

Diploma Supplement – Textbausteine M.A. Business Education University Rostock

General Education (Minor)	
German	English
<p>The study of German as a secondary subject in the Bachelor's programme Vocational Education, imparts basics in literature and linguistics as well as in language and literature didactics of the subject. The focus is on the exemplary examination of selected subjects. The course aims to develop a critical awareness of the methods of analysing and interpreting texts in their cultural specificity and development, as well as the ability to convey these contents. Building on this content in the bachelor's programme, didactic knowledge of the subject is expanded in close relation to the professional field, which will be reflected upon with regard to experiences at schools and internships as well as ideas about the future professional understanding of work and roles. Both administrative requirements in the form of current curricula and the basics of performance diagnosis and assessment are taken into account as reference values and checked for fit. The training includes aspects of language and literature didactics and introduces students to independent scientific research in the field of German didactics.</p>	<p>The study of English as a secondary subject in the Master's degree programme in Vocational Education provides extended technical and methodological basics in the fields of linguistics, literature and cultural studies as well as in the language practice and didactics of English. The program offers room for in-depth studies in the three core areas of literature, language and culture. The focus is on the exemplary study of selected subjects. A special feature of the program is its focus on the diversity of the Anglophone world: the lingual varieties, the different national literatures and the spectrum of past and present cultures. To enhance students language skills, the majority of courses will be held in English. Special language practice courses promote and accompany the acquisition of their English language competence in spoken and written form. Students of the program will attain the ability to deal confidently and critically with texts in English, to apply linguistic, literary and cultural-scientific analysis methods and to produce stylistically appropriate and argumentatively stringent English texts in oral and written form. The program lays the foundations for professional teaching and learning processes in the field of vocational education and training and in other areas of foreign language teaching in and outside schools.</p>
French	Informatics
<p>The study of French as a second subject in the Master's degree programme in Vocational Education provides extended professional and methodological basics in the fields of linguistics, literature and cultural studies as well as in the language practice and didactics of French. Building on the bachelor's programme in French as a second subject, the programme serves to acquire extended, interdisciplinary scientific expertise in the study of historical and contemporary transcultural phenomena in the Romance-speaking world, especially the francophone world, and to acquire a profound linguistic competence in the oral and written use of academic French. It is intended to encourage a deeper examination of francophone languages, literatures and cultures and to enable an exemplary methodically reflected analysis of the interdependence of languages, literatures and cultures. The course of studies creates the prerequisites for professional teaching in vocational schools, both in terms of subject matter and pedagogical-didactic aspects, through in-depth subject didactics.</p>	<p>The study of Computer Science as a secondary subject imparts scientific and didactic skills in Computer Science, which enable students to design targeted learning and educational processes in the areas of practical, theoretical and technical Computer Science. Student will be able to recognize and evaluate the effects of change with social processes and to independently introduce new professional and interdisciplinary developments into teaching.</p>
Mathematics	Philosophy
<p>The study of mathematics as a second subject provides students with exemplary specialisations in important areas of mathematics as well as in the history, culture and philosophy of the subject. The aim is to enable students to recognise and evaluate the role and relevance of mathematics for science, business and technology as well as the cultural and educational dimension of mathematics and thus its significance for society as a whole, and to be able to communicate this in an intellectually honest manner in the school curriculum. They are also enabled to enter new areas of mathematics after their studies (especially those that are relevant to school teaching) and to make them usable for school lessons.</p> <p>In addition to deep subject-specific knowledge, students acquire advanced skills in abstract, precise thinking as well as in argumentation and problem-solving. In addition, didactic in-depth and</p>	<p>The study of Philosophy as a secondary subject in the Master's program has the aim to provide students with knowledge of the major issues and problems of Philosophy in the context of European intellectual history. Students will develop their abilities in abstract thinking and their critical faculties and learn how to use techniques of argumentation and presentation. Courses of study include practical and theoretical philosophy and social ethics. The complementary didactics module provides an overview of methods and media on teaching philosophy. In addition to the development of a critical understanding of theories and positions of teaching methodology of philosophy, skills for researching, planning, interpretation, implementation and evaluation of philosophical educational situations are also developed. In the module the focus of</p>

