecture

- Exercises within the framework of the seminar
- Independent study: reading and processing scientific literature
- Discussions about basic concepts and models in small groups and with the whole class
- Short presentations

The active participation of each student will be reflected in their respective lecture notes. These form a working basis and a point of reference for the seminar paper, which is required from each student (presented

in writing and orally and written according to scientific standards). Requirements and topics for the seminar papers will be announced within the framework of the course.

- Tutorial with workshops

[updated 01.10.2020]

### **Recommended or required reading:**

#### Lecture

Berg, Christa (2004). Kind/Kindheit. In: Benner, Dietrich/Oelkers, Jürgen (Hg.) (2004). Historisches Wörterbuch der Pädagogik. Weinheim und Basel: Beltz Verlag, pp. 497-518.

Honig, Michael-Sebastian (2010). Geschichte der Kindheit im \_Jahrhundert des Kindes\_. In: Krüger, HeinzHermann/Grunert, Cathleen (Hg.) (2010). Handbuch Kindheits- und Jugendforschung. 2., aktualisierte und erweiterte Auflage. Wiesbaden: Verlag für Sozialwissenschaften, pp. 335-358.

Reyer, Jürgen (2004). Kindergarten. In: Benner, Dietrich/Oelkers, Jürgen (Hg.) (2004). Historisches Wörterbuch der Pädagogik. Weinheim und Basel: Beltz Verlag, pp. 518-527.

Thole, Werner (Hg.) (2011). Grundriss Soziale Arbeit. Ein einführendes Handbuch. Wiesbaden: VS Verlag für Sozialwissenschaften.

#### Tutorial

Amthor, Ralph-Christian (2012). Einführung in die Berufsgeschichte der Sozialen Arbeit. Weinheim und Basel: Beltz-Juventa, pp. 101-115.

Ariès, Philippe (1992): Geschichte der Kindheit. 10. Auflage München: DTV Wissenschaft.

Bamler, Vera et al. (2010). Teil I: Geschichtliche Zugänge zur Elementarpädagogik. In: Bamler, Vera et al. (Hrsg.). Lehrbuch Elementarpädagogik. Theorien, Methoden und Arbeitsfelder. Weinheim, München: pp. 15-44.

Füssenhäuser, Cornelia/Thiersch, Hans (2015). Theorie und Theoriegeschichte Sozialer Arbeit. In: Otto, Hans Uwe/Thiersch, Hans (Hg.). Handbuch Soziale Arbeit. Fünfte, erweiterte Auflage. München und Basel: Reinhardt. pp. 1741-1755.

[updated 01.10.2020]

## **Introduction to Child and Youth Welfare Law**

<b>Module name (EN):</b> Introduction to Child and Youth Welfare Law
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-304
<b>Hours per semester week / Teaching method:</b> 2V+2U (4 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 3
<b>Mandatory course:</b> yes

<p><b>Language of instruction:</b> German</p>
<p><b>Assessment:</b> Written exam: graded</p> <p><i>[updated 01.10.2020]</i></p>
<p><b>Applicability / Curricular relevance:</b></p> <p>PdK-304 (P322-0140) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 3, mandatory course PdK-304 (P322-0140) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 3, mandatory course</p>
<p><b>Workload:</b> 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 105 hours available for class preparation and follow-up work and exam preparation.</p>
<p><b>Recommended prerequisites (modules):</b> None.</p>
<p><b>Recommended as prerequisite for:</b> <u>PdK-602</u></p> <p><i>[updated 16.04.2024]</i></p>
<p><b>Module coordinator:</b> <u>Prof. Dr. Thomas Klein</u></p>
<p><b>Lecturer:</b> <u>Prof. Dr. Thomas Klein</u> <u>Prof. h.c. Mallory Völker</u></p> <p><i>[updated 16.04.2024]</i></p>
<p><b>Learning outcomes:</b> After successfully completing this course, students will be able to demonstrate basic knowledge about juvenile welfare and juvenile court assistance law both of which are essential to providing sound advice to third parties, for work in youth welfare offices and independent institutions and for productive interdisciplinary cooperations. Book VIII of the German Social Code and its interfaces to the German Civil Code (BGB) and Family Proceedings Act (FamFG) will be examined in detail in order provide students with the legal competence for everyday work in this area of social work, beyond basic legal knowledge.</p> <p><i>[updated 01.10.2020]</i></p>
<p><b>Module content:</b> Book VIII of the German Social Code and its interfaces to family law in the German Civil Code (BGB) will be explained in depth - both from the perspectives of youth welfare and the family court. The special features of juvenile criminal proceedings and the work of juvenile court assistants will be discussed. Active</p>

participation is desired and expected.

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
  - Independent study: follow-up work and in-depth study using additional literature
- Intensive, moderated discussions in the class

[updated 01.10.2020]

**Recommended or required reading:**

- Stascheit, Ulrich (Hrsg.). Gesetze für Sozialberufe. Frankfurt a.M.: Fachhochschulverlag.  
Trenczek u.a. (Hrsg.). Grundzüge des Rechts. München: Ernst Reinhard Verlag.  
Kievel u.a. (Hrsg.). Einführung in das Recht für soziale Berufe. Köln: Luchterhand.  
Völker/Clausius (Hrsg.). Familienrechtliches Mandat - Sorge- und Umgangsrecht. Bonn: Anwaltverlag.

