

Module handbook

Master Class and Specialist Subject Teacher (postgraduate)

Study areas:

- **Scientific Principles of Waldorf Education (G)**
- **Didactics of Subject Lessons (D)**
- **Art – Introductory and Advanced Course (K)**
- **Pedagogical Practice (P)**
- **Master's Thesis (T)**

Status: 08/03/2021

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1. Academic year

Code	ECTS	Contents	Study area	Page
E1-G1	4	Pedagogical anthropology	G	4
E1-G2	5	Anthropology 1: The human soul	G	5
E1-D	9	Didactics 1 (curriculum, story-telling, cultural history, mathematics 1, botany)	D	6
E1-K	6	Art: introductory course (speech formation, eurythmy, music, drawing, sculpting)	K	8
E1-P1	6	Pedagogical practice 1	P	10
Total	30			

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Pedagogical anthropology			
Module code	Module Administrator		
E1-G1	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
4	100	53	47
Academic year	Duration		Frequency
1	8 weeks		
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
None specified			
Contents			
<ul style="list-style-type: none"> - Methods of the natural sciences and the humanities in anthropology, - The correlation of human anatomy, physiology, neurobiology and psychological and spiritual processes, - Formulating a developmental concept of Waldorf pedagogy in comparison with other concepts of development, - Formulating and critically analysing the anthropological basis of Waldorf pedagogy in comparison with other epistemological and anthropological models, - The basics of biographical research. 			
Aims of the qualification			
<p>The students comprehend the physical, emotional and cognitive development of children and are able to:</p> <ul style="list-style-type: none"> - describe aspects of the relationship between physical and spiritual (soul-life) processes; moreover, students are able to discuss methodological and contextual research problems in the field. - explain and critically analyse the anthropological foundations of Waldorf pedagogy with all its related aspects. - explain and reflect on the biographical approach used in Waldorf pedagogy compared with other pedagogical concepts from the point of view of developmental science. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Kranich, Ernst-Michael: Der innere Mensch und sein Leib. Eine Anthropologie. Stuttgart: Verlag Freies Geistesleben 2003 - Morasch, Gudrun: Hirnforschung und menschliches Selbst. Eine erziehungswissenschaftliche Konzeption des Selbst unter Berücksichtigung neurobiologischer Erkenntnisse. Heidelberg: Universitätsverlag Winter 2007 - Rittelmeyer, Christian: Pädagogische Anthropologie des Leibes – Biologische Voraussetzungen der Erziehung und Bildung. Weinheim: Juventa 2002 - Steiner, Rudolf: Theosophie. 33rd edition Dornach: Rudolf Steiner Verlag 2013 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar, student presentations	Pedagogical anthropology	27	Zdrazil
2	Lecture, seminar	Development of children	13	Leber
3	Seminar, student presentations	Biography research	13	Kleinfurher

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Anthropology 1: The human soul			
Module code	Module Administrator		
E1-G2	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
5	125	46	79
Academic year	Duration		Frequency
2	8 weeks		
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
None specified			
Contents			
<ul style="list-style-type: none"> - Discussion of the various concepts of anthropology, - Discourse on the anthropological approach in Waldorf education, - The physiological basis of learning, - Organ systems and consciousness, - Steiner's notion of the tripartite organism, - Theories of learning and performance motivation. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - describe and explain the physical and psychological learning processes of the individual. - explain the correlation between mental and somatic processes, i.e. human learning and the somatic premise (sleep, breathing). - present the correlation between emotions and learning processes. - elucidate the basics of motivational research. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - written seminar paper, - presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Becker, Nicole: Die neurowissenschaftliche Herausforderung der Pädagogik. Bad Heilbrunn: Julius Klinkhardt 2004 - Betz, Eberhard u. a.: Biologie des Menschen. 15th edition Hamburg: Nikol 2007 - Kranich, Ernst-Michael: Anthropologische Grundlagen der Waldorfpädagogik. Stuttgart: Verlag Freies Geistesleben, 1999 - Steiner, Rudolf: Allgemeine Menschenkunde als Grundlage der Pädagogik. 9th edition Dornach: Rudolf Steiner Verlag 1992, lectures 1 to 5 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, student presentations, Private study seminar,	Rhythm as a basis for learning processes	33	Zdrazil
2	student presentations, private study	Motivation and emotion	13	Leber

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Didactics 1			
Module code	Module Administrator		
E1-D	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
9	225	87	138
Academic year	Duration		Frequency
1	9 weeks		
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
None specified			
Contents			
<ul style="list-style-type: none"> - Aspects of the concept of the human being in his/her development between the ages of 7 and 14, - Historical origin and further development of the curriculum of Waldorf schools within its chronological and social context and with regard to psychological development, - Narrative material of the lower and middle school in Waldorf schools, - Mythology, history of human culture and consciousness, - Practical routines for introducing numbers and basic arithmetic from picture contexts and from rhythmical processes (fractions), - Psychological development principles for age-appropriate mathematical concepts, - Basic knowledge of botany with main focuses on morphology, physiology and botanical systematic, - Goethe's research with regard to 'type' and 'metamorphosis'. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - comprehend the curriculum as an incentive for their own research and development; moreover, they can present and establish the relationship between the curriculum and stages of psychological development. - survey and elucidate the narrative material of the lower and middle school at Waldorf schools. - present existing and self-composed narratives fluently and accurately; they can also critically comprehend the symbolic interpretation of the various images. - survey and classify seminal mythological works and sources from cultural and intellectual history; they can reflect upon these with regard to classes and lessons. - recognise and describe the structure and relationship of physiological processes of plants and their various parts (basic processes of leaf metamorphosis). - pedagogically reflect on the development of numerical concepts, number range and basic arithmetic (and fractions), against the background of child development and learning. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessments (graded):</p> <ul style="list-style-type: none"> - Seminar paper and presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Götte, Wenzel M.; Loebell, Peter; Maurer, Klaus M.: Entwicklungsaufgaben und Kompetenzen. Zum Bildungsplan der Waldorfschulen. 2nd edition Stuttgart: Verlag Freies Geistesleben 2016 - Kranich, Ernst-Michael: Urpflanze und Pflanzenreich. Stuttgart: Verlag Freies Geistesleben 2007 - Schuberth, Ernst: Der Anfangsunterricht in der Mathematik an Waldorfschulen. 3rd edition Stuttgart: Verlag Freies Geistesleben 2012 			

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Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar	Botany	20	Fried
2	Seminar, tutorial	Story-telling	20	Leber
3	Lecture, seminar	Cultural history	27	Halfen
4	Lecture, seminar	Curriculum	7	Leber
5	Seminar, tutorial	Mathematics, classes 1 to 4	13	Leber

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Art: introductory course			
Module code	Module Administrator		
E1-K	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	96	54
Academic year	Duration		Frequency
1	1 Academic year		
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
None specified			
Contents			
<ul style="list-style-type: none"> - Practising one's own language and practising the differentiated reproduction of texts, - Differentiation between sound groups, exercises in annunciation, articulation, breathing and fluency, - Introduction to the art of eurythmy (spatial orientation, the geography of the body), - Rhythm in speech and music (choreographical group formations), - Introduction to linguistic and musical movement, - Synopsis of the development of mankind and music, - Pictorial processes (quality, light-dark, wet-in-wet watercolours, blackboard drawing, perspective), - Practical exercises using the curriculum of grades 1-8 and picture observation, - Expressive shaping and description of a sculpture following one's own set criterion, - Impressionistic sculpture, reflecting on art-intrinsic processes and pedagogical effects. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - shape their voice and articulation consciously through speech formation using linguistic exercises and artistic text work. - give an overview of the lesson-appropriate topics of speech formation. - capture and present elementary rhythms through their own movements. - move and position themselves in space naturally using eurythmic elements. - perform elementary musical processes within a group. - create colour compositions and theme-related motifs in the fields of drawing and painting. - use principles of perspective and assess the qualities of line and shape. - create a link between pedagogical tasks in the field of drawing and painting. - prepare and direct picture observation. - give surface tension and structure to objects and shapes. - determine the genesis of the states of shapes in nature and can reproduce these imaginatively in three dimensions. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Grabner, Hermann: Allgemeine Musiklehre. 27th edition Kassel: Bärenreiter 2020 - Ligeti, György; Neuweiler, Gerhard: Motorische Intelligenz. Zwischen Musik und Naturwissenschaft. Berlin: Wagenbach 2007 - Ronner, Stephan: Musikpädagogisches Skizzenbuch. Gedanken zu einer entwicklungsrelevanten Musikvermittlung. Weillheim/Teck: edition zwischentöne 2004 - Siegloch, Magdalene: Eurythmie. Eine Einführung. Stuttgart: Verlag Freies Geistesleben 1997 - Slezak-Schindler, Christa: Der Schulungsweg der Sprachgestaltung und praktische Anregungen für die sprachkünstlerische Therapie. Dornach: Verlag am Goetheanum 1985 			

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Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Tutorial	Eurythmy	18	Partanen-Dill
2	Seminar, tutorial	Painting	20	Briggs / Schiefer-Romanenko
3	Seminar, tutorial	Music	20	Kölble
4	Tutorial	Sculpting	20	Schumacher
5	Seminar, tutorial	Speech formation	18	Hans