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<p>special courses as well as interface courses aim to enable students to see the subject matter of mathematics as part of mathematics as a whole and to recognise its relationship to mathematics as a whole, as well as to examine selected phenomena of teaching and learning mathematics in the associated learning theory context in greater depth, in order to be able to plan and reflect on subsequent teaching activities on this basis.</p>	<p>attention are practical structures, methods and media of philosophy and ethics teaching, beyond interpretive methods of primary texts.</p>
<p>Physics</p> <p>The study of Physics as a secondary subject provides a deeper understanding of physics as a science for the description of phenomena and the development of technical applications. The course thus enables students to plan their lessons on a scientific basis. The course builds on the knowledge gained in the bachelor's Physics program. Students deepen their professional skills in the fields of electronics, measurement technology, astronomy and astrophysics and selected areas of applications of modern physics. In the physics education training, students combine the subject-specific and pedagogical-psychological competences acquired during their studies in order to be able to select and structure teaching content in a theory-based manner and plan learning processes are planned in a targeted manner, taking into account subject-specific teaching and learning methods.</p>	<p>Spanish</p> <p>The study of Spanish as a second subject in the Master's degree programme in Vocational Education provides extended professional and methodological basics in the fields of linguistics, literature and cultural studies as well as in the language practice and didactics of Spanish. Building on the bachelor's programme in Spanish as a second subject, the programme aims to acquire an extended, interdisciplinary and all-Romanic scientific competence in the research of historical and contemporary transcultural phenomena in the Romansh-speaking world, especially the Hispanophone world, and to acquire a profound linguistic competence in the oral and written use of academic Spanish. It is intended to encourage the cross-linked study of Romance languages, literatures and cultures and, through this comparative perspective on Romania, to enable the methodically reflected analysis of the interdependence of languages, literatures and cultures. The course of studies creates the prerequisites for professional teaching in vocational schools, both in terms of subject matter and pedagogical-didactic aspects, through in-depth subject didactics.</p>
<p>Sports</p> <p>The secondary subject of Sports encompasses subject specific scientific theory, didactics and methodology of the fields of human movement, teaching methodology and a research project. Aim of the Sports science theory is to gain a comprehensive understanding of human movement behaviour with regard to biological/ natural science dimensions. In the courses on teaching methodology and methodology of movement fields, students will engage with the practical implementation of theoretical scientific references in exemplary teaching-learning situations. The confrontation with new movements takes place both under the aspect of self-realisation and under the aspect teaching methodologies of movements in the sports disciplines. An essential focus of the courses offered in the area of teaching methodology and methodology of sports movements in the study of sports science is the teaching aspect.</p>	<p>Chemistry</p> <p>The study of chemistry as a second subject in the master's program in business education aims at a comprehensive instruction competence for the contents of the natural science chemistry in the fields of research and industry as well as in the life sciences in particular. Graduates have developed autonomous, scientifically sound power of judgment for chemical problems in all aspects of human life; and they have trained sustainable communication skills for discussions at the interface between science and society. They have a connectable subject-specific scientific and subject-specific didactic knowledge, in particular basic knowledge of the results of chemistry-related teaching-learning research, subject-specific didactic concepts and curricular approaches, diagnostic competence for recognizing learning difficulties and student attitudes in the subject areas of chemistry teaching relevant for the vocational teaching profession, as well as the fundamentals of standard- and competence-oriented teaching processes in chemistry.</p>
<p>Protestant Religion</p> <p>The study of Protestant Religion as subsidiary subject in the Master's program in Business Education aims at the further teaching of a scientifically responsible theological-religious pedagogical competence, which enables students to deal with learning and educational processes in their later professional field in a subject-related, didactic and pedagogically appropriate manner. Based on the Bachelor's program in the subsidiary subject Religion, the in-depth specialized studies aim at</p>	<p>Sozialkunde</p> <p>The study of Sozialkunde as a second subject in the Master's program Business Education aims at an in-depth critical examination of theories and concepts of political science, sociology, economics, law and didactics. Building on the bachelor's degree in Sozialkunde as a second subject, the program expands students' competence in constructing teaching-learning situations, which requires the integration of basic competencies in the subject sciences as well as</p>

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developing a critical approach towards the various fields of phenomena of socio-cultural reality and their interpretation horizons and forms of reflection. Further studies also aim at enabling students to relate Christian perspectives of perception, interpretation and composition to interpretation horizons and forms of reflection in a well-founded manner. Students expand their knowledge in scientific theology and religious education and can critically relate different forms of practiced religiosity to each other and reflect on the professional role as a religion teacher and on fields of action at school. Continuing theological and religious education competence is specified as an overarching qualification in the following sub-competences in their Protestant form: competence in specialist science, role and self-reflection competence, perception and diagnosis competence, theological-didactic development competence, creative competence, dialogue and discourse competence and development competence.

in subject didactics. The students are enabled to observe and assess lessons in a didactically reflective manner and to plan and implement them taking into account the school-specific framework conditions. In the course of the program, students acquire the ability to teach methodological competence, action competence and judgment competence as well as the corresponding conceptual knowledge.