[updated 01.10.2020]

## Introduction to Childhood Education

**Module name (EN): Introduction to Childhood Education**

**Degree programme:** Childhood Education, Bachelor, ASPO 01.10.2019

**Module code:** PdK-201

**Hours per semester week / Teaching method:**

2V+4PS (6 hours per week)

**ECTS credits:**

9

**Semester:** 2

**Mandatory course:** yes

**Language of instruction:**

German

**Assessment:**

Oral examination (MP): benotet (N)

[updated 01.10.2020]

**Applicability / Curricular relevance:**

PdK-201 (P322-0155) Childhood Education, Bachelor, ASPO 01.10.2017 , semester 2, mandatory course  
PdK-201 (P322-0155) Childhood Education, Bachelor, ASPO 01.10.2019 , semester 2, mandatory course

**Workload:**

90 class hours (= 67.5 clock hours) over a 15-week period.  
The total student study time is 270 hours (equivalent to 9 ECTS credits).  
There are therefore 202.5 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:****Module coordinator:**

Studienleitung

**Lecturer:**

Prof. Dr. Charis Förster  
Prof. Dr. Iris Leisner-Ruppin  
Dr. Laura Venitz

[updated 16.04.2024]

**Learning outcomes:**

After successfully completing this course, students will have specialized themselves in basic topics of childhood education and will be able to recognize and evaluate current social challenges.  
They will understand historical developments in institutional education, upbringing and care and will be able to transfer them to the current situation.  
They will be familiar with theories on education, upbringing and socialization and can integrate their relevance into current practical concepts.  
They will have an overview of national and international educational plans and can derive foundations for specific concepts and alternative actions in pedagogical work.  
Students will also be able to critically evaluate different concepts of action in the context of ethical issues and recognize them as the basis for professional action.  
They will be familiar with the institutional structure of early childhood education and care and can identify challenges in this context.  
They will also be able to derive and evaluate conclusions for the design of pedagogical interactions.  
Students will acquire specific knowledge on selected topics in childhood education.  
For example, they will acquire systematic knowledge in the context of educational play, media pedagogy, movement and sex education and will be able to transfer this knowledge to the individual learning processes of a child.

[updated 01.10.2020]

**Module content:**

History of institutional education, education and care, theories of education, upbringing and socialization, national and international educational plans and concepts, educational play, overview of childhood educational institutions and fields of work, childhood in cultural comparison

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Exercises
- Work in small groups
- Independent study

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Introduction to Human and Social Science I

<b>Module name (EN): Introduction to Human and Social Science I</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-303
<b>Hours per semester week / Teaching method:</b> 1V+1PS (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 3
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Written exam: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>

PdK-303 (P322-0150) Childhood Education, Bachelor, ASPO 01.10.2017 , semester 3, mandatory course  
PdK-303 (P322-0150) Childhood Education, Bachelor, ASPO 01.10.2019 , semester 3, mandatory course

**Workload:**

30 class hours (= 22.5 clock hours) over a 15-week period.  
The total student study time is 150 hours (equivalent to 5 ECTS credits).  
There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:**

**Module coordinator:**

Prof. Dr. Charis Förster

**Lecturer:** Prof. Dr. Charis Förster

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will possess interdisciplinary, scientifically sound knowledge about social and developmental psychology, as well as health sciences.  
They will be able to determine child development based on various sociocultural, individual and genetic determinants.  
They will be able to apply their knowledge about developmental areas (social-emotional, cognitive, linguistic, motor) with reference to a child's age and individual pace of development.  
They will be familiar with the conditions that promote and inhibit the development of children, especially in the context of institutional care, education and upbringing.

[updated 01.10.2020]

**Module content:**

- \_ Basic knowledge about children's developmental and educational processes
- \_ Normative and non-normative developmental trajectories of children
- \_ Neuropsychological basics
- \_ Social-psychological basics, especially regarding the importance of family, peers, groups

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Exercises
- Work in small groups
- Independent study



[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Introduction to Human and Social Science II

<b>Module name (EN): Introduction to Human and Social Science II</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-403
<b>Hours per semester week / Teaching method:</b> 1V+1PS (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 4
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Written exam: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-403 (P322-0151) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 4, mandatory course PdK-403 (P322-0151) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course
<b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> None.
<b>Recommended as prerequisite for:</b>
<b>Module coordinator:</b> Prof. Dr. Felix Hörisch

**Lecturer:** Prof. Dr. Felix Hörisch

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will be able to reflect upon social and subject-related developments in a theoretically sound manner.

They will be able to identify social problems and paraphrase issues relating to the heterogeneity of society and individual groups in a theory-based manner.

They will be familiar with central theories on social inequality and can apply this knowledge to questions and tasks related to childhood education.

They will be familiar with concepts on interculturality, "diversity" and heterogeneity including inclusive theories relating to people with disabilities.

[updated 01.10.2020]

**Module content:**

The course introduces social science thought and deals with central terms and theoretical concepts on the macro-, meso- and micro-level such as social action, community and society, role, communication and interaction, group, institution and organisation, social systems, social structure, social space and social integration. Central questions will be the relationships between the individual and society and between structure and action.