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Pedagogical practice 1			
Module code		Module Administrator	
E1-P1		Course director	
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	79	71
Academic year	Duration		Frequency
1	4 weeks		
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
None specified			
Contents			
<ul style="list-style-type: none"> - Participatory observation of teaching major and specialist subjects in a class over a four-week period, - Preparation of two written observations of children, - Preparation and follow-up work of one's own teaching units, - Teaching parts of lessons as well as at least 3 complete main lesson or 3 specialist subject units while being supervised by a mentor, - Perception and implementation of various class teacher activities within the framework of class leadership (parent evenings, parent talks, conferences, school activities etc.), - Performance of work in the school's self-administration and management. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - Describe children with regard to their individual features and level of development. - Assess aspects of planning and teaching classes and apply these appropriately. - Teach a complete teaching unit. - Prepare and explain their own teaching concept and formulate and pedagogically implement adequately planned objectives for work with the pupils. - Perceive their students' reactions to their classroom management during lessons and react flexibly to this. - Critically assess their own performance during a teaching unit. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Written teaching concept with successful implementation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Arnold, Karl-Heinz; Sandfuchs, Uwe; Wiechmann, Jürgen (editors): Handbuch Unterricht. 2nd edition Bad Heilbrunn: Klinkhardt 2010 - Benner, Dietrich; Oelkers, Jürgen (editors): Historisches Wörterbuch der Pädagogik. Weinheim: Beltz 2010 (Wigger, Lothar: Didaktik, P. 244-278 / Osterwalder, Fritz: Methode, P. 638-659) - Blömeke, Sigrid u. a. (editors): Handbuch Schule. Bad Heilbrunn: Julius Klinkhardt 2009 - Specialist literature - Richter, Tobias: Pädagogischer Auftrag und Unterrichtsziele. Vom Lehrplan der Waldorfschule. 3rd edition Stuttgart: Verlag Freies Geistesleben 2010 - Topsch, Wilhelm: Grundwissen Schulpraktikum und Unterricht. 2nd edition Weinheim: Beltz 2004 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Internship	Main lesson internship of 4 weeks	50	Mentor
2	Seminar, presentation	Reflection and evaluation	7	Zdrazil
3	Seminar, presentation	Preparation	7	Leber
4	Seminar, tutorial	Colloquium	15	Zdrazil

2. Academic year

Code	ECTS	Contents	Study area	Page
E2-G1	4	Individualization / Diagnostics	G	12
E2-G2	3	Anthropology 2: the human mind	G	13
E2-G3	3	Anthropology 3: the human body	G	14
E2-D1	4	Didactics 2 (German, mathematics 2, painting/drawing)	D	15
E2-D2	6	Didactics 3 (chemistry, zoology, 2 elective subjects)	D	17
E2-K	5	Art: advanced course (speech formation, eurythmy, music)	K	18
E2-P	8	Pedagogical practice 2	P	20
E2-T	15	Master's Thesis	T	21
E2-x	12	Specialist didactics (see below)	D	
Total	60			

Code	ECTS	Methodology and didactics of the various subjects	Study area	Page
E2-De1	6	German, methodology and didactics 1	D	15
E2-De2	6	German, methodology and didactics 2	D	23
E2-En1	6	English, methodology and didactics 1	D	24
E2-En2	6	English, methodology and didactics 2	D	25
E2-Fr1	6	French, methodology and didactics 1	D	27
E2-Fr2	6	French, methodology and didactics 2	D	28
E2-Ru1	6	Russian, methodology and didactics 1	D	30
E2-Ru2	6	Russian, methodology and didactics 2	D	31
E2-Eu	12	Eurythmy, methodology and didactics	D	33
E2-Gb	12	Horticulture, methodology and didactics	D	34
E2-Ha	12	Handicraft, methodology and didactics	D	35
E2-BK1	12	Fine arts: painting, methodology and didactics 1	D	37
E2-BK2	12	Fine arts: sculpting, methodology and didactics 2	D	38
E2-Mp1	6	Media education, methodology and didactics 1	D	39
E2-Mp2	6	Media pedagogy, methodology and didactics 2	D	40
E2-Mu1	6	Music, Methodology Lower and Middle Grades 1	D	41
E2-Mu2	6	Music, Methodology Lower and Middle Grades 2	D	42
E2-Sp	12	Physical education, methodology and didactics	D	43
E2-We	12	Crafts, methodology and didactics	D	44

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Individualization / Diagnostics			
Module code	Module Administrator		
E2-G1	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
4	100	42	58
Academic year	Duration		Frequency
2	6 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
Module examinations from the first academic year			
Contents			
<ul style="list-style-type: none"> - Salutogenesis, pathogenesis, - Study of the senses, - Character psychology with regard to the temperaments, - Study of the physical constitution, motology, curative eurythmy, - Categories used in pupil reviews, i.e. gestalt, posture, movement, gestures, facial expression, bonding behaviour, language and communication, characteristic features of cognition, emotions and volition, - Features of highly skilled and intellectually gifted children, and of those with learning and working dysfunctions, - Pedagogical procedures for individual support and advancement. 			
Aims of the qualification			
<p>The students know the basics of diagnosing learning processes and are able to:</p> <ul style="list-style-type: none"> - recognise and describe individual features and behavioural problems of children. - reflect and appropriately apply the diagnostic system of constitutional types and temperaments. - develop and explain individual and appropriate pedagogical and therapeutic measures. - identify types of highly skilled and intellectually gifted children, and also learning and working dysfunctions in children. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Written minutes. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Abel, Thomas; Kolip; Petra; Wydler, Hans: Salutogenese und Kohärenzgefühl. Grundlagen, Empirie und Praxis eines gesundheitswissenschaftlichen Konzepts. 4th edition Weinheim: Juventa 2010 - Eller, Helmut: Die vier Temperamente. Anregungen für die Pädagogik. 4th edition Stuttgart: Verlag Freies Geistesleben 2017 - Seydel, Anna: Ich bin Du. Kindererkenntnis in pädagogischer Verantwortung. 4th edition Stuttgart: Pädagogische Forschungsstelle beim Bund der Freien Waldorfschulen 2015 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar	Diagnostics	28	Michael
2	Seminar	Pupil reviews	14	Brües

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Anthropology 2: the human mind			
Module code	Module Administrator		
E2-G2	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
3	75	26	49
Academic year	Duration		Frequency
2	6 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
E1-G2			
Contents			
<ul style="list-style-type: none"> - The various states of consciousness: sleeping, dreaming and waking within a person's spiritual being, - Transformations of thought, feeling and will in biographies, - Formation and function of memory and recollection, - The human senses with regard to will, emotions and imagination, - Introduction to the basic elements of logic, - Conclusion, judgement and concept formation as basic functions of logic. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - explain and use basic elements of logic. - describe the basic principles of memory research. - critically compare the anthroposophical study of the senses with the psychology and physiology of the senses. - present the study of the senses within the pedagogical context. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - written seminar paper, - presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Birbaumer, Niels; Schmidt, Robert F.: Biologische Psychologie. 7th edition Berlin: Springer 2010 - Sala Giovanni B.: Die Struktur der menschlichen Erkenntnis. Darmstadt: Wissenschaftliche Buchgesellschaft 2009 - Kranich, Ernst-Michael: Der innere Mensch und sein Leib. Stuttgart: Verlag Freies Geistesleben 2003 - Steiner, Rudolf: Allgemeine Menschenkunde als Grundlage der Pädagogik. 9th edition Dornach: Rudolf Steiner Verlag 1992, lectures 6 to 9 - Zimmer, R.: Handbuch der Sinneswahrnehmung. Grundlagen einer ganzheitlichen Bildung und Erziehung. New ed. Freiburg: Herder 2019 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, student presentations	Insight and memory	13	Leber
2	Seminar, student presentations	Sense perception and concept formation	13	Lutzker

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Anthropology 3: the human body			
Module code	Module Administrator		
E2-G3	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
3	75	40	35
Academic year	Duration		Frequency
2	8 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
E2-G2			
Contents			
<ul style="list-style-type: none"> - The human stature, - The relationship between the human body and space, - Basic principles of human anatomy and physiology, - Salutogenesis: the relationship of pedagogy, growth and health, - The anatomical and physiological basics of speech and thought, - The current relevance of anthroposophy today – a critical and differentiated look at the initial impulses of Waldorf education (education towards freedom) as a connection between the individual and his/her living environment and the cosmos. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - explain a person's form as an expression of their psychological and spiritual being. - explain the relevance of pedagogy for a person's growth and health. - explain the basic elements of the development of speech and thought in children. - explain the relationship between the human body and the realms of nature. - critically compare the anthropological basics in Waldorf education with other models of anthropological pedagogy. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - written seminar paper, - presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Fuchs, Thomas: Leib, Raum, Person. Entwurf einer phänomenologischen Anthropologie. 2nd edition Stuttgart: Klett-Cotta 2018 - Kranich, Ernst-Michael: Der innere Mensch und sein Leib. Stuttgart: Verlag Freies Geistesleben 2003 - Rauber, August / Kopsch, Friedrich: Anatomie des Menschen. Edited by Leonhardt, Helmut; Tillmann, Bernhard; Töndury, Gian; Zilles, Karl; Vols. 1-4, 3rd, fully revised edition Stuttgart and New York: Georg Thieme Verlag 2003 - Steiner, Rudolf: Allgemeine Menschenkunde als Grundlage der Pädagogik. 9th edition Dornach: Rudolf Steiner Verlag 1992, lectures 10 to 14 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, student presentations	The human stature	14	Leber
2	Seminar, student presentations	Mankind and nature	26	Schad

