EVANGELISCHE HOCHSCHULE RHEINLAND-WESTFALEN-LIPPE
Protestant University of Applied Sciences

DEPARTMENT I: SOCIAL WORK, EDUCATION AND DIACONIA

Bachelor of Early Education study programme
Module Handbook, 28 May 2020
(Official public notice No. 3/2020) [1]

This version is valid as of the winter semester 2020/2021 for all new students matriculating for the Bachelor study programme starting in the summer semester 2022 or later.

The following official amendments have been incorporated into this version:

No. 1 dated 28 May 2020	Official public notice No. 3/2020
No. 2 dated 28 May 2020	Official public notice No. 3/2020
No. 3 dated 17 May 2021	Official public notice No. 8/2021
No. 4 dated 14. October 2021	Official public notice No. 10/2021

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[1] Last revised: 14.10.2021

Contents

1. Objective of the study programme

The two substantial objectives behind the academisation of early childhood education are: firstly, the qualification and professionalisation of specialists in the field of practice and, secondly, the advancement of academic developments in early childhood education. The intention is that this should also lead to an enhancement of the status of those practising in early childhood education professions.

Accordingly, the study programme pursues the following objectives as part of this academisation goal:

1. To qualify and professionalise specialists for the field of practice in various segments of the early education sector.

2. To promote next-generation academics and research in the field of early childhood education.

The range of courses is geared towards allowing students to establish an individual educational profile and to develop a professional attitude. The study programme therefore offers opportunities for them to gain theoretical and practically oriented knowledge, also allowing space for theoretically based reflection and providing concrete openings for practising vocationally oriented occupational competence.

We regard an individual educational profile that is developed from a history of education and that combines explicit and implicit educational orientations as being a core element of professionalism. In this respect, the degree course offers students opportunities to reflect on and take a conscious look at their own (educational) biography and their own person.

Beyond that, a professional attitude also comprises educational competence. This entails being acquainted with and balancing out structural inconsistencies in the educational field of action and retaining the capacity to act in an everyday context. Finally, professionalism means engaging theoretically and reflexively with the respective task in hand and positioning oneself in the field.

In accordance with the goals of the study programme, the individual courses offered are aimed at facilitating the acquisition of the following skills:

– Development of professionalism and of an educational profile

– The ability to engage independently in academic study

– Researching habitus

– Occupational competence in practice

– Basic knowledge of early childhood education and related fields of study

– Advanced theoretical and practically oriented knowledge concerning children and childhoods (including their familial and social contexts), diversity and inclusion, childhood learning processes and aesthetic learning, classic and international approaches in early childhood education

– Advanced theoretical and praxis-related knowledge of networking and cooperating with other institutions

– Advanced theoretical and praxis-related knowledge of historic and contemporary discourses on professionalisation and professionalism, team work, leadership and facility management

– Knowledge of the paradigms and methods of empirical social research and a personal ability to conduct empirical research

2. Structure of the study programme

The study programme is subdivided into four sequential stages:

1. Introduction (semesters 1 and 2): At the beginning of their studies, students acquire basic knowledge pertaining to the history of early childhood education and current discussions on the subject (Module 1) and of the social-sciences and human-sciences fields of study related to it (Module 2); they develop foundation skills in working academically (Module 12) and reflect on ethical questions regarding activities in the fields of social welfare work (Module 4); and they engage with the main areas of study (learning [Module 5] and diversity [Module 8]) as well as preparing themselves for the placement that is to follow.

2. Practice (semester 3): With respect to the theoretical knowledge they have gained, students are confronted in a practical semester with the conditions of everyday practice and are able to rehearse their own opportunities for professional action. The intention is that the practical semester should incorporate both main objectives of the study programme (Module 6).

3. Advanced study (semesters 4 and 5): In the light of their practical experiences, students consolidate selected areas of focus in learning (Module 7) and diversity (Module 9) and engage with dimensions of professionalism, including their personal educational biography (Module 11). The students are further introduced to administrative, political and legal parameters (Module 3). They also engage with networking amongst early education facilities (e.g., social environment and primary school) and acquire basic principles of facility management (Module 10).