- \_ Theoretical principles
- \_ Modernization, functional differentiation, social change and social cohesion
- \_ The social and spatial organization of society
- \_ Circumstances, living environments and living spaces of children and their families
- \_ Social inequality and heterogeneity, diversity
- \_ Generation, biography and curriculum vitae
- \_ Theories on integration, inclusion and exclusion

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Oral discussion of module topics (seminar discussion)
- Independent literature studies
- Group work
- Presentations by the students

[updated 01.10.2020]

**Recommended or required reading:**

The most current introductory textbooks and manuals on the social sciences.

[updated 01.10.2020]

## Management Tasks

<b>Module name (EN): Management Tasks</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-404
<b>Hours per semester week / Teaching method:</b> 4S (4 hours per week)
<b>ECTS credits:</b> 6
<b>Semester:</b> 4
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Course work (50%) + written exam (50%): graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-404 (P322-0157, P322-0158) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 4, mandatory course PdK-404 (P322-0157, P322-0158) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course
<b>Workload:</b> 60 class hours (= 45 clock hours) over a 15-week period. The total student study time is 180 hours (equivalent to 6 ECTS credits). There are therefore 135 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> None.
<b>Recommended as prerequisite for:</b>
<b>Module coordinator:</b> <u>Prof. Dr. Kerstin Rock</u>
<b>Lecturer:</b> <u>Prof. Dr. Kerstin Rock</u>  [updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will be able to think in economic and particular, in business management dimensions. They will be familiar with most important approaches to economics and can explain and classify them. They will be familiar with the function, factor and leadership theories of business administration. The "Management Tasks" module is divided into two individual seminars on the management of social organizations and human resources management. The following learning outcomes/competences will be pursued:

## 1. Economics of social organizations:

- \_ Understanding the basics of economic activity
- \_ Identifying and outlining relevant business objectives
- \_ The core tools of organizational design
- \_ Identifying basic organizational structures
- \_ The tasks and structure of internal accounting
- \_ Distinguishing between the basic terms of cost and performance accounting
- \_ Performing calculations

## 2. Personnel management:

- \_ The basics of personnel management
- \_ Theoretical approaches to the analysis of personnel and work
- \_ Testing methods for determining personnel requirements
- \_ Analyzing and implementing the process of personnel selection from application analysis to the assessment center
- \_ Identifying measures for staff retention and motivation

[updated 01.10.2020]

**Module content:**

The seminars are based on the following content:

## 1. Economics of social organizations:

- \_ Economic activity as a goal-oriented approach
  - o The economic principle
  - o Business goals
  - o Operational production factors
  - o Planning and decision-making
- \_ The company organization
  - o Terms and tasks of the organization
  - o Organizational structure and procedures
  - o Significant legal forms
- \_ Corporate accounting system
  - o Basic concepts of business accounting
  - o Annual accounts and balance sheet
  - o Cost and performance accounting
  - o Calculation procedures

## 2. Personnel management:

- \_ The basics of personnel management
  - o Definition of terms
  - o Principles and objectives of human resources management
- \_ Theoretical approaches to the analysis of personnel and work
  - o Scientific management
  - o Human relations movement
  - o Production factor approach
  - o HRM

- \_ Methods for determining personnel requirements
  - o Quantitative methods
  - o Quantitative methods
  - o Personnel requirements analysis
- \_ The process of personnel selection from application analysis to the assessment center
  - o Instruments for preliminary selection
  - o Instruments for a rough selection
  - o Interviews
  - o Assessment centers
- \_ Measures for staff retention and motivation
  - o Theoretical principles of motivation
  - o Maslow's Hierarchy of Needs
  - o Adams equity theory
  - o Individual incentive systems and team motivation

[updated 01.10.2020]

**Teaching methods/Media:**

- Keynote speeches
- Work on case studies
- Independent study

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Organizational Development and Management

<b>Module name (EN):</b> Organizational Development and Management
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-503
<b>Hours per semester week / Teaching method:</b> 1V+1S (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 5

<p><b>Mandatory course:</b> yes</p>
<p><b>Language of instruction:</b> German</p>
<p><b>Assessment:</b> Written exam: graded</p> <p>[updated 01.10.2020]</p>
<p><b>Applicability / Curricular relevance:</b></p> <p>PdK-503 (P322-0159) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 5, mandatory course PdK-503 (P322-0159) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 5, mandatory course</p>
<p><b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.</p>
<p><b>Recommended prerequisites (modules):</b> None.</p>
<p><b>Recommended as prerequisite for:</b></p>
<p><b>Module coordinator:</b> <u>Prof. Dr. Kerstin Rock</u></p>
<p><b>Lecturer:</b> <u>Prof. Dr. Kerstin Rock</u></p> <p>[updated 02.09.2019]</p>
<p><b>Learning outcomes:</b> After successfully completing this course, students will be familiar with central terms from the social management discussion and be able to discuss the backgrounds. They have an overview of the most important areas of management action in social work and childhood education organizations and be able to examine and address current practices and trends. Students will be familiar with the basic elements of organizations and be able to describe an organization based on this. They will have an overview of conceptual patterns of organizational development and will be familiar with some methodological options for action. They will have insight into central points of criticism and be familiar with the concept of the "learning organization". They will be able to critically evaluate approaches, methods and instruments for the promotion of organizational learning and in this context, have examined the conceptual ideas of knowledge management.</p> <p>[updated 01.10.2020]</p>
<p><b>Module content:</b></p>