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Didactics 2			
Module code	Module Administrator		
E2-D1	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
4	100	83	17
Academic year	Duration		Frequency
2	12 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
E1-D1			
Contents			
<ul style="list-style-type: none"> - Theoretical basics of beginners' classes in reading and writing, - Basic principles of German grammar (phonology, morphology, syntax, semantics, pragmatics and text theory), - Theories, concepts and curriculum of grammar lessons in the native language, - Basic arithmetic in fractions, factor and multiple, prime factorisation, - Introduction to written methods of calculation using decimal numbers, - Percent calculation and interest calculation with regard to economics, - Negative numbers, calculation using parentheses, squaring and extracting roots, - Painting and drawing using various materials and assigned tasks, - Researching and reflecting the qualities of artistic means, - Picture viewing and chairmanship. 			
Aims of the qualification			
<p>The students know the basic concepts of German phonology, morphology, syntax, semantics, pragmatics and text theory. They are able to:</p> <ul style="list-style-type: none"> - appropriately apply grammatical principles when analysing and creating written texts; they can also explain basic principles of technical didactics. - explain the relationship of speech and writing; moreover, they can convey the connection between sounds and letters intellectually and on the level of emotion and will. - introduce print and cursive handwriting using a variety of visual and auditory means. - work with basic arithmetic in the realm of rational numbers and can employ their knowledge in a problem-oriented manner. - comprehend and explain root algorithms, binomial equations and algebraic formulae. - apply and communicate percent calculation and interest calculation, plane geometry and stereometry. - develop educational exercises for painting, freehand drawing and the drawing of shapes and forms. - guide picture viewings and can provide training processes in the visual arts. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Portfolio and oral presentation, - presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bredel, Ursula; Günther, Hartmut; Klotz, Peter; Siebert-Ott, Gesa; Ossner, Jakob (editors): Didaktik der deutschen Sprache. Ein Hand- buch. 2nd edition Paderborn: Schöningh 2006 - Dühnfort, Erika: Der Sprachbau als Kunstwerk. 3rd, updated edition Stuttgart: Verlag Freies Geistesleben 1997 - Dühnfort, Erika; Kranich, Ernst: Der Anfangsunterricht im Schreiben und Lesen. Stuttgart: Verlag Freies Geistesleben 1984 - Schuberth, Ernst: Der Mathematik-Unterricht in der 6.Klasse an Waldorfschulen. Stuttgart: Verlag Freies Geistesleben 1995 - Schuberth, Ernst: Wirtschaftskunde und Algebra in der 7./8. Klasse an Waldorfschulen. Stuttgart: Verlag Freies Geistesleben 2008 			

Master's study programme for class and specialist subject teacher

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar	German, beginner's class	14	Taggert
2	Lecture, seminar	Mathematics, classes 5 to 8	14	Leber
3	Lecture, seminar	Grammar	8	Kleinfurher
4	Seminar, tutorial	Blackboard drawing, drawing of shapes and forms, painting	47	Schiefer-Romanenko

Master's study programme for class and specialist subject teacher

Didactics 3			
Module code	Module Administrator		
E2-D2	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	120	30
Academic year	Duration		Frequency
2	10 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
E2-D1			
Contents			
<ul style="list-style-type: none"> - The basics of inorganic chemistry, - The phenomenological interpretation of experiments, - The importance of chemistry within the overall curriculum, - The basic principles of zoology (morphology, physiology, ethology, systematics), - Comparative morphology of humans and mammals, - Didactic foundation, exercises and lesson plans in two chosen subjects. 			
Aims of the qualification			
<p>The students are aware of:</p> <ul style="list-style-type: none"> - the basic principles of inorganic and organic chemistry. - the basics of animal systematics. - the relationship between physiological processes and animal organs. The students are able to: - employ the basics of phenomenological chemistry on the basis of Goetheanism. - recognize and describe the physical structure of mammals. - explain the relationship between the level of development and behavioural capabilities of animals. - prepare the didactics of a chosen topic of the main lesson. - develop, present and elucidate their own lesson plans. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - written draft of a lesson plan. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Häusler, Karl; Rampf, Herbert; Reichelt, Roland: Experimente für den Chemieunterricht. 2nd edition Berlin: Oldenbourg, 1995 - Heller, H. Craig; Orians, Gordon H., Purves, William K., Sadava, David: Biologie. 10th edition Munich: Spektrum/Elsevier 2016 - Hollemann, A.F.; Wiberg, E.: Lehrbuch der anorganischen Chemie. 102nd edition Berlin/New York 2008 - Kranich, Ernst-Michael: Chemie verstehen. Die Bedeutung der Elemente in Substanz- und Lebensprozessen. Stuttgart: Verlag Freies Geistesleben 2005 - Schad, Wolfgang (editor): Zoologie. Stuttgart: Verlag Freies Geistesleben 1983 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar	Chemistry	20	Gebhard
2	Seminar, tutorial	Didactics of an elective course, spring	40	Specialist lecturer
3	Seminar, tutorial	Didactics of an elective course, autumn	40	Specialist lecturer
4	Lecture, seminar	Zoology.	20	Schad

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Art: advanced course			
Module code	Module Administrator		
E2-K	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
5	125	108	17
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
E1-K			
Contents			
<ul style="list-style-type: none"> - Ways and techniques to improve and cultivate one's own speech and means of expression (continuation and expansion of the speech exercises from Module E1-K), - Work with various texts from epic poetry/narrative literature, verse and drama, both in a choir and in one-on-one exercises; overview of texts relevant for grades 1 to 8, - Expanding and intensifying movement and expression in eurythmy, - Eurythmic choreographies in sound and tone eurythmy (artistic creation), - Movement as an expression of psychological and spiritual impulses, - History and anthropological basis of eurythmy, - Communicational presence and expression in solo song and aria, - Giving incentive for musical processes through appropriate body language, - Stock of relevant music samples for the various age groups, - Solo song (chanson, song) and polyphony (four-part choir pieces), - Contemporary music samples of all genres, - Revision course of pedagogical base tasks using the example of music. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - form their individual annunciation using speech exercises and artistic text work; they can also autonomously develop and improve their articulation. - recognise elements of speech expression and can employ them in their own speech. - activate and guide both imagination and creativity in speech expression. - transfer different artistic skills autonomously onto various texts. - guide and shape their own movement 'in space' on the basis of eurythmic motion. - comprehend and explain the meaning of eurythmy as an art. - perform the gestural expression for works of speech and music and can advance the complexity. - autonomously apply teaching tools and method equipment of pedagogically relevant elements of music. - confidently express and present themselves in music; they can use their own singing voice confidently and can direct a choir or know the basics of conducting. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1</p> <p>Examination:</p> <ul style="list-style-type: none"> - practical or oral contribution during the tutorial process, - presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			

Master's study programme for class and specialist subject teacher

Literature

- Grabner, Hermann: Allgemeine Musiklehre. 27th edition Kassel: Bärenreiter 2020
- Ligeti, György; Neuweiler, Gerhard: Motorische Intelligenz. Zwischen Musik und Naturwissenschaft. Berlin: Wagenbach 2007
- Ronner, Stephan: Musikpädagogisches Skizzenbuch. Gedanken zu einer entwicklungsrelevanten Musikvermittlung. Weilheim/Teck: edition zwischentöne 2004
- Siegloch, Magdalene: Eurythmie. Eine Einführung. Stuttgart: Verlag Freies Geistesleben 1997
- Slezak-Schindler, Christa: Der Schulungsweg der Sprachgestaltung und praktische Anregungen für die sprachkünstlerische Therapie. Dornach: Verlag am Goetheanum 1985

Courses

No.	Types	Title	Attendance (hrs)	Lecturer
1	Tutorial	Eurythmy	36	Jeuken, Partanen-Dill
2	Seminar, tutorial	Music	36	Kölble
3	Seminar, tutorial	Speech formation	36	Hans, Staiger-Schöller

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Pedagogical practice 2			
Module code	Module Administrator		
E2-P	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
8	200	132	68
Academic year	Duration		Frequency
2	13 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
Module examinations from the first academic year			
Contents			
<ul style="list-style-type: none"> - Preparation and reviewing of a teaching concept for a four-week main lesson course, - Responsible for teaching of a main lesson course while being supervised by a mentor, - Creating a good learning environment, addressing and supporting students competently and mindfully, - Understanding pedagogical coherence and critically assessing the particular consequences and scope of action; knowing one's own strengths and weaknesses, - Perception and implementation of various class teacher activities within the framework of class leadership (parents evenings, parents talks, conferences, school activities etc.), 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - put the educational task of a class teacher competently into practice. - formulate their own pedagogical aims; they can prepare and explain their concepts for lesson plans; moreover, they are able to work out and teach an entire main lesson course. - competently apply various teaching methods age-appropriately and situational. - perceive their students' reactions to their performance during class and react constructively and flexibly to this. - critically assess their own performance during a teaching unit with regard to the previously formulated aims. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessments (graded):</p> <ul style="list-style-type: none"> - written composition of a teaching concept for a teaching unit. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Arnold, Karl-Heinz; Sandfuchs, Uwe; Wiechmann, Jürgen (editors): Handbuch Unterricht. 2nd edition Bad Heilbrunn: Julius Klinkhardt 2009 - Benner, Dietrich; Oelkers, Jürgen (editors): Historisches Wörterbuch der Pädagogik. Weinheim: Beltz 2010 (Wigger, Lothar: Didaktik, P. 244-278 / Osterwalder, Fritz: Methode, P. 638-659) - Blömeke, Sigrid u. a. (editors): Handbuch Schule. Bad Heilbrunn: Julius Klinkhardt 2009 - Götte, Wenzel M.; Loebell, Peter; Maurer, Klaus M.: Entwicklungsaufgaben und Kompetenzen. Zum Bildungsplan der Waldorfschulen. 2nd edition Stuttgart: Verlag Freies Geistesleben 2016 - Richter, Tobias; Pädagogischer Auftrag und Unterrichtsziele. Vom Lehrplan der Waldorfschule. 5th edition Stuttgart: Verlag Freies Geistesleben 2016 - Töpsch, Wilhelm: Grundwissen Schulpraktikum und Unterricht. 2nd edition Neuwied: Beltz 2004 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer

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1	Internship	Main lesson internship of 7 weeks	70	Mentor
2	Seminar	Reflection &	13	Leber
3	Seminar	evaluation School	7	Leber
4	Seminar	practice	7	Zdrazil
5	Seminar	Preparation	7	Leber
6	Seminar, Tutorial	Parent work Topic week	28	Leber

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Master's Thesis			
Module code	Module Administrator		
E2-T	Course director		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
15	375	20	355
Academic year	Duration		Frequency
2	11 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher		Module code:	
Prerequisites for attending			
Module examinations from the first academic year			
Contents			
<ul style="list-style-type: none"> - Academic thesis: finding one's topic, rationale behind the topic; research, outline of the thesis, structuring a documented argumentation on the basis of literature research and / or verifiable facts, autonomous evaluation of the results and their relevance. - Artistic thesis: finding one's topic, rationale behind the topic; anticipatory planning of the artistic process, formulation of an artistic presentation or an artistic product, examination of comparable works of the same genre, documentation and reflection of one's own creative process. 			
Aims of the qualification			
<p>The students are able to develop a research plan or an artistic project and can accomplish their plan within a specified period of time. The students are independent and competent enough to appropriately work on a chosen topic with regard to both form and content:</p> <ul style="list-style-type: none"> - Academic thesis: Perception and critical appreciation of the relevant academic findings, choosing and employing appropriate research approaches, discourse competency. - Artistic thesis: Use of advanced artistic techniques, proficient presentation of the results of the creative process, being able to reflect on one's own creative processes. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations Examination and presentation of the Master's thesis in the following form:</p> <ul style="list-style-type: none"> - Academic thesis: submission of the written composition; presentation of essential findings; participation in an exam colloquium about the contents of the master's thesis. - Artistic thesis: presentation of the products or results of one's own creative process; illustration and reflection describing the development which led to the presented results; submission of a written documentation about aims, experiences and results of the creative process; participation in an exam colloquium about the presentation and the contents of the master's thesis. 			
Literature			
<ul style="list-style-type: none"> - Atteslander, Peter: Methoden der empirischen Sozialforschung. 13th edition Berlin: Erich Schmidt Verlag 2010 - Diekmann, Andreas: Empirische Sozialforschung. 5th edition Reinbek: Rowohlt 2011 - Flick, Uwe: Qualitative Forschung. 10th edition Reinbek: Rowohlt 2005 - Franck, Norbert; Stary, Joachim: Die Technik wissenschaftlichen Arbeitens. 15th edition Paderborn: Schöningh 2009 - Mayring, Philipp: Einführung in die qualitative Sozialforschung. 4th edition Weinheim: Beltz 1999 - Pfeiffer, Dietmar K.; Püttmann, Carsten: Methoden empirischer Forschung in der Erziehungswissenschaft. 4th edition Baltmannsweiler: Schneider Verlag 2011. - Schurz, Gerhard: Einführung in die Wissenschaftstheorie. 3rd edition Darmstadt: Wissenschaftliche Buchgesellschaft 2011 - Steiner, Rudolf: Grundlinien einer Erkenntnistheorie der Goetheschen Weltanschauung. 7th edition Dornach (Switzerland): Rudolf Steiner Verlag 1886/1979 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Supervised seminar	Colloquium	20	Leber
2	Seminar paper	Master's Thesis	-	Mentor

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German as a foreign/second language, methodology and didactics 1			
Module code	Module Administrator		
E2-De1	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	120	30
Academic year	Duration		Frequency
2	10 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for German as a second language		Module code:	
Prerequisites for attending			
Educational studies with German as a subject or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Use of German literature, vocabulary and grammar, - Elements of recitation, drama, improvisation, creative writing - Introduction and exercises in the structure of the German as a foreign/second language curriculum and contrasting the specifics of this curriculum with other subjects, - Acquiring the methodological and didactic basics for teaching grades 1 to 6, - Structure of a lesson, introducing reading and writing, oral and written parts of the lesson, - Practising techniques, clowning, artistic use of the foreign language, creative writing, speech formation. 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - professionally assess literature and reading material for grades 1 to 6 and use it confidently and age-appropriately. - assign teaching material and cultural studies topics age-appropriately. - competently put the teaching topics linguistically and artistically into practice. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Jaffke, Christoph; Maier, Magda: Fremdsprachen für alle Kinder. Erfahrungen der Waldorfschule mit dem Frühbeginn. Leipzig et al.: Klett 1997 - Jeuk: Deutsch als Zweitsprache in der Schule - Grundlagen - Diagnose - Förderung (Lehren und Lernen). Stuttgart: Kohlhammer 2010 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Lutzker: Der Sprachsin: Sprachwahrnehmung als Sinnesvorgang. 2nd edition Stuttgart: Verlag Freies Geistesleben 2017 - Bausch; Krumm; Burwitz-Melzer et.al (editors): Handbuch Fremdsprachenunterricht. 6th edition Tübingen: Francke 2016 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	GAF/GAS : methodology and didactics 1	90	Dahl, Petersen
2	Seminar, tutorial	Teaching practice for grades 1 to 6	30	Petersen

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German as a foreign/second language, methodology and didactics 2			
Module code	Module Administrator		
E2-De2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	100	50
Academic year	Duration		Frequency
2	10 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for German,		Module code:	
Prerequisites for attending			
Educational studies with German as a subject or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Further aspects of the curriculum and contrasting the specifics of this curriculum with other subjects, - Implementation of methodological and didactic principles in teaching GAF/GAS in grades 7 to 12, - Social and cultural studies in all age groups - Preparation and implementation of consecutive teaching units, - Use of classical, modern and contemporary German (language) literature, - Analysis of texts in their historical context, - Intensified artistic use of the foreign language, creative writing, speech formation; elements of recitation, drama and improvisation, - Biographies of personalities from the 17th to the 20th century 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - survey and apply the research methods used in foreign/second language acquisition; also, they can implement concepts to promote language competence, especially for teaching the upper grades. - professionally assess literature and reading material for grades 7 to 12 and use it confidently and in a development-furthering way. - assign the teaching material, cultural studies and biographical topics age-appropriately. - competently put the teaching topics of grades 7 to 12 linguistically and artistically into practice. - present biographies of selected personalities of the German-speaking world and use these biographies in class. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Hunfeld: Fremdheit als Lernimpuls: Skeptische Hermeneutik – Normalität des Fremden – Fremdsprachige Literatur. Klagenfurt: Drava 2004 - Lutzker: The Art of Foreign Language Teaching. Improvisation and Drama in Teacher Development and Language Learning. Tübingen: Francke 2007 - Weinrich: Wege der Sprachkultur. Munich: dtv 1988 - Hoffmann; Kameyama et.al. : Deutsch als Zweitsprache: Ein Handbuch für die Lehrerausbildung. Berlin: Erich Schmidt 2017 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, tutorial	Methodology and didactics 2: GAF/GAS teaching practice for grades 7 to 12	80	Garff, Gabelli
2	Seminar, tutorial	Practical research 1 – 8	20	Petersen, Lutzker

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English, methodology and didactics 1			
Module code	Module Administrator		
E2-En1	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	120	30
Academic year	Duration		Frequency
2	10 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for English, 1st academic year		Module code:	
Prerequisites for attending			
Educational studies with English as a subject or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Use of English and American literature, vocabulary and grammar, - Elements of recitation, drama, improvisation, - Introduction to the structure of the English curriculum and contrasting the specifics of this curriculum with other subjects, - Acquiring the methodological and didactic basics for teaching grades 1 to 6, - Structure of a lesson, introducing reading and writing, oral and written parts of the lesson, - Practising techniques, clowning, artistic use of the foreign language, creative writing, speech formation. 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - professionally assess literature and reading material for grades 1 to 6 and use it confidently and age-appropriately. - assign teaching material and cultural studies topics age-appropriately. - competently put the teaching topics linguistically and artistically into practice. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bausch; Krumm; Burwitz-Melzer et.al (editors): Handbuch Fremdsprachenunterricht. 6th fully revised edition Tübingen: Francke 2016 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Verlag Freies Geistesleben 2000 - Jaffke; Maier: Fremdsprachen für alle Kinder. Erfahrungen aus der Waldorfschule mit dem Frühbeginn. Stuttgart: Ernst Klett Verlag 1997 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Lutzker: Der Sprachsinne: Sprachwahrnehmung als Sinnesvorgang. 2nd edition Stuttgart: Verlag Freies Geistesleben 2017 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	The foreign language curriculum of Waldorf schools	10	Lutzker
2	Seminar, tutorial	English: Methodology and didactics/Teaching practice for grades 1 to 6	70	Jaffke / Taggart
3	Seminar, tutorial	Methodology and didactics for grades 5 to 6	40	Kennedy