4. Conclusion (semesters 5 and 6): Students conduct empirical research in the context of a research placement. This gives them the opportunity to develop a scientific and academic style of formulating question. The findings they have gained in their research can then feed into their Bachelor thesis (Module 14).

In principle, the structure of the study programme is the same for students who are state-approved nursery school teachers and have undergone a general recognition process. The anomaly setting their study programme apart is that, by virtue of their nursery school teacher training and their subsequent professional experience, the students have acquired some of the skills taught in the introductory courses and the placements (Module 1, 2, 5 and 6).

3. Module overview

I. Foundations	1	Childhood and early childhood education	12
	2	Foundations of human and social sciences	12
	3	Politics / law / social management	12
	4	Ethics	6
II. Early Education	5	Introduction to the learning fields	12
	6	Placement 1 (learning and diversity)	30
	7	Advanced study of the educational fields 7.1 Visual arts and media 7.2 Musical learning 7.3 Language learning 7.4 Promotion of psychomotor development	12
III. Diversity	8	Learning and diversity – introduction	12
	9	Learning and diversity – advanced	12
IV. Professions in the 21st century	10	Networking institutions and facility management	18
	11	Profession and professionalism	9
V. Academic Study	12	Introduction to academic study and methods of empirical social research	6
	13	Placement 2 (practice research)	15
	14	Bachelor thesis	12
		Total	180[2]

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[2] Modules 2 and 5 as well as parts of Module 1 (Course 3, Course 5) and of Module 6 (50 working days and the final module assessment) are generally recognised for state-approved nursery school teachers.

4. Sample course of studies

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester
Module 2: Foundations of human and social sciences 12 CP/ 8 SHW oral exam	**Module 5:** Introduction to the educational fields 12 CP / 10 SHW oral exam	**Module 6:** Placement 1 (learning and diversity) 30 CP / 2 SHW placement report	**Module 3:** Politics / law / social management 12 CP / 10 SHW written exam	**Module 10:** Networking institutions and facility management 18 CP (12+6) / 12 SHW (8+4) oral exam	
Module 4: Ethics 6 CP / 5 SHW term paper or portfolio	**Module 8:** Learning and diversity – introduction 12 CP / 8 SHW written exam		**Module 9:** Learning and diversity – advanced 12 CP / 8 SHW term paper	**Module 11:** Profession and professionalism 9 CP / 8 SHW term paper and/or presentation	**Module 14:** Bachelor thesis 12 CP term paper and colloquium
Module 1: Childhood and early childhood education 12 CP (8+4) / 10 SHW (7+3) term paper			**Module 7:** Advanced study of the educational fields 12 CP (6 + 6) / 8 SHW (4+4) presentation		
Module 12: Introduction to academic study and methods of empirical social research 6 CP (4+2) / 6 SHW (4+2) term paper				**Module 13:** Placement 2 (practice research) 15 CP (3+12) / 6 SHW (2+4) term paper	
30 CP 24 SHW 2 exams	30 CP 23 SHW 4 exams	30 CP 2 SHW 1 exam	30 CP 22 SHW 2 exams	30 CP 22 SHW 2 exams	30 CP 8 SHW 3 exams

5. Forms of assessment

	Module	Assessment
1	Childhood and early childhood education	term paper
2	Foundations of human and social sciences	oral exam (20 minutes)
3	Politics / law / social management	written exam (2-stündig)
4	Ethics	term paper or portfolio
5	Introduction to the learning fields	oral exam (20 minutes)
6	Placement 1 (learning and diversity)	placement report
7	Advanced study of the learning fields	presentation
8	Learning and diversity - introduction	written exam (3 hours)
9	Learning and diversity – advanced	term paper
10	Networking institutions and facility management	oral exam (30 min)
11	Profession and professionalism	presentation and/or term paper
12	Introduction to academic study and methods of empirical social research	term paper
13	Placement 2 (practice research)	term paper
14	Bachelor thesis	Bachelor thesis and colloquium

6. Practical phases

Two practical phases are integrated into the degree course:

Placement 1 (learning and diversity)   640 hours

Placement 2 (research)   160 hours

Total = 100 working days, thereby fulfilling the requirements for awarding state approval. The positive aspect is that these phases are not isolated placement periods, but are integrated, not only into the structure, but also into the contents and skills objectives of the degree course. At the same time, the first placement in the third semester presents the opportunity of fitting in a semester abroad.