- \_ Central terms in the social management discussion and their background
- \_ Competencies and responsibilities in management
- \_ Content-related control requirements for management in social work and childhood education
- \_ Management behavior, management styles and management requirements
- \_ Definition and characteristics / basic elements of organizations, description of the organization of day care centers
- \_ Change in organizations
- \_ Definition. Conceptual patterns of organizational development
- \_ Process and methods of organizational development
- \_ Concept of the "learning organization" and starting points / methods for designing a learning organization
- \_ Knowledge management

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Literature studies (individual work)
- Group work
- Presentations by the students

[updated 01.10.2020]

**Recommended or required reading:**

- Badelt, C.; Meyer, M.; Simsa, R. (Hrsg.) (2007). Handbuch der Nonprofit Organisation. Strukturen und Management. 4. Auflage. Stuttgart
- Grunwald, K. (2001). Neugestaltung der freien Wohlfahrtspflege. Management organisationalen Wandels und die Ziele der Sozialen Arbeit. Weinheim, München
- Merchel, Joachim (2005). Organisationsgestaltung in der Sozialen Arbeit. Weinheim, München

[updated 01.10.2020]

## Practical Training Phase

<b>Module name (EN): Practical Training Phase</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-P1
<b>Hours per semester week / Teaching method:</b> 2U (2 hours per week, accumulated)
<b>ECTS credits:</b> 5

<b>Semester:</b> 3
<b>Duration:</b> 2 semester
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Course work: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-P1 (P322-0168) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 3, mandatory course PdK-P1 (P322-0168) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 3, mandatory course
<b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> None.
<b>Recommended as prerequisite for:</b>
<b>Module coordinator:</b> <u>Prof. Dr. Charis Förster</u>
<b>Lecturer:</b> <u>Prof. Dr. Charis Förster</u>  [updated 02.09.2019]
<b>Learning outcomes:</b> In this module, students will build on their knowledge from the first year of study or from their training as educators and deepen individual aspects in the field of childhood education. They will research statistical, social and political information in its regional, national and international context and compare different approaches. They will be able to derive practical implications and assess the importance of different measures. Students will examine the professional profile of childhood education* in general and individually.  [updated 01.10.2020]
<b>Module content:</b> -Current situation of institutional education, training and care (including statistics), reflection of individual aspects for their own professional action -Analysis of the selected working field



- Legal foundations
- The field of childhood education in a social and political context - critical reflection on the meaning for the profession and the person
- International comparisons - how is childhood education implemented internationally - which ideas are particularly important for students and why? In-depth study of individual topics, e.g. children's rights, inclusion - practical implications

[updated 01.10.2020]

**Teaching methods/Media:**

- Impulse talks
- Group work
- Short presentations
- Research tasks

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Principles of (Socio-) Psychological & Health Science

<b>Module name (EN): Principles of (Socio-) Psychological &amp; Health Science</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-203
<b>Hours per semester week / Teaching method:</b> 2V+2PS (4 hours per week)
<b>ECTS credits:</b> 6
<b>Semester:</b> 2
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Written exam: graded
[updated 01.10.2020]

**Applicability / Curricular relevance:**

PdK-203 (P322-0125) Childhood Education, Bachelor, ASPO 01.10.2017 , semester 2, mandatory course  
PdK-203 (P322-0125) Childhood Education, Bachelor, ASPO 01.10.2019 , semester 2, mandatory course

**Workload:**

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:****Module coordinator:**

Prof. Dr. Charis Förster

**Lecturer:** Prof. Dr. Charis Förster

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will possess interdisciplinary, scientifically sound knowledge, about social and developmental psychology, as well as health sciences.

They will be able to critically evaluate classical and current (social) psychological theories and models and assess their significance for professional socio-pedagogic practice. Students will be able to identify health-related phenomena depending on various individual and socio-cultural determinants. They will have detailed knowledge about protective and risk factors and can apply this to the example of good health.

[updated 01.10.2020]

**Module content:**

The basics of social-psychology, e.g.

- Introduction and overview
- Social perception
- Group processes (emergence, conflicts)
- Aggressive behavior (e.g. Bandura, ...)
- Prosocial behavior

The basics of developmental psychology, e.g.

- Theories and models of development (e.g. Piaget, Vygotsky, ...)
- Principles of development and educational processes (e.g. language, bonding)
- Developmental deviations

Health science basics, e.g.