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English, methodology and didactics 2			
Module code	Module Administrator		
E2-En2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	100	50
Academic year	Duration		Frequency
2	12 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for English, 1st academic year		Module code:	
Prerequisites for attending			
Educational studies with English as a subject or comparable prerequisites E2-D1			
Contents			
<ul style="list-style-type: none"> - Further aspects of the English curriculum and contrasting the specifics of this curriculum with other subjects, - Implementation of methodological and didactic principles in teaching English in grades 7 to 12, - Preparation and implementation of consecutive teaching units, - Use of classical, modern and contemporary English (language) literature (from Shakespeare to 21st century works), - Analysis of texts in their historical context, - Intensified artistic use of the foreign language, creative writing, speech formation; elements of recitation, drama and improvisation, - Biographies of personalities from the 17th to the 20th century 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - survey and apply the research methods used in foreign language acquisition; also, they can implement concepts to promote language competence, especially for teaching the upper grades. - professionally assess literature and reading material for grades 7 to 12 and use it confidently and in a development-furthering way. - assign the teaching material, cultural studies and biographical topics age-appropriately. - competently put the teaching topics of grades 7 to 12 linguistically and artistically into practice. - present biographies of selected personalities of the English-speaking world and use these biographies in class. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Arnold, Jane; Puchta, Herbert; Rinvolucri, Mario: Imagine That! Mental Imagery in the EFL Classroom. Innsbruck: Helbling 2008 - Denjean: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Verlag Freies Geistesleben 2000 - Denjean: Kreatives Schreiben. Stuttgart: Pädagogische Forschungsstelle 2016 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Hunfeld, Hans: Fremdheit als Lernimpuls: Skeptische Hermeneutik – Normalität des Fremden – Fremdsprachige Literatur. Klagenfurt: Drava 2004 - Lutzker: The Art of Foreign Language Teaching – Improvisation and Drama in Teacher Development and Language Learning. Tübingen: Francke 2007 - Maley, Alan: Drama Techniques. Cambridge: Cambridge University Press 2005 - Mentz; Fleiner (editor): The Arts in Language Teaching. Vienna: Lit Verlag 2018 Schewe; Even (editor): Performatives Lehren Lernen Forschen – Performative Teaching Learning Research. Berlin: Schibri Verlag 2016 - Sambanis; Walter: In Motion! Theaterimpulse zum Sprachenlernen. Von neuesten Befunden der Neurowissenschaft zu konkreten Unterrichtsimpulsen. 2nd edition Cornelsen: 2020 - Templeton: Teaching English to Teens and Preteens – A Guide for English Teachers. Szeged: Mihaly Hevesi 2007 			

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Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	English: Methodology and didactics 7 to 12	70	Lutzker / Kennedy
2	Seminar, tutorial	Practical introduction	10	Lutzker
3	Tutorial	Teaching practice for grades 7 to 12	20	Lutzker

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French, methodology and didactics 1			
Module code		Module Administrator	
E2-Fr1		Head of department	
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	120	30
Academic year	Duration		Frequency
2	10 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for French, 1st academic year		Module code:	
Prerequisites for attending			
Educational studies with French as a subject or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Acquiring the methodological and didactic basics for teaching grades 1 to 6, - Use of French literature, vocabulary and grammar, - Elements of recitation, drama, improvisation, - Structure of a lesson, introducing reading and writing, oral and written parts of the lesson, - Introduction to the structure of the French curriculum and contrasting the specifics of this curriculum with other subjects, - Practising techniques, clowning, artistic use of the foreign language, creative writing, speech formation. 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - professionally assess literature and reading material for grades 1 to 6 and use it confidently and age-appropriately. - assign teaching material and cultural studies topics age-appropriately. - competently put the teaching topics linguistically and artistically into practice. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bausch; Krumm; Burwitz-Melzer et.al (editors): Handbuch Fremdsprachenunterricht. 6th fully revised edition Tübingen: Francke 2016 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Freies Geistesleben 2000 - Denjean, Alain: Kreatives Schreiben. Stuttgart: Pädagogische Forschungsstelle 2016 - Denjean; Plotkina: Wortschatz: Fremdsprachen in der Waldorfschule. Stuttgart: Pädagogische Forschungsstelle: 2011 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Verlag Freies Geistesleben 2000 - Jaffke, Christoph; Maier Magda: Fremdsprachen für alle Kinder. Erfahrungen aus der Waldorfschule mit dem Frühbeginn. Stuttgart: Ernst Klett Verlag 1997 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Krechel, Hans Ludwig (editor): Fachmethodik / Französisch-Methodik. Berlin: Cornelsen 2007 - Lutzker, Peter.: The Art of Foreign Language Teaching. Improvisation and Drama in Teacher Development and Language Learning. Tübingen: Francke 2007 - Sievers, Ulrike: Creative Teaching – Sustainable Learning. A holistic approach to foreign language teaching and learning. Norderstedt, 2017 - Patzlaff, Rainer: Sprache – Das Lebenselixier des Kindes. Moderne Forschung und die Tiefendimensionen des gesprochenen Wortes. Stuttgart 2017 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	French: Methodology and didactics 1	90	Denjean
2	Tutorial	Teaching practice for grades 1 to 6	30	Denjean

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French, methodology and didactics 2			
Module code	Module Administrator		
E2-Fr2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	100	50
Academic year	Duration		Frequency
2	12 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for French		Module code:	
Prerequisites for attending			
Educational studies with French as a subject or comparable prerequisites E2-Fr1			
Contents			
<ul style="list-style-type: none"> - Elements of recitation, drama, improvisation, - Introduction to the structure of the French curriculum and contrasting the specifics of this curriculum with other subjects, - Practising techniques, clowning, artistic use of the foreign language, creative writing, speech formation, - Implementation of methodological and didactic principles in teaching French in grades 7 to 12, - Preparation and implementation of consecutive teaching units, - Use of classical, modern and contemporary French (language) literature, - Analysis of texts in their historical context, - Biographies of personalities from the 17th to the 20th century 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - survey and apply the research methods used in foreign language acquisition. - implement concepts to promote language competence, especially for teaching the upper grades. - professionally assess literature and reading material for grades 7 to 12 and use it confidently and age-appropriately. - assign the teaching material, cultural studies and biographical topics age-appropriately. - competently put the teaching topics of grades 7 to 12 linguistically and artistically into practice. - present biographies of selected personalities of the French-speaking world and use these biographies in class. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bausch; Krumm; Burwitz-Melzer et.al (editors): Handbuch Fremdsprachenunterricht. 6th fully revised edition Tübingen: Francke 2016 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Freies Geistesleben 2000 - Denjean, Alain: Kreatives Schreiben. Stuttgart: Pädagogische Forschungsstelle 2016 - Denjean; Plotkina: Wortschatz: Fremdsprachen in der Waldorfschule. Stuttgart: Pädagogische Forschungsstelle: 2011 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Verlag Freies Geistesleben 2000 - Hunfeld, Hans: Fremdheit als Lernimpuls: Skeptische Hermeneutik – Normalität des Fremden – Fremdsprachige Literatur. Klagenfurt: Drava 2004 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Krechel, Hans Ludwig (editor: Fachmethodik / Französisch-Methodik. 5th revised edition Berlin: Cornelsen 2014, - Lutzker, Peter.: The Art of Foreign Language Teaching. Improvisation and Drama in Teacher Development and Language Learning. Tübingen: Francke 2007 - Weinrich Harald: Wege der Sprachkultur. Munich: dtv 1988 - Čechov, Michael A.: Die Kunst des Schauspielers. Moscow edition. 2nd edition Stuttgart 1992 - Sievers, Ulrike: Creative Teaching – Sustainable Learning. A holistic approach to foreign language teaching and learning. Norderstedt, 2017 			

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Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	French: Methodology and didactics 2	70	Denjean
2	Seminar	Practical introduction	10	Denjean
3	Tutorial	Teaching practice for grades 7 to 12	20	Baldszun

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Russian, methodology and didactics 1			
Module code	Module Administrator		
E2-Ru1	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	120	30
Academic year	Duration		Frequency
2	10 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for Russian, 1st academic year		Module code:	
Prerequisites for attending			
Educational studies with Russian as a subject or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Acquiring the methodological and didactic basics for teaching grades 1 to 6, - Basic understanding of the Russian mentality, - Use of Russian literature, vocabulary and grammar, - Elements of recitation, drama, improvisation, - Structure of a lesson, introducing reading and writing, oral and written parts of the lesson, - Introduction to the structure of the Russian curriculum and contrasting the specifics of this curriculum with other subjects, - Practising techniques, clowning, artistic use of the foreign language, creative writing, speech formation. 			
Aims of the qualification			
<p>The students have a solid knowledge of the pedagogy and didactics of teaching Russian and are able to:</p> <ul style="list-style-type: none"> - professionally assess literature and reading material for grades 1 to 6 and use it confidently and age-appropriately. - assign teaching material and cultural studies topics age-appropriately. - competently put the teaching topics linguistically and artistically into practice. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bausch; Krumm; Burwitz-Melzer et.al (editors): Handbuch Fremdsprachenunterricht. 6th fully revised edition Tübingen: Francke 2016 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Verlag Freies Geistesleben 2000 - Jaffke; Maier: Fremdsprachen für alle Kinder. Erfahrungen aus der Waldorfschule mit dem Frühbeginn. Stuttgart: Ernst Klett Verlag 1997 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Lutzker: Der Sprachsin: Sprachwahrnehmung als Sinnesvorgang. 2nd edition Stuttgart: Verlag Freies Geistesleben 2017 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	Russian: methodology and didactics 1	90	Plotkina / Stötzel
2	Tutorial	Teaching practice for grades 1 to 6	30	Plotkina