7. Module sheets

Abbreviations:

C = compulsory course(s)
CP = credit points
E = elective course(s)
h/hrs = hours
L = lecture
S = seminar
SHW = semester hours per week
T = tutorial

Note

1. Courses are listed by way of example in the module descriptions in order to lend transparency to the composition and inner structure of the module.

2. In order to ensure the equal treatment during their studies of students who are handicapped and/or chronically ill, students with a migration history and students in special crisis situations in their lives, it is important to make sure that, in exceptional and duly justified cases, the completion of the modules is facilitated in an appropriate form. Fuller details are laid down in §§ 11, 14 of the examination regulations.

3. The number of characters and/or pages indicated are each to be understood as including spaces between words.

Bachelor of Early Education study programme

Module 1: Childhood and early childhood education

Status Compulsory	Workload 300 h	Credit points 12
Duration 2 semesters	**Semester** 1st and 2nd semester	**Frequency** Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

a. Knowledge:

Students will have knowledge of
– theoretical and empirical findings on modern childhoods and their historical development
– historical, contemporary and international concepts of early childhood nurture and learning in institutions, including nursery education
– key players in elementary education
– various fields of work in early childhood education
– various concepts for structuring the kindergarten year and/or day and for the support and advancement of children
– the legal framework conditions for child day care provision

b. Practical skills:

Students will be able to
– describe verbally and in writing essential theoretical positions and empirical findings on childhood and educational theory for the kindergarten
– analyse and compare various approaches
– develop ideas and concepts for organising daily routines with children

2. Personal skills:

Students will
– communicate their own positions and those of others
– reflect on and change their own body of knowledge on childhood
– recognise the complexities of routine day-to-day work in institutions

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Theory and empiricism of childhood
– History of early childhood learning institutions
– Concepts for structuring the kindergarten year and/or day and for the advancement of children
– Concepts for the organisation of daily routines in institutions
– Stimuli for reforming early education by comparison with the situation in other countries in Europe
– Fields of work in childhood education (nursery, kindergarten, day care, professional counselling, all-day supervision)
– Legal principles of children's day care (Social Code/SGB VIII, NRW child education legislation KiBiz)

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: History of childhood and modern childhoods	S	C	2 semester hrs/week = 30 h	20 h
Course 2: History of public infant education	S	C	2 semester hrs/week = 30 h	20 h
Course 3: Shaping and organising daily routines in a team	S	C	2 semester hrs/week = 30 h	45 h
Course 4: National and international concepts of early childhood nurture and learning	S	C	2 semester hrs/week = 30 h	20 h
Course 5: Fields of work in elementary and childhood education	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: term paper (ca. 15,000 characters)

Selection options: Course 3 and Course 5 will be accredited with a standard 6 CP (ECTS) for students who are state-approved nursery school teachers.

Compensation options: none

Bachelor of Early Education study programme

Module 2: Foundations of human and social sciences

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 1st semester	Frequency Every semester

Applicability of the module: The module is also suitable for the Bachelor study programmes I Social Work (Module 1.3) and Religious Education and Diaconia (Module 1.3).

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

  a. Knowledge and understanding:

– Foundations of human and social sciences, basic terminology, theories and concepts of humanity in sociology, educational sciences, psychology and health sciences (e.g., individuation/socialisation, social behaviour, development and learning, learning and nurture, health/illness, society/community, inclusion/exclusion)

  b. Practical skills:

– Differentiating between specific disciplinary perspectives: complex and differentiated analysis, distinguishing levels and specific disciplinary approaches to individuals in the interplay of their social and individual reality, their formation in the course of their life and their changes

– Sensitisation for interdisciplinary and transdisciplinary thinking

2. Personal skills:

  a. Social skills:

– A theory-driven understanding can facilitate the development of empathy and the ability to assume perspectives and to work on the basis of participation and empowerment.

  b. Individual skills:

– Theory-based reflexivity, analytical powers of judgement and systematic argumentation skills will be trained.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Theories and methods in sociology, educational sciences, psychology, health sciences