- Health: Introduction and overview
- Risk and protective factors (resilience, salutogenesis, ...)
- Stress and stress management

[updated 01.10.2020]

**Teaching methods/Media:**

- Independent study: reading and processing scientific literature
- Discussions about basic concepts and models in small groups and with the whole class (partner work/group work)
- Short presentations within the framework of the introductory seminar
- Discussions about case studies and empirical studies

[updated 01.10.2020]

**Recommended or required reading:**

- Aronson, Elliot/Wilson, Timothy D./Akert, Robin M. (2014). Sozialpsychologie. 8., aktualisierte Aufl. München: Pearson Studium.
- Fischer, Peter/Asal, Kathrin/Krueger, Joachim (2013). Sozialpsychologie. Reihe: Springer-Lehrbuch. Berlin/Heidelberg: Springer Verlag. (ebook)
- Gerrig, Richard J. (2015). Psychologie. München: Pearson Studium.
- Jonas, Klaus/Stroebe, Wolfgang/Hewstone, Miles (Hrsg.) (2014). Sozialpsychologie. Eine Einführung. 6., vollst. überarb. Aufl. Heidelberg: Springer Medizin.
- Hartung, Johanna (2010). Sozialpsychologie. 3., überarb. und erw. Aufl. Stuttgart: Kohlhammer Verlag.
- Wälte, Dieter/ Borg-Laufs, Michael/ Brückner, Burkhard (2011). Psychologische Grundlagen der Sozialen Arbeit. In: Rudolf Bieker (Hrsg.) (2011). Soziale Arbeit. Grundwissen. Stuttgart: Verlag W. Kohlhammer.

[updated 01.10.2020]

## Principles of Socialization, Education & Training

<b>Module name (EN): Principles of Socialization, Education &amp; Training</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-103
<b>Hours per semester week / Teaching method:</b> 2V+2U (4 hours per week)
<b>ECTS credits:</b> 6
<b>Semester:</b> 1
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German

**Assessment:**

Written exam: graded

[updated 01.10.2020]

**Applicability / Curricular relevance:**

PdK-103 (P322-0149) Childhood Education, Bachelor, ASPO 01.10.2017 , semester 1, mandatory course

PdK-103 (P322-0149) Childhood Education, Bachelor, ASPO 01.10.2019 , semester 1, mandatory course

**Workload:**

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:**

PdK-301

PdK-501 The Pedagogy of Diversity - Culturally-Responsive Pedagogy

[updated 04.09.2019]

**Module coordinator:**

Studienleitung

**Lecturer:**

Dr. Sebastian Rahn

[updated 16.04.2024]

**Learning outcomes:**

After successfully completing this course, students will:

- gain insight into socialization, issues in social and educational science, concepts, topics, approaches and theories.

- develop an understanding of the diversity, ambivalence, ambiguity and creative moments of socializational and pedagogical processes.

- become acquainted with a professional attitude that is characterized above all by openness, listening, precise observation, patience, understanding instead of quick judgment, and the conviction that people can change.

- be able to understand the need to further onesr education and critically question ones own professional convictions.

- be able to read, reflect and understand scientific literature.

- be able to identify ambivalences, contradictions, paradoxes and critically question them.

- be able to present their own arguments in relation to scientific sources.
- be able to reflect on the positions and arguments of other seminar participants and compare them with their own arguments.

[updated 01.10.2020]

### **Module content:**

#### Lecture:

- Introduction to key concepts of socialization, education and learning.
- Discussion about the importance of institutions as socialization instances for the development of social and biographical skills, their role, functions, structures, forms, etc. We will focus on the primary socialization phase, especially in the context of families,
- The process of identity formation, as well as the significance of transitions during the course of life,
- Emphasis on the relevance of crises and their management for people´s lives, development and health,
- The importance of the media for development, social integration, opportunities and risks of autonomy,
- Basic understanding of issues in social and educational science, terms, concepts, topics, approaches and theories,
- Students will have the opportunity to practice basic approaches to scientific work, reflection, discussion and writing.

#### Tutorial:

- Basic understanding of issues in social and educational science, concepts, terms, topics, approaches and theories.
- Students will have the opportunity to practice basic approaches to scientific work, reflection, discussion and writing.

[updated 01.10.2020]

### **Teaching methods/Media:**

- Lecture
- Independent study: Reading and processing scientific literature specified in the seminar
- Discussions in small groups and with the whole class
- Oral discussion of module topics (seminar discussion)
- Written analysis of the course´s topics (short writing assignments)

[updated 01.10.2020]

### **Recommended or required reading:**

Literature will be announced in the lectures and seminars.

The following literature is recommended as an introduction:

Baumgart, Franzjörg (Hrsg.) (2008). Theorien der Sozialisation. Erläuterungen - Texte - Arbeitsaufgaben. Bad Heilbrunn, Verlag Julius Klinkhardt, 4., durchgesehene Auflage.

Böhm, Winfried; Schiefelbein, Ernesto; Seichter, Sabine (2010). Projekt Erziehung. Ein Lehr- und Lernbuch. Paderborn, München, Wien, Zürich, Ferdinand Schöningh.

Elias, Norbert (2006/1970). Was ist Soziologie? Frankfurt a. M., Suhrkamp (Gesammelte Schriften, Band 5).

