

DEPARTMENT OF Master of German as Foreign Language

Course Details				
<b>Code</b>		<b>Academic Year</b>		<b>Semester</b>
ALM 102		2020.2021		Summer term
<b>Title</b>		<b>T</b>	<b>A</b>	<b>L</b>
Profile module: Scientific module and application – Teaching practical component				<b>ECTS</b> 8
<b>Language</b>	German			
<b>Level</b>	<b>Graduate</b>	<b>x</b>	<b>Postgraduate</b>	
<b>Department / Program</b>	Master German as Foreign Language			
<b>Forms of Teaching and Learning</b>	Seminar and exercising			
<b>Course Type</b>	<b>Compulsory</b>	<b>x</b>	<b>Elective</b>	
<b>Objectives</b>	Application of the acquired scientific knowledge during the master studies programme within the context of teaching internship. The students are supposed to assist in classes at the Language Center of the Turkish German University teaching there with materials developed by themselves and evaluating teaching processes.			
<b>Content</b>	-			
<b>Prerequisites</b>	-			
<b>Coordinator</b>	Ph. D. Isabell Aydan Risch			
<b>Lecturer(s)</b>	Ph. D. Isabell Aydan Risch			
<b>Assistant(s)</b>	-			
<b>Work Placement</b>	-			
Recommended or Required Reading				
<b>Books / Lecture Notes</b>	Settinieri, Julia / Demirkaya, Sevilen / Feldmeier, Alexis / Gültekin-Karakoç, Nazan / Riemer, Claudia (Hrsg.) (2014): Empirische Forschungsmethoden für Deutsch als Fremd- und Zweitsprache. Paderborn: Ferdinand Schöningh.			
<b>Other Sources</b>	Guckelsberger, Susanne / Chlost, Christoph / Roll, Heike (2021): Dhoch3-Studienmodul 2: Lehr- und Unterrichtsplanung DaF für Hochschule und Schule Universität Duisburg-Essen, Institut für Deutsch als Zweit- und Fremdsprache			
Additional Course Material				
<b>Documents</b>	See above (other sources)			
<b>Assignments</b>	See above (other sources)			
<b>Exams</b>	Midterm exam, final exam			
Course Composition				
<b>Mathematics und Basic Sciences</b>				%

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Engineering		%
Engineering Design		%
Social Sciences		100%
Educational Sciences		%
Natural Sciences		%
Health Sciences		%
Expert Knowledge		%

**Assessment**

Activity	Count	Percentage (%)
Midterm Exam	1	40%
Quiz		
Assignments		
Attendance		
Recitations		
Projects		
Final Exam	1	60%
<b>Total</b>		<b>100</b>

**ECTS Points and Work Load**

Activity	Count	Duration	Work Load (Hours)
Lectures	15	2	30
Self-Study	12	3	36
Assignments	3	9	27
Presentation / Seminar Preparation	3	9	27
Midterm Exam	1	2	2
Recitations	11	11	121
Laboratory	0	0	0
Projects	0	0	0
Final Exam	1	2	2
<b>Total Work Load</b>			<b>245</b>
<b>ECTS Points (Total Work Load / Hour)</b>			<b>8</b>

**Learning Outcomes**

1	The students acquire knowledge about teaching processes: 1.1. Planning of teaching and learning, teaching and learning objectives
2	The students acquire competences in planning of teaching and learning, as well as in teaching and learning competences (1.2.)
3	The students are able to plan lessons and shape teaching and learning activities
4	The students develop knowledge of theories of teaching: methods of observation of teaching processes

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5	The students know the competences of teachers: 1.1. European Portfolio for Student Teachers of Languages (EPOSA)
6	The students acquire knowledge about digital competences of teachers: 1.2. Digital Competences of Educators (DigCompEU)
7	The students know to create individually an evaluational questionnaire for observation of teaching processes
8	The students acquire the competences of writing a report about own and others' teaching processes including a scientific evaluation

#### Weekly Content

1	Definition of elements of 'good' teaching
2	Theories of teaching
2	Teaching processes: 1.1. Planning of teaching and learning, teaching and learning objectives
3	Teaching processes: 1.2. Planning of teaching and learning, teaching and learning competences
4	Teaching processes: 1.3. Planning of teaching and learning, teaching and learning activities
5	Theories of teaching: methods of observation of teaching processes
6	Competences of teachers: 1.1. European Portfolio for Student Teachers of Languages (EPOSA)
7	Competences of teachers: 1.2. Digital Competences of Educators (DigCompEU)
8	Creation of an individual evaluational questionnaire for observation of teaching processes
9	Writing 3 individual term papers
11	Teaching practise: observation and evaluation of teaching processes of another teachers' lessons including 3 unities of 90 minutes
12	Teaching practise: observation and evaluation of teaching processes of another teachers' lessons including 3 unities of 90 minutes
13	Teaching practise: observation and evaluation of teaching processes of the teacher's own lessons including 3 unities of 90 minutes
14	Writing a report about own and others' teaching processes including a scientific evaluation
15	Writing a report about own and others' teaching processes including a scientific evaluation

#### Contribution of Learning Outcomes to Program Objectives (1-5)

	P1	P2	P3	P4	P5	P6	P7
1	5	5	5	4	4	4	5
2	5	5	5	4	4	4	5
3	5	5	5	4	4	4	5
4	5	5	5	4	4	4	5
5	5	5	5	4	4	4	5
6	5	5	5	4	4	4	5
7	5	5	5	4	4	4	5
8	5	5	5	4	4	4	5

**Contribution Level** 1: Low 2: Low-intermediate 3: Intermediate 4: High 5: Very High

**Compiled by:** Ph. D. Isabell Aydan Risch

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