– Key concepts and terminology, including: individual and society, learning and socialisation, development and health

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Principles of sociology	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Principles of educational sciences	S	C	2 semester hrs/week = 30 h	45 h
Course 3: Principles of psychology	S	C	2 semester hrs/week = 30 h	45 h
Course 4: Transdisciplinary and interdisciplinary perspectives	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: oral exam (20 minutes)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 3: Politics / law / social management

Status	Workload	Credit points
Compulsory	300 h	12

Duration	Semester	Frequency
1 semester	3rd and 4th semesters	Every semester

Applicability of the module: The module is also suitable for the Bachelor study programmes in Social Work (Module 1.4) and Religious Education and Diaconia (Module 1.4).

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

  a. Knowledge:

- Students will be acquainted with the economic and political principles of social professions.
- They will comprehend the various areas of activity within their profession in the light of historical, economic, political and ethical conflicts that are reflected in the forming of the welfare state and of social policy.
- They will have in-depth knowledge of communal self-government and have insights into the basics and the operating principles of social management.
- Students will learn to appreciate the law as a historically evolved and socially determined set of norms that is subject to change.
- They will have at their disposal a knowledge of the legal system of the Federal Republic of Germany including essential aspects of family and youth welfare law and/or social legislation.

  b. Practical skills:

- Students will acquire analytical skills with which to assess socially problematic situations and conflicts and their institutional and administrative treatment in the light of socio-political thinking.
- Students will be able to relate simple life circumstances of juridical impact to the main areas of law and will be able to apply and handle the relevant norms.
- In the field of family and youth welfare law, they will be able to answer their clients' legal questions in counselling.

2. Personal skills:

  a. Social skills:

- Students will be able to engage discursively with socioeconomical, socio-political and legal questions.

– They will be able to present and substantiate their positions in interdisciplinary teams.

b. Individual skills:

– Students will be in a position to give a professional and structured response to the demands with which they are faced, and they will have a command of the orientational knowledge that is needed to reflect on their professional actions with respect to legal, political, institutional and administrative parameters.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Basic socioeconomical and socio-political principles with reference to the social professions

– Related areas of activity and methods of action

– Aspects of welfare state, legal, administrative and ethical relevance

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Introduction to social management	L/S	C	2 semester hrs/week = 30 h	30 h
Course 2: Introduction to social policy	L/S	C	2 semester hrs/week = 30 h	30 h
Course 3: Advanced studies in social policy	L/S	C	2 semester hrs/week = 30 h	30 h
Course 4: Social work law I Introduction to law	L/S	E	2 semester hrs/week = 30 h	30 h
Course 5: Social work law II Family and youth welfare law or social legislation	L/S	E	2 semester hrs/week = 30 h	30 h
Course 6: Social work law I + II Block Course 4 and Course 5 (integrative)	L/S	E	4 semester hrs/week = 60 h	60 h

Requirements for credit points to be awarded: The contents of the module will be assessed as partial module tests in the form of written examination (2 hours). The performance in the partial tests must each be a pass graded at least as "sufficient" (4.0).

Selection options: Students have the choice of taking either Course 4 *and* Course 5 *or*, alternatively, only taking Course 6 in the elective course segment.

Compensation options: none

Bachelor of Early Education study programme

Module 4: Ethics

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	**Semester** 1st semester	**Frequency** Every semester

Applicability of the module: The module is suitable for the Bachelor study programme in Social Work (Module 1.5), Religious Education and Diaconia (Module 1.5), Nursing Science (Module 1.2), and Health and Care Management (Module 1.2).

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge and understanding:

   – Students will be familiar with fundamental concepts and current problems of ethical decision making.

   – Students will be acquainted with Christian and other contributions to historical and contemporary developments in welfare work.

   b. Practical skills:

   – Students will have the hermeneutic competence at their command with which to handle historical and contemporary texts on philosophical and theological ethics as well as specific cases.

   – Students will be able to apply concepts, working hypotheses and lines of argument in order to recognise and analyse the normative and anthropological dimensions of their vocational practice and the social parameters.