- Gehres, Walter (2015). Der Doppelcharakter biografischer Krisen. In: Sozialer Sinn, 16. Jg., Heft 2, 143-166.
- Gehres, Walter (2014). Zur Bedeutung familiärer Strukturen und Lebenspraxen für die Bildung von Sozialität. In: Bütow, Birgit u.a. (Hrsg.): Sozialpädagogik zwischen Staat und Familie. Aktuelle und neue Politiken des Eingreifens. Wiesbaden, Springer VS, 221-238.
- Horlacher, Rebekka (2011). Bildung. Bern, Haupt-Verlag, (UTB Profile).
- Hurrelmann, Klaus; Bauer, Ullrich; Grundmann, Matthias; Walper, Sabine (Hrsg.) (2015). Handbuch Sozialisationsforschung. Weinheim und Basel, Beltz-Verlag, 8. vollständig überarbeitete Auflage.
- Löw, Marina (2003). Einführung in die Soziologie der Bildung und Erziehung. Opladen, Leske + Budrich.
- Maiwald, Kai-Olaf; Sürig, Inken (2018). Mikrosoziologie. Eine Einführung. Wiesbaden, Springer VS.
- Tillmann, Klaus-Jürgen (2010). Sozialisierungstheorien. Eine Einführung in den Zusammenhang von Gesellschaft, Institutionen und Subjektwerdung. Reinbek bei Hamburg, Rowohlt's Enzyklopädie, 16. vollständig überarbeitete und erweiterte Neuausgabe.
- Veith, Hermann (2008). Sozialisation. München, Ernst Reinhardt Verlag (UTB Profile).

[updated 01.10.2020]

## Research Methods and Evaluation

<b>Module name (EN): Research Methods and Evaluation</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-401
<b>Hours per semester week / Teaching method:</b> 4U (4 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 4
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Course work: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-401 (P322-0141, P322-0142, P322-0143) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 4, mandatory course PdK-401 (P322-0141, P322-0142, P322-0143) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 4, mandatory course

**Workload:**

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 150 hours (equivalent to 5 ECTS credits).

There are therefore 105 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:**

PdK-600 Bachelor Thesis

PdK-P7 Research-Oriented Internship

[updated 04.09.2019]

**Module coordinator:**

Prof. Dr. Charis Förster

**Lecturer:** Prof. Dr. Charis Förster

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will be able to apply basic educational and social science research methods of data collection and analysis. They will be able to operationalize these research methods in a solution-oriented manner with regard to research questions related to fields of action. Students will be familiar with the specific challenges of conducting research with children and will be aware of the particularities of collecting data from groups of people directly involved, e.g. parents and educational staff.

[updated 01.10.2020]

**Module content:**

Quantitative Methods of Data Collection

- Historical, theoretical and methodological foundations; quality criteria
- \_ - Traditional and recent exemplary quantitative studies
- \_ - Methods of quantitative data collection
- \_ - Approaches to collecting data
- \_ - The quantitative research process

Qualitative Methods of Data Collection

- Historical, theoretical and methodological foundations; quality criteria
- \_ - Traditional and recent exemplary qualitative studies
- Data collection methods
- \_ - Approaches to collecting data
- \_ - The quantitative research process
  
- Ethical and data protection aspects in research

[updated 01.10.2020]

**Teaching methods/Media:**

- Literature studies (individual work)
- Exercises on data collection and evaluation methods
- Field/project work (in groups)
- Research supervision
- Presentation of results using different types of media

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Research-Oriented Internship

<b>Module name (EN): Research-Oriented Internship</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-P7
<b>Hours per semester week / Teaching method:</b> 2U (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 5
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Project report: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-P7 (P322-0148) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 5, mandatory course PdK-P7 (P322-0148) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 5, mandatory course
<b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> <u>PdK-401</u> Research Methods and Evaluation



[updated 04.09.2019]

**Recommended as prerequisite for:**

**Module coordinator:**  
Prof. Dr. Charis Förster

**Lecturer:** Prof. Dr. Charis Förster

[updated 02.09.2019]

**Learning outcomes:**

They will be familiar with types of research and elementary methods of data collection, as well as concepts of data evaluation and classic studies.

In addition, students will:

be able to conceptualize, conduct and evaluate smaller qualitative-empirical as well as quantitative-empirical (explorative) studies on selected issues in a collaborative manner. In doing so, they will become aware of the conditions in their field of investigation and the specific challenges that exist with regard to the challenges collecting data from specific target groups,

be able to present their results in writing (and to present them to the public), reflect critically on their cooperative research work (e.g. limitations) and discuss the relevance of their results and the application possibilities.

[updated 01.10.2020]

**Module content:**

- \_ Concepts and methods of evaluation and quality development
- \_ Youth welfare and social planning methods
- \_ Design and implementation of a small empirical study

[updated 01.10.2020]

**Teaching methods/Media:**

- Impulse talks
- Group work
- Short presentations
- Research tasks
- Practical tasks

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Socio-Educational Policy and Social Space

<b>Module name (EN):</b> Socio-Educational Policy and Social Space
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-504
<b>Hours per semester week / Teaching method:</b> 1V+1PS (2 hours per week)
<b>ECTS credits:</b> 5
<b>Semester:</b> 5
<b>Mandatory course:</b> yes
<b>Language of instruction:</b> German
<b>Assessment:</b> Written exam: graded  [updated 01.10.2020]
<b>Applicability / Curricular relevance:</b>  PdK-504 (P322-0180) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 5, mandatory course PdK-504 (P322-0180) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 5, mandatory course
<b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.
<b>Recommended prerequisites (modules):</b> None.
<b>Recommended as prerequisite for:</b>
<b>Module coordinator:</b> Prof. Dr. Felix Hörisch
<b>Lecturer:</b> Prof. Dr. Felix Hörisch  [updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will be familiar with the relevant social and educational policy frameworks and be able to apply them to specific cases.