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Russian, methodology and didactics 2			
Module code	Module Administrator		
E2-Ru2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	100	50
Academic year	Duration		Frequency
2	12 weeks		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (consecutive) class teacher and specialist subject teacher for Russian, 1st academic year		Module code:	
Prerequisites for attending			
Educational studies with Russian as a subject or comparable prerequisites E2-Ru1			
Contents			
<ul style="list-style-type: none"> - Elements of recitation, drama, improvisation, - Introduction to the structure of the Russian curriculum and contrasting the specifics of this curriculum with other subjects, - Implementation of methodological and didactic principles in teaching Russian in grades 7 to 12, - Preparation and implementation of consecutive teaching units, - Use of classical, modern and contemporary Russian (language) literature, - Analysis of texts in their historical context, - Biographies of well-known Russian figures who represent the Russian music world and mentality 			
Aims of the qualification			
<p>The students have a solid knowledge of the art of teaching the foreign language and of foreign language learning. They are able to:</p> <ul style="list-style-type: none"> - professionally assess Russian literature and reading material for grades 7 to 12 and use it confidently and age-appropriately. - assign the teaching material, cultural studies and biographical topics age-appropriately. - competently put the teaching topics of grades 7 to 12 linguistically and artistically into practice. - create learning environments which meet the particular requirements of the Russian language. - implement concepts to promote language competence, especially for teaching the upper grades. - present biographies of selected personalities of the Russian-speaking world and use these biographies in class. - survey and apply the research methods used in foreign language acquisition. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bausch; Krumm; Burwitz-Melzer et.al (editors): Handbuch Fremdsprachenunterricht. 6th fully revised edition Tübingen: Francke 2016 - Dahl, Erhard: Wie lernt man fremde Sprachen. Eine Einführung in den Fremdsprachenunterricht an der Waldorfschule. Stuttgart: Freies Geistesleben 1999 - Denjean, Alain: Die Praxis des Fremdsprachenunterrichts an der Waldorfschule. Stuttgart: Freies Geistesleben 2000 - Denjean; Plotkina: Wortschatz: Fremdsprachen in der Waldorfschule. Stuttgart: Pädagogische Forschungsstelle: 2011 - Denjean, Alain: Kreatives Schreiben. Stuttgart: Pädagogische Forschungsstelle der Bund der Freien Waldorfschulen 2016 - Hunfeld, Hans: Fremdheit als Lernimpuls: Skeptische Hermeneutik – Normalität des Fremden – Fremdsprachige Literatur. Klagenfurt: Drava 2004 - Kiersch; Dahl; Lutzker: Fremdsprachen in der Waldorfschule: Rudolf Steiners Konzept eines ganzheitlichen Fremdsprachenunterrichts. Stuttgart: Verlag Freies Geistesleben 2016 - Ertelt-Vieth, A. et al (editors): Russischdidaktik in Deutschland – Ergebnisse und Perspektiven. Academic colloquium on the 100th birthday of Otto Hermenau (1900 to 1984). Department of Slavic Studies, Humboldt University Berlin: 2001 - Lutzker: The Art of Foreign Language Teaching – Improvisation and Drama in Teacher Development and Language Learning. Tübingen: Francke 2007 - Sambanis; Walter: In Motion! Theaterimpulse zum Sprachenlernen. Von neuesten Befunden der Neurowissenschaft zu konkreten Unterrichtsimpulsen. 2nd edition Cornelsen: 2020 - Schewe; Even (editor): Performatives Lehren Lernen Forschen – Performative Teaching Learning Research. Berlin: Schibri Verlag 2016 			

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Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	Practical introduction	10	Plotkina
2	Seminar	Russian: Methodology and didactics 2	70	Plotkina
3	Tutorial	Teaching practice for grades 7 to 12	20	Plotkina

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Eurythmy, methodology and didactics			
Module code	Module Administrator		
E2-Eu	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	150	150
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Bachelor in Waldorf Pedagogy Eurythmy		Module code:	
Prerequisites for attending			
Bachelor in Eurythmy with basic pedagogical qualification or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Didactics and methodology of teaching eurythmy at a Waldorf school, - Age-specific use of the eurythmic and artistic means, - Age-specific use of forms and methods of work in eurythmy classes, - Criteria for the choice of pieces and materials with regard to the pedagogical process - Forms of the preparation and review of classes. - Aspects of preparing and reviewing one's own teaching units. 			
Aims of the qualification			
<p>The students are able to</p> <ul style="list-style-type: none"> - Describe children with regard to their individual features and mobility. - Take up and form qualified communication with pupils from various age groups. - Explain and justify the curriculum for the subject eurythmy. - Apply the prepared aspects of planning and teaching eurythmy classes appropriately. - Select and employ the eurythmic artistic devices depending on the pedagogical situation. - Name and employ different methods and forms of teaching. - Plan, prepare and carry out teaching units on their own. - Critically assess their own performance during a teaching unit. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Written teaching concept. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bardt, Sylvia: Eurythmie als menschenbildende Kraft. 2nd edition Stuttgart: Verlag Freies Geistesleben 2010 - Brounts, Tonnie; Daniel, Helga: Bewegt ins Leben. Eurythmie in den Klassen 1,2,3 und 4. 2nd edition Dornach: Verlag am Goetheanum 2019 - Daniel, Helga: Übung macht den Meister. Eurythmie in den Klassen 5 bis 8. 2nd edition Stuttgart: Pädagogische Forschungsstelle beim Bund der Freien Waldorfschulen 2016 - Richter, Tobias: Pädagogischer Auftrag und Unterrichtsziele. 5th edition Stuttgart: Verlag Freies Geistesleben 2019 - Steiner, Rudolf: Die Entstehung und Entwicklung der Eurythmie. 3rd edition Dornach: Rudolf Steiner Verlag 1998 - Vogel, Corinna: Tanz in der Grundschule. 3rd edition Augsburg: Wißner-Verlag 2010 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, tutorials	Eurythmy pedagogics in early childhood	15	Häggmark Christof Dill Dill
2	Seminar, tutorials	Didactics and methodology of teaching eurythmy for grades 1 to 4,	45	
3	Seminar, tutorials	Didactics and methodology of teaching eurythmy for grades 5 to 8,	45	
4	Seminar, tutorials	Didactics and methodology of teaching eurythmy for grades 9 to 13	45	

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Horticulture, methodology and didactics			
Module code	Module Administrator		
E2-Gb	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	90	210
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class teacher and specialist subject teacher for horticulture		Module code:	
Prerequisites for attending			
Educational studies with examination in the subject area of horticulture or comparable prerequisites, E1-Gb			
Contents			
<ul style="list-style-type: none"> - The cultural goals of the garden including agricultural aspects, basics of a biological-dynamic economic approach, - Morphology: intensifying the observation of plants, - propagation of shrubs and bushes, - Psychological principles of the age groups of the upper grades, - Subject methodology and didactics of teaching horticulture to the upper grades, - Horticultural projects: ecology and landscape architecture. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - Implement the educational task of the subject horticulture for the middle and upper grades autonomously and confidently. - Plan and conduct teaching units that are based on the curriculum and have a sound pedagogical basis. - Motivate and guide pupils to work according to their level of development. - Employ the basics of a biological-dynamic economic approach. - Propagate and care for perennial plants, shrubs and bushes correctly. - Use the products from the garden. - Assess and characterise the achievements of pupils autonomously. - Prepare and carry out agricultural and forestry internships. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Oral contribution to the work and reflection process, presentations. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Birkenbeil, Helmuth: Schulgärten. Ulmer, Stuttgart 2016 - Hurter, Markus (editor): Zur Vertiefung der biologisch-dynamischen Landwirtschaft. Verlag am Goetheanum, Dornach 2007 - Kaiser, Christoph (editor): Vom Schatz im Acker - Schulgarten, Landwirtschaft, Ökologie. Pädagogische Forschungsstelle beim Bund der Freien Waldorfschulen, Stuttgart 2003 - Koepf, Herbert: Biologisch-dynamische Forschung. Verlag Freies Geistesleben, Stuttgart 1997 - Kranich, Ernst.Michael: Pflanze und Kosmos. 3rd edition Verlag Freies Geistesleben, Stuttgart 1997 - Sattler; Wistinghausen: Der Landwirtschaftliche Betrieb, biologisch-dynamisch. Ulmer, Stuttgart 1989 - Schmid, Otto; Hengeler, Silvia: Biologischer Pflanzenschutz im Garten. 10th edition Ulmer, Stuttgart 2012 - Steiner, Rudolf: Geisteswissenschaftliche Grundlagen zum Gedeihen der Landwirtschaft. 8th edition Rudolf Steiner Verlag, Dornach 1999 - Suchantke, Andreas: Partnerschaft mit der Natur. Verlag Urachhaus, Stuttgart 1993 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar, tutorials	Didactics of horticulture	90	Höyng, Kaiser

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Handicraft, methodology and didactics			
Module code	Module Administrator		
E2-Ha	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	164	136
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class teacher and specialist subject teacher for handicraft		Module code:	
Prerequisites for attending			
Educational studies with handicraft as a subject or comparable prerequisites			
Contents			
<ul style="list-style-type: none"> - Practical exercises in the creative goals of handicraft, - Produce the age-specific handicrafts for grades 1 to 8, - Psychological principles of the age groups in relation to the development of manual skills, - The effect of the early training of fine motor skills on the neuro-biological and personality-building development of children, - Features of the development of motor skills that display behavioural problems, - Educational measures and opportunities within the subject of handicraft (the individual is addressed as a whole) - Methodology and didactics of handicraft with regard to the developmental differences in the lower and middle grades - First experience of teaching the specific subject - Principles of subject-specific performance diagnosis and assessment 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - implement the educational tasks of the subject of 'handicraft' in the middle and upper grades competently and autonomously. - Recognise and encourage the developmental stages of the pupils and their manual skills on an individual basis. - Plan and competently produce the workpieces for the individual grades, from the first draft through to completion. - Guide pupils from the lower and middle grades competently during handicraft work using different methods. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation with explanation and reflection on one's own working process. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Kranich, Ernst-Michael: Wesensbilder der Tiere. Stuttgart: Verlag Freies Geistesleben 2008 - Müller-Wiedemann, Hans: Mitte der Kindheit, Stuttgart, Verlag Freies Geistesleben 2017 - Neuschütz, Karin; Barenthin, Claudia: Das Puppenbuch. Wie man Puppen selber macht und was sie für Kinder bedeuten. 7th edition Stuttgart: Verlag Freies Geistesleben 2011 - Ohlendorf, Ursula + Harnisch, Susanne: Fingerspiele für den Anfangsunterricht in der Handarbeit. 6th edition Pädagogische Forschungsstelle Kassel 2011 - Ohlendorf, Ursula: Stricken und Häkeln im Handarbeitsunterricht an Waldorfschulen. 2nd fully revised new edition Pädagogische Forschungsstelle Kassel, 2008 - Ohlendorf, Ursula: Tiere nähen im Handarbeitsunterricht der Waldorfschule. 2nd fully revised edition Pädagogische Forschungsstelle Kassel 2009 - Ohlendorf, Ursula: Marionettenbau für Schulaufführungen. 1st edition Pädagogische Forschungsstelle Kassel 2007 - Obermann, Ursula: Aufzeichnungen aus dem Handarbeitsunterricht in der Waldorfschule - Ein Leitfaden zum Lehrplan auf dem Weg innerhalb des gesamten Fächerkanons der 1. – 8. Klasse. Rudolf-Steiner-Schule Bielefeld 2014 - Sigler, Anette (editor): Kreuzen. Handarbeitsunterricht in der 4. und 5. Klasse Pädagogische Forschungsstelle Kassel 2014 - Steiner, Rudolf: Die gesunde Entwicklung des Menschenwesens. Dornach: Rudolf Steiner Verlag 1985 - Völker, Ursula + Brückner, Katrin: Von der Faser zum Stoff. Hamburg: Verlag Dr. Felix Büchner 2006 			