2. Personal skills:

   a. Social skills:

   – Students will be in a position to recognise and reflect on ethical conflicts and to bring about their argumentative clarification.

   – Students will be able to distinguish various levels of conflict, to weigh up ethical arguments and to articulate and present a substantiated verdict.

   b. Individual skills:

   – Students will be able to articulate and reflect on their own motivation and personal orientation with regard to their prospective professional role.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

− Elementary terminology and basic theoretical approaches in traditional and contemporary ethics

− Anthropological, theological and philosophical implications of action in social professions

− Historical lines of development in welfare work, especially the Christian culture of helping

− Current areas of conflict in social and professional ethics

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Introduction to ethics	S	C	3 semester hrs/week = 45 h	30 h
Course 2: Theological, anthropological, social and historical foundations of action in social professions	S	E	2 semester hrs/week = 30 h	45 h
Course 3: Material areas of conflict in ethics	S	E	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: term paper (22,500 characters) or portfolio

Selection options: Selection options are possible between Course 2 and Course 3.

Compensation options: none

Bachelor of Early Education study programme

Module 5: Introduction to the learning fields

Status	Workload	Credit points
Compulsory	300 h	12

Duration	Semester	Frequency
1 semester	2nd semester	Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge:
   Students will
   – be acquainted with theoretical concepts of learning, including children's play
   – have an overview of important areas of (early) childhood learning
   – be acquainted with theoretical approaches and empirical findings on early childhood development

   b. Practical skills:
   Students will
   – be acquainted with concepts for stimulating and supervising early childhood learning in various areas, including early childhood play
   – develop their own ideas for stimulating and supervising early childhood learning in various areas, including early childhood play

2. Personal skills:

   Students will
   – recognise and develop their own interests
   – be able to engage playfully with children's play

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Learning approaches for children from age 0 to 10 in NRW
- Early educational learning and nurture plans in other federal states
- Theoretical approaches and concepts of early childhood learning
- Important early education approaches (e.g., Montessori, Waldorf, Reggio)
- Development theories
- Theories of play

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Introduction to the educational fields	S	C	2 semester hrs/week = 30 h	30 h
Course 2: Basics of development psychology in early childhood learning	S	C	2 semester hrs/week = 30 h	30 h
Course 3: Concepts of early childhood learning	S	C	2 semester hrs/week = 30 h	30 h
Course 4: Theory and practice of play	S	C	2 semester hrs/week = 30 h	30 h
Course 5: Preparing for the placement	S	C	2 semester hrs/week = 30 h	30 h

Requirements for credit points to be awarded: oral exam (20 minutes)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 6: Placement 1 (Learning and diversity)

Status Compulsory	Workload 750 h	Credit points 30
Duration 1 semester	**Semester** 3rd semester	**Frequency** Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge:

   Students will
   – describe their area of practice as an institution with participants in various positions
   – be acquainted with the broader educational tasks

   b. Practical skills:

   Students will
   – substantiate, plan and implement a didactic unit in a selected learning area
   – evaluate a project and draw conclusions from it for their further actions and/or planning

2. Personal skills:

   Students will
   – position themselves with their own project in day-to-day operations in the institution and establish an independent and reflected position for themselves in the staff team
   – recognise problems and conflicts relating to themselves and/or their project and seek constructive solutions
   – recognise and reflect on their own day-to-day educational practice
   – develop a theoretical attitude with regard to childhood learning in an institutional context that is based on practical working experience
   – develop a theoretical educational orientation that is based on practical working experience and that is characterised by a regard for children

Teaching content:

The skills and goals listed will be supported by professional vocational supervision.

Courses:	Teaching method	Status	Contact time	Independ-ent study
Practical period				640 h
Accompanying seminar	S	C	2 semester hrs/week = 30 h	40 h
Placement report/presentation				40 h

Requirements for credit points to be awarded: successfully completed placement (80 working days) and regular (min. 80%) attendance at the accompanying sessions and a placement report (see selection options below)

For state-approved nursery school teachers: successfully completed placement (30 working days) and regular (min. 80%) attendance at the accompanying sessions; a practical period amounting to 50 working days and the final assessment of the module will be recognised as given.