They will be able to review pedagogical tasks with regard to their political and legal framework and relate legal codes to concepts of action.

They will possess the knowledge, skills and abilities to distinguish economic, legal, environmental and educational interventions.

[updated 01.10.2020]

**Module content:**

In the lecture we will focus on the essence of the welfare state, which is closely linked to ideas of equality.

We will discuss the following topics: the social security system, the connection between work, social security and social integration, the connection between social and educational policy and relevant social policy fields of action (e.g. health policy, family policy, poverty policy). We will analyze the crisis or transformation of the welfare state based on the new social reforms. All analyses will be conducted on a European or international comparative basis. Particular importance will be given to the local level:

Municipalities as political-administrative units, socio-spatial constructs and their context in civil society; municipal players, fields of action and scope for action, local politics and social work and childhood education

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Literature studies (individual work)
- Group work
- Presentations by the students

[updated 01.10.2020]

**Recommended or required reading:**

The most current textbooks and manuals on social and educational policy.

[updated 01.10.2020]

## Supervised Learning Stage

**Module name (EN):** Supervised Learning Stage

**Degree programme:** Childhood Education, Bachelor, ASPO 01.10.2019

**Module code:** PdK-P2

<p><b>Hours per semester week / Teaching method:</b> 2U (2 hours per week, accumulated)</p>
<p><b>ECTS credits:</b> 5</p>
<p><b>Semester:</b> 2</p>
<p><b>Duration:</b> 2 semester</p>
<p><b>Mandatory course:</b> yes</p>
<p><b>Language of instruction:</b> German</p>
<p><b>Assessment:</b> Participation: passed/failed  [updated 01.10.2020]</p>
<p><b>Applicability / Curricular relevance:</b>  PdK-P2 (P322-0184) <u>Childhood Education, Bachelor, ASPO 01.10.2017</u> , semester 2, mandatory course PdK-P2 (P322-0184) <u>Childhood Education, Bachelor, ASPO 01.10.2019</u> , semester 2, mandatory course</p>
<p><b>Workload:</b> 30 class hours (= 22.5 clock hours) over a 15-week period. The total student study time is 150 hours (equivalent to 5 ECTS credits). There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.</p>
<p><b>Recommended prerequisites (modules):</b> None.</p>
<p><b>Recommended as prerequisite for:</b></p>
<p><b>Module coordinator:</b> Studienleitung</p>
<p><b>Lecturer:</b> Studienleitung  [updated 02.09.2019]</p>
<p><b>Learning outcomes:</b> This module will help to expand competences, integrate theoretical knowledge and help students reflect upon their actions. Students will learn from one another. They will receive support from their fellow students in assessing the practice situation, forming a hypothesis and developing solutions. By actually applying common methods, the methods themselves become more transparent and understandable for students.</p>

[updated 01.10.2020]

**Module content:**

Supervision as a practice of reflection and integration in the practical study phase enables students to learn processes in which they can deal with their practical experience and the concrete questions associated with it and contribute their previously acquired specialized knowledge. The object of supervision is the reflection of work relationships. The supervision process focusses on students, their motives and value orientations. The setting is group supervision.

[updated 01.10.2020]

**Teaching methods/Media:**

Supervised Learning Stage

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## The Pedagogy of Diversity - Culturally-Responsive Pedagogy

**Module name (EN): The Pedagogy of Diversity - Culturally-Responsive Pedagogy**

**Degree programme:** Childhood Education, Bachelor, ASPO 01.10.2019

**Module code:** PdK-501

**Hours per semester week / Teaching method:**

1V+1S (2 hours per week)

**ECTS credits:**

5

**Semester:** 5

**Mandatory course:** yes

**Language of instruction:**

German

**Assessment:**

Course work: graded

[updated 01.10.2020]

**Applicability / Curricular relevance:**

PdK-501 (P322-0133, P322-0164) Childhood Education, Bachelor, ASPO 01.10.2019 , semester 5, mandatory course

**Workload:**

30 class hours (= 22.5 clock hours) over a 15-week period.  
The total student study time is 150 hours (equivalent to 5 ECTS credits).  
There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

PdK-103 Principles of Socialization, Education & Training

[updated 04.09.2019]

**Recommended as prerequisite for:**

**Module coordinator:**

Prof. Dr. Iris Leisner-Ruppin

**Lecturer:**

Prof. Dr. Iris Leisner-Ruppin

[updated 04.09.2019]

**Learning outcomes:**

After successfully completing this course, students will be able to design learning and development processes.  
They will be able to reflect on their own positions and will be aware of their significance for their professional activity.  
They will be familiar with discourses on integration and inclusion, equality and difference, ability and disability, and can discuss these against the background of theoretical discourses on the discipline and profession of childhood education.  
Students will be familiar with theories on social inequality and understand the meaning of ethnicity/culture and gender.  
They will have an overview of concepts pertaining to parental work and understand diversity as an opportunity for developmental and educational processes in children. In addition, students will be able to develop concepts.