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Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, tutorial	Handicraft, grades 1 to 5	80	Herdle
2	Seminar, tutorial	Handicraft, grades 6 to 8	84	Lenschow

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Fine arts: painting, methodology and didactics			
Module code	Module Administrator		
E2-BK1	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	135	165
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class and specialist subject teacher in fine arts (painting)		Module code:	
Prerequisites for attending			
Educational studies with painting as a subject or comparable prerequisites E1-BK1			
Contents			
<ul style="list-style-type: none"> - Curriculum for artistic work in the upper grades at Waldorf Schools, - Comparative study of other methods and approaches within the field of fine arts and aesthetics (Renaissance, Classical, Romanticism up to the present day), - Autonomous design and creation of a major artistic project, - The study of instructing and correcting others, - The development of pedagogical concepts, - Art history, comparatively elaborating on individual historical representations, - Etching, linocut and woodcut. 			
Aims of the qualification			
<p>The students are able to:</p> <ul style="list-style-type: none"> - autonomously and reliably implement the pedagogical goals of the subject of painting. - autonomously design and create major artistic projects. - reflect on their work and put it into its art historical context. - skilfully apply relief and intaglio printing. - make competent use of the materials. - develop tasks for their pedagogical work and exploratively refine them. - give an overview of the cultural eras of art. - competently instruct others in their artistic work and evaluate the results. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation at university with explanation and reflection on one's own working process. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Gombrich, Ernst H.: Die Geschichte der Kunst; 16th edition Cologne 2002 - Harlan, Volker: Was ist Kunst? 7th edition Stuttgart: Urachhaus 2011 - Honour, Hugh: John Fleming: Weltgeschichte der Kunst. Munich 2000 - Richter, Tobias: Pädagogischer Auftrag und Unterrichtsziele. 5th edition Stuttgart: Verlag Freies Geistesleben 2019 - Whitfield, Sarah & Long, Richard: Richard Long, Walking the line. Reprint New York 2005 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, seminar	Art history	45	Halfen
2	seminar, tutorial	Didactics for painting	90	Schiefer-Romanenko

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Fine arts: sculpting, methodology and didactics			
Module code	Module Administrator		
E2-BK2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	130	170
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master postgraduate		Module code:	
Prerequisites for attending			
Educational studies with sculpting as a subject or comparable prerequisites E1-BK2			
Contents			
<ul style="list-style-type: none"> - Curriculum for artistic work in the upper grades at Waldorf Schools, - Applied and exploratory examination of installations and artistic objects, - Reception history of installations and objects within the fine arts, - Material effect (Materialaussage) and associative range of expression in art, - Morphology and genesis of stylistic elements, - Art history, comparatively elaborating and reflecting on historical representations, - Etching, linocut and woodcut. 			
Aims of the qualification			
<p>The students are knowledgeable about the didactics of art in the upper grades and are able to</p> <ul style="list-style-type: none"> - autonomously and reliably implement the pedagogical goals of the subject of sculpting. - handle and use the material of artistic objects and installations skilfully and appropriately. - reflect on the theory of their basic principles. - skilfully apply relief and intaglio printing. - present an overview of the cultural eras from the point of view of the visual arts. - competently instruct and sculptural work. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation at university with explanation and reflection on one's own working process. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Gombrich, Ernst H.: Die Geschichte der Kunst. 16th edition Cologne 2002 - Harlan, Volker: Was ist Kunst? 7th edition Stuttgart: Urachhaus 2011 - Honour, Hugh: John Fleming: Weltgeschichte der Kunst. Munich 2000 - Richter, Tobias: Pädagogischer Auftrag und Unterrichtsziele. 5th edition Stuttgart: Verlag Freies Geistesleben 2019 - Whitfield, Sarah & Long, Richard: Richard Long, Walking the line. Reprint New York 2005 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, tutorial	Didactics for sculpting	95	Schumacher
2	lecture, seminar	Art history	35	Halfen

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Development of media education school concepts			
Module code	Course director		
E2-Mp1	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	75	75
Academic year	Duration	Frequency	
2	One academic year	Annually	
Module applicability	Link with other modules	Suitable for use in other study programmes	
Master class teacher with a focus on media education	Module code:		
Prerequisites for attending			
Educational studies with media education as a subject or comparable previous achievements			
Contents			
<ul style="list-style-type: none"> - Psychological development principles for the age groups, - Media behaviour of children and youths, - Fundamental functionality of selected IT technologies, - Principles of Internet law, - Threats to children on the Internet and in social networks, - Dealing with mobbing, - Fundamentals of active media work in schools. 			
Aims of the qualification			
<p>The students are able to</p> <ul style="list-style-type: none"> - Recognise and encourage the developmental stages of the pupil and their intellectual and manual skills. - Deal sensibly with the educational challenges that arise from the use of media. - Media education work with children from the middle grades. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1</p> <p>Course assessment:</p> <ul style="list-style-type: none"> - Presentation, - oral examination, <p>The focal points of examination will be determined by the module administrator with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Fileccia, Marco; Kimmel, Birgit et al. (2016): Knowhow für junge User. Mehr Sicherheit im Umgang mit dem World Wide Web. Materialien für den Unterricht. https://www.klicksafe.de - Bleckmann, Paula; Leipner, Ingo (2018): Heute mal bildschirmfrei. Das Alternativprogramm für ein entspanntes Familienleben. Munich: Knaur. - Hübner, Edwin (2015): Medien und Pädagogik. Gesichtspunkte zum Verständnis der Medien, Grundlagen einer anthroposophisch-anthropologischen Medienpädagogik. Stuttgart: edition Waldorf - Süß, Daniel; Lampert, Claudia; Wijnen, Christine W. (editors) (2013): Medienpädagogik. Ein Studienbuch zur Einführung. Wiesbaden: Springer. - Tulodziecki, Gerhard; Herzig, Bardo, Grafe, Silke (2019): Medienbildung in Schule und Unterricht. Bad Heilbrunn: Julius Klinkhardt. - Batinic, Bernad; Appel, Markus (editors) (2008): Medienpsychologie. Heidelberg: Springer. 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture, tutorials, group work,	Theoretical basics of media education	20	Hübner, Dietrich
2	Seminar, tutorial, group work,	Psychological development of children and youths, research into the effects of media	20	Hübner
3	Lecture, seminar, Group work	Film analysis and media work with youths	20	Dillmann, Buermann
4	Lecture, seminar, Group work	Children and youths on the Internet, mobbing and cyber-mobbing	15	Laude, Buermann

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Media education, methodology and didactics 2			
Module code	Course director		
E2-Mp2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	75	75
Academic year	Duration		Frequency
2	Six months of block courses		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class teacher with a focus on media education		Module code:	
Prerequisites for attending			
Educational studies with media education as a subject or comparable previous achievements			
Contents			
<ul style="list-style-type: none"> - Psychological development principles for the age groups, - Media behaviour of children and youths, - Methodical possibilities of teaching pupils the fundamental functionality of basic information technologies. - "Computer science unplugged" as a possible analogue access point to understanding algorithmic thinking, - Methodical possibilities of organising work with parents, - Methodical approaches to establishing a school's own media concept for Waldorf schools. 			
Aims of the qualification			
<p>The students are able to</p> <ul style="list-style-type: none"> - Carry out media education projects competently using different methods and base this on the developmental stages of the pupil as well as their intellectual and manual skills. - Present the fundamental functionality of analogue and digital media understandably. - Advise colleagues on creating, extending and revising a school's own media concept. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation, - oral examination, <p>The focal points of examination will be determined by the module administrator with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Adams, Robyn; McKenzie, Jane et al. (2015): CS unplugged. An enrichment and extension programme for primary-aged children. https://classic.csunplugged.org - Hübner, Edwin (2015): Medien und Pädagogik. Gesichtspunkte zum Verständnis der Medien, Grundlagen einer anthroposophisch-anthropologischen Medienpädagogik. Stuttgart: edition waldorf. - Krämer, Nicole et al. (editors) (2016): Medienpsychologie. Schlüsselbegriffe und Konzepte. Stuttgart: Kohlhammer. - Tulodziecki, Gerhard; Herzig, Bardo, Grafe, Silke (2019): Medienbildung in Schule und Unterricht. Bad Heilbrunn: Julius Klinkhardt. - Rösch, Eike et al. (editors) (2012): Medienpädagogik Praxis. Handbuch. Grundlagen, Anregungen und Konzepte für Aktive Medienarbeit. Munich: Kopaed. 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, Project Group work	Media work with schoolchildren and youths	25	Penert
2	Seminar, Project Group work	CS unplugged – Possibilities and methods	25	Penert
3	Seminar, Group work, Student presentations	Creating school-specific media concepts in collaboration with parents	25	Penert