Selection options: Students who complete their placement abroad will attend an accompanying seminar at a foreign university. In the event of this not being possible, the seminar will be offered as an e-learning option for these students.

Compensation options: none

Bachelor of Early Education study programme

Module 7.1: Visual arts and media

Status	Workload	Credit points
Elective	150 h	6

Duration	Semester	Frequency
2 semesters	4th and 5th semesters	Every 2nd semester

Applicability of the module: The courses are open for the Social Work study programme.

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge:
   Students will

   – have knowledge of developments in children's aesthetic expression and children's drawings.
   – be acquainted with theoretical positions and practical methods of early childhood aesthetic education.
   – be acquainted with educational aesthetic approaches for structuring surroundings as learning and living space.
   – be familiar with basics of early childhood museum education, communication of art and media education.

   b. Practical skills:
   Students will

   – have at their disposal various techniques and processes for practical visual and three-dimensional composition with children.
   – be able to interpret children's drawings and classify them to a degree in development psychology terms.
   – be in a position to develop and implement their own creations, such as interior and exterior design, project activities, presentations and celebrations.

2. Personal skills:
   Students will

   – have had aesthetic experiences of their own and tried out individual forms of expression.
   – have a reflective and sensitive way of dealing with structured living spaces and with the encouragement and classification of childhood forms of expression.

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Developments in children's aesthetic expression and children's drawings

– Concepts of early childhood aesthetic education

– Basics of early childhood museum education, communication of art and media education

– Analysing practical guidance literature

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Visual arts and media – Introduction	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Visual arts and media – Advanced	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: presentation

Selection options: Students choose two of the elective modules 7.1 to 7.4. The two courses named in the elective modules that are chosen are compulsory.

Compensation options: none

Bachelor of Early Education study programme

Module 7.2: Musical education

Status	Workload	Credit points
Elective	150 h	6

Duration	Semester	Frequency
2 semesters	4th and 5th semesters	Every 2nd semester

Applicability of the module: The courses are open for the Social Work study programme.

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge: Students will

   – be acquainted with the anthropological, development psychological and learning theory principles of learning music
   – have basic music-theory skills at their command with which they are independently able to learn songs and sett simple musical arrangements
   – be acquainted with contemporary concepts musical learning in the elementary segment

   b. Practical skills: Students will

   – have at their disposal a repertoire of songs, voice exercises and musical games
   – be in a position to plan, implement and reflect from a variety of disciplinary aspects on specific and systematically accumulating musical education offers

2. Personal skills: Students will

   – gain essential personal musical experience in relating to their own singing voice, the playing of instruments, various forms of listening to music and transposing music into movement, image, speech and scenic play
   – reflect on their own musical socialisation
   – hone their sensitivity and observational skills towards children's individual learning development

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Social dimensions of making music together

– Rhythmic games from around the world

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Musical education I: Basics and concepts	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Musical education II: Practice	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: presentation

Selection options: Students choose two of the elective modules 7.1 to 7.4. The two courses named in the elective modules that are chosen are compulsory.

Compensation options: none

Bachelor of Early Education study programme

Module 7.3: Language education

Status	Workload	Credit points
Elective	150 h	6

Duration	Semester	Frequency
2 semesters	4th and 5th semesters	Every 2nd semester

Applicability of the module: The courses are open for the Social Work study programme.

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

    a. Knowledge: Students will

- have an elementary knowledge of linguistic (phonology, morphology, syntax)
- know about the literary aspects of the German language, especially narrative structures and the figurative nature of language
- be acquainted with essential theories of first and second language acquisition
- be acquainted with current concepts of language education in early learning

    b. Practical skills: Students will

- have at their disposal a repertoire of language games
- be acquainted with methods for promoting second language acquisition
- be in a position to plan, implement and reflect from a variety of disciplinary aspects on specific and systematically accumulating language education offers
- develop a reflective diagnostic understanding of the children's current level of language development and their individual learning opportunities
- be able to document the children's language development

2. Personal skills: Students will

- reflect on their own language biography
- hone their sensitivity and observational skills towards children's individual learning development

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Principles of linguistics (phonology, morphology, syntax)

– Theories of first and second language acquisition

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Language education I: Foundations and concepts	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Language education II: Practice and diagnosis	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: presentation

Selection options: Students choose two of the elective modules 7.1 to 7.4. The two courses named in the elective modules that are chosen are compulsory.