[updated 01.10.2020]

**Module content:**

- \_ Gender/ difference/ equality
- \_ Working with boys / Working with girls
- \_ The Salamanca Statement
- \_ The Pedagogy of Diversity
- \_ Integration \_ Inclusion
- \_ Ethnicity/culture
- \_ Religion

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Exercises
- Work in small groups
- Independent study

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Thinking Academically and Presenting Reasoned Arguments

**Module name (EN): Thinking Academically and Presenting Reasoned Arguments**

**Degree programme:** Childhood Education, Bachelor, ASPO 01.10.2019

**Module code:** PdK-101

**Hours per semester week / Teaching method:**

1V+1U (2 hours per week)

**ECTS credits:**

5

**Semester:** 1

**Mandatory course:** yes

**Language of instruction:**

German

**Assessment:**

Course work: passed/failed

[updated 01.10.2020]

**Applicability / Curricular relevance:**

PdK-101 (P322-0187) Childhood Education, Bachelor, ASPO 01.10.2017 , semester 1, mandatory course

PdK-101 (P322-0187) Childhood Education, Bachelor, ASPO 01.10.2019 , semester 1, mandatory course

**Workload:**

30 class hours (= 22.5 clock hours) over a 15-week period.

The total student study time is 150 hours (equivalent to 5 ECTS credits).

There are therefore 127.5 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:****Module coordinator:**

Professor/innen des Studiengangs

**Lecturer:** Professor/innen des Studiengangs

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will:

- be able to describe the university as an environment and organization.
- be able to name and identify basic epistemological approaches and paradigms, as well as types of (empirical) research.
- be able to distinguish between and classify theory, empiricism and practice, as well as their rationalities and different forms of knowledge.
- be able to differentiate between scientific and non-scientific texts according to specific criteria.
- have developed a general understanding of scientific work, thinking and reasoning.

In addition, students will:

- be able to work with relevant scientific literature (literature research, citing correctly, bibliographies and references, terminology, etc.).
- be able to describe the process and techniques involved in scientific work (from the formulating a problem to creating and presenting texts).
- be able to apply the basics of scientific writing and write their first scientific texts.
- be able to incorporate the principles of scientific work into their presentations.

[updated 01.10.2020]

**Module content:**

Lecture:

- Universities in the educational and scientific system
- Science and life, forms of knowledge
- Theory, empiricism, practice
- Discipline and profession
- Paradigms and theoretical traditions
- Epistemology and the philosophy of science
- Types of research
- Philosophy and the structure of the study program
- Principles, methods and techniques of scientific work



Exercises:

- Structuring your studies (e.g. time management)
- Literature research (databases, library), creating a bibliography, excerpting
- Organizing, analyzing and creating texts (outlines, questions, exposés, summaries, theses)
- References and bibliographies
- Speeches using media/presentation methods.

[updated 01.10.2020]

**Teaching methods/Media:**

- Lecture
- Exercises
- Work in small groups
- Independent study

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]

## Childhood Education Bachelor - optional courses

### Compulsory Elective

<b>Module name (EN): Compulsory Elective</b>
<b>Degree programme:</b> <u>Childhood Education, Bachelor, ASPO 01.10.2019</u>
<b>Module code:</b> PdK-400
<b>Hours per semester week / Teaching method:</b> 4S (4 hours per week, accumulated)
<b>ECTS credits:</b> 6
<b>Semester:</b> 4
<b>Duration:</b> 2 semester
<b>Mandatory course:</b> no
<b>Language of instruction:</b> German
<b>Assessment:</b> Paper: passed/failed  [updated 01.10.2020]

**Applicability / Curricular relevance:**

PdK-400 Childhood Education, Bachelor, ASPO 01.10.2017 , semester 4, optional course

PdK-400 Childhood Education, Bachelor, ASPO 01.10.2019 , semester 4, optional course

**Workload:**

60 class hours (= 45 clock hours) over a 15-week period.

The total student study time is 180 hours (equivalent to 6 ECTS credits).

There are therefore 135 hours available for class preparation and follow-up work and exam preparation.

**Recommended prerequisites (modules):**

None.

**Recommended as prerequisite for:****Module coordinator:**

Studienleitung

**Lecturer:** Studienleitung

[updated 02.09.2019]

**Learning outcomes:**

After successfully completing this course, students will:

- have intensified their knowledge about special topics relevant to childhood education, as well as strengthen their research and action expertise.

- be able to understand and classify interesting cross-functional and, if necessary, cross-curricular research or practice-related issues.

[updated 01.10.2020]

**Module content:**

The courses offered as electives are designed to allow students to specialize themselves in a specific area of their choice. They are based on current topics and problems from the field of social work and childhood education and also incorporate the connection between theory and practice. Language courses round off the offer.

Possible topics: Media pedagogy, crèche pedagogy, language training, occupational health and safety, stress and its consequences

[updated 01.10.2020]

**Teaching methods/Media:**

Various traditional and action-oriented methods depending on the topic

[updated 01.10.2020]

**Recommended or required reading:**

Recommended literature will be announced at the beginning of the course.

[updated 01.10.2020]