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Music, methodology and didactics 1			
Module code	Module Administrator		
E2-Mu1	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	89	61
Academic year	Duration		Frequency
2	1 Semester		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class teacher and specialist subject teacher for music		Module code:	
Prerequisites for attending			
Educational studies with music as a subject or comparable prerequisites, E1+Mu			
Contents			
<ul style="list-style-type: none"> - General and age-appropriate aspects and methods of general lesson planning in music lessons, - Teaching the lower grades – a special situation, - Movement, conducting and techniques for guiding music groups, - Preparation of individual voice exercises and works, depending upon voice and prior knowledge, - Autonomous preparation of musical works (with correction). 			
Aims of the qualification			
The students: <ul style="list-style-type: none"> - know the basic differences between teaching the lower and the middle grades. - know various aspects of lesson planning and practice. - know and are proficient in the specific methodology of teaching music at Waldorf schools in the lower grades. - know several forms of movement for instructing groups of various ages. - are able to use their singing voice in various ways. - are able to prepare a musical piece for teaching autonomously and with a deeper understanding, only needing a little guidance and adjustment. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment: <ul style="list-style-type: none"> - Oral contribution and reflection on one's own working process. The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.			
Literature			
<ul style="list-style-type: none"> - Busconi, Ferruccio: Entwurf einer neuen Ästhetik der Tonkunst. Wilhelmshaven: Noetzel 2001 - Kalwa, Michael: Begegnung mit Musik. Stuttgart: Verlag Freies Geistesleben 1997 - Motte-Haber, Helga de la: Psychologische Grundlagen des Musiklernens. Kassel: Bärenreiter 1987 - Riehm, Peter-Michael; Schaub, Paul: Lieder für die Unterstufe. New edition Stuttgart: Freies Geistesleben 2008 - Riehm, Peter-Michael: Chorheft für die Mittelstufe. 2nd edition Stuttgart: Verlag Freies Geistesleben 2011 - Stockmeyer, E. A. Karl: Angaben Rudolf Steiners für den Waldorfschulunterricht. 7th edition Stuttgart: Pädagogische Forschungsstelle beim Bund der Freien Waldorfschulen 2017 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture/seminar	Music methodology for grades 1 to 3	40	Jincharadze
2	Tutorial	Conducting a school ensemble 1	20	Jincharadze
3	Tutorial	Playing piano in school 1	14	Kölble
4	Tutorial	Voice training / Choir 1	15	Mayr-Häcker

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Music, methodology and didactics 2			
Module code	Module Administrator		
E2-Mu2	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
6	150	77	73
Academic year	Duration		Frequency
2	1 Semester		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master class teacher and specialist subject teacher for music		Module code:	
Prerequisites for attending			
Educational studies with music as a subject or comparable prerequisites, E1+Mu, E2-Mu1			
Contents			
<ul style="list-style-type: none"> - Advanced and specific aspects and methods of lesson planning, - Preparation and reflection of lessons, - Use and handling of instruments in class, - Movement, conducting and techniques for guiding music groups, - Preparation of individual voice exercises and works, depending upon voice and prior knowledge, - Autonomous preparation of musical works (with occasional correction). 			
Aims of the qualification			
<p>The students:</p> <ul style="list-style-type: none"> - are able to autonomously and competently implement the aspects relevant for lesson planning and giving music lessons in the lower and middle grades. - know various teaching methods and can use these methods age-appropriately and competently. - are able to make appropriate decisions about the educational use of lesson-relevant settings based on critical judgement. - know several forms of movement for instructing groups of various ages. - are able to use their singing voice expressively and in various ways. - are able to prepare musical pieces relevant for teaching autonomously with only occasional guidance and emendations. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - progressive examination in class and within the tutorial process, - presentation. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Busconi, Ferruccio: Entwurf einer neuen Ästhetik der Tonkunst. Wilhelmshaven: Noetzel 2001 - Ronner, Stephan: Praxisbuch Musikunterricht. New edition Stuttgart: Verlag Freies Geistesleben 2012 - Riehm, Peter-Michael; Schaub, Paul: Lieder für die Unterstufe. New edition Stuttgart: Freies Geistesleben 2008 - Steiner, Rudolf (GA 283): Das Wesen des Musikalischen und das Tonerlebnis im Menschen. 5th edition Dornach: Rudolf Steiner Verlag 1989 - Wünsch, Wolfgang: Menschenbildung durch Musik. Stuttgart: Verlag Freies Geistesleben 1995 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar, tutorial	Music methodology for grades 3 to 8	30	Jincharadze
2	Tutorial	Conducting a school ensemble 2	23	Kölble
3	Seminar	Playing piano in school 2	14	Jincharadze
4	Tutorial	Voice training / Choir 2	10	Mayr-Häcker

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Physical education, methodology and didactics			
Module code	Module Administrator		
E2-Sp	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	250	50
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master (non-consecutive)		Module code:	
Prerequisites for attending			
E1-Sp			
Contents			
<ul style="list-style-type: none"> - Bothmer-gymnastic exercises with special attention to aesthetic performance and the relevant educational reflection, - Exercises in sports games, apparatus gymnastics (parallel bars, high bar, vault, horse, still rings, timber trestle, trampoline) floor exercises and also athletics; reflecting on the motion sequences and their physiological and anthroposophical connection with regard to pedagogy, - Comprehensive rules and standards of sports games, - History of sports games, - Methodology and didactics of physical education in Waldorf pedagogy. 			
Aims of the qualification			
<p>The students</p> <ul style="list-style-type: none"> - know the basic principles of the methodology and didactics of physical education. - know detailed aspects of the significance of Bothmer-gymnastics for physical education and are proficient in all the basic Bothmer-gymnastic exercises. They can perform all these exercises perfectly and can refine them autonomously. - know the anthroposophical aspects of Bothmer-gymnastic exercises and can implement the didactic elements age-appropriately and in an educationally informed way. - have practised and experienced the classic sports disciplines (sports games, apparatus gymnastics, athletics) with regard to education and have refined their motion sequences accordingly. - have tried out and experienced the educational potential of the various acrobatic exercises in a fitness repertoire. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <ul style="list-style-type: none"> - Presentation of individual exercises. <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Döbler, Erika und Hugo: Kleine Spiele. Munich: Südwest 1989 - Koch, Karl: Grundschriftturnen an Geräten. Schorndorf: Hofmann Verlag 1996 - Stockmeyer, E. A. Karl: Angaben Rudolf Steiners für den Waldorfschulunterricht. 5th edition Stuttgart: Pädagogische Forschungsstelle beim Bund der Freien Waldorfschulen 2019 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Seminar	Bothmer-gymnastics	85	Neu
2	Tutorial	Apparatus gymnastics	40	Leins
3	Tutorial	Athletics	40	Neu
4	Seminar	Methodology and didactics of physical education	45	Neu
5	Tutorial	Sports games and rules and standards	40	Flemming

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Crafts, methodology and didactics			
Module code	Module Administrator		
E2-We	Head of department		
Credit points	Hours of work expended	Attendance (hrs)	Private study (hrs)
12	300	135	165
Academic year	Duration		Frequency
2	1 Academic year		Annually
Module applicability		Link with other modules	Suitable for use in other study programmes
Master Class Teachers and Woodwork Teachers, can be credited to that study course		Module code:	
Prerequisites for attending			
Educational studies with woodwork as a subject or comparable prerequisites, E1+W1, Prerequisites for attending E1+D, and/or C-D1			
Contents			
<ul style="list-style-type: none"> - Courses in technology: forging, copper beating, carpentry, stone and wood sculpting, - Comparative art history of sculpting, - Feasibility studies for the various materials with regard to methodological and didactic creative possibilities and with regard to the implementation of teaching aims, - Knowledge of the configuration of the various materials and of their uses, - Care and maintenance of the tools used, - Methodology and didactics of woodworking lessons in the middle and upper grades. 			
Aims of the qualification			
<p>The students know the educational task. They have at their disposal a wide range of techniques and comprehensive knowledge of materials to make use of in class. In particular, they know the characteristics of natural stone, various types of wood and metal. The students are able to</p> <ul style="list-style-type: none"> - drive, beat out and tin vessels made of copper sheets. - perform different types of blacksmithing. - glue solid wood and can produce various corner joints. - transfer a model to scale onto natural stone, they can sand and polish the sculpture. - transfer a model onto a wooden block and sculpture it. - sharpen and maintain tools used in woodwork, stone work and metal work. - choose and pedagogically justify lesson plans and teaching methods. - present and justify the necessary accident prevention regulations. 			
Prerequisites for awarding credit points according to the European Credit Transfer System (ECTS credit points)			
<p>Participation in the courses listed below acc. to § 13 of the study and exam regulations 1 Course assessment:</p> <p>Presentation of workpieces.</p> <p>The focal points of examination will be determined by the module administrator in agreement with all the lecturers participating in the module and will be announced to the students.</p>			
Literature			
<ul style="list-style-type: none"> - Bergland, Havard: Die Kunst des Schmiedens. 3rd edition Bad Aibling: Wieland 2008 - Bernhard, Frieder: Der Steinmetz und Steinbildhauer: Ausbildung und Praxis (Vol.1), Die Arbeit am Stein (Vol. 2), Bad Schussenried: Callwey 2005 			

Courses				
No.	Types	Title	Attendance (hrs)	Lecturer
1	Lecture,	Methodology and didactics of woodworking lessons	40	Kujer
2	seminar/tutoria l	Woodwork, advanced course	95	Kujer