Compensation options: none

Bachelor of Early Education study programme

Module 7.4: Promotion of psychomotor development

Status	Workload	Credit points
Elective	150 h	6

Duration	Semester	Frequency
2 semesters	4th and 5th semesters	Every 2nd semester

Applicability of the module: Also in the Bachelor study programme in Inclusive Education

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

    a. Knowledge: Students will be acquainted with

    – principles of promoting psychomotor development and client-oriented specifics of its application

    – concepts, applications and evaluation in educational and (education-) therapy fields of work

    b. Practical skills: Students will be able to

    – put essential principles of work structure into practice: the creation of relationships, space and time, materials and topics, allowing for various education-therapy requirements

    – classify specific theoretical approaches to the respective practical activities, allowing for complex situations and lifeworlds

2. Personal skills:

    a. Social skills: Students will be able to

    – present and argue the case for the value of physical and motor-oriented promotion

    – help fashion facility- and job-oriented tasks in teams of an interdisciplinary orientation

    b. Individual skills: Students will be able to

    – understand the relevance of physical and motor experiences for learning and development processes and for biopsychosocial health

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Principles for promoting psychomotor development

– Concepts, applications and evaluation of promoting psychomotor development in various fields of work

– Client-oriented specifics of promoting psychomotor development

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Promoting psychomotor development – Introduction	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Promoting psychomotor development – Advanced	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: presentation

Selection options: Students choose two of the elective modules 7.1 to 7.4. The two courses named in the elective modules that are chosen are compulsory.

Compensation options: none

Bachelor of Early Education study programme

Module 8: Learning and diversity – introduction

Status	Workload	Credit points
Compulsory	300 h	12

Duration	Semester	Frequency
1 semester	2nd semester	Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge:

   Students will

   – be aware of theoretical positions and empirical findings on the dimensions of gender, ethnicity, social situation and disability

   – identify the positions in political debates on inclusion

   – be acquainted with opportunities for prevention and intervention

   b. Practical skills:

   Students will

   – develop educational concepts for promoting inclusion

   – relate diversity dimensions to their future place of practice

2. Personal skills:

   Students will

   – engage with various social milieus

   – reflect on and change their own body of knowledge whilst engaging with social praxis

   – reflect on and change their own body of knowledge on diversity whilst engaging with theoretical texts

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

- Theoretical approaches and empirical findings on the dimensions of gender, ethnicity, social situation / social milieu, disability
- Praxis-related concepts

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Gender studies	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Migration research and intercultural education	S	C	2 semester hrs/week = 30 h	45 h
Course 3: Disability studies	S	C	2 semester hrs/week = 30 h	45 h
Course 4: Social inequality and social participation	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: written exam (3 hours)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 9: Learning and diversity – advanced

Status	Workload	Credit points
Compulsory	300 h	12

Duration	Semester	Frequency
1 semester	4th semester	Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

    a. Knowledge: Students will

- describe theoretical and praxis-related knowledge of educational means of dealing with difference
- present knowledge of diversity approaches and inclusion theories from a variety of disciplinary perspectives
- recognise similarities and differences between various dimensions of diversity
- have knowledge of the social causes, social functions and social constructions of difference
- have basic knowledge of (chronic) traumatisation and its consequences for children
- be acquainted with approaches in trauma-informed education
- analyse opportunities for arranging subject-oriented religious learning

    b. Practical skills: Students will

- engage critically and with differentiation with inclusion and diversity approaches
- develop means of organising day-care centres as wholesome places
- be in a position to classify educational concepts and models in institutional contexts and to recognise their potential and limitations
- develop concepts of religious education in a pluralist society

2. Personal skills:

    Students will

- engage in depth with a particular dimension of diversity
- reflect in the context of engaging academically with the subject on their own (professional) experiences of difference

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Theories on the social causes and functions of (structural) difference
– Theoretical approaches to social constructions of difference
– Theoretical and praxis-related approaches to educational means of dealing with heterogeneity and difference
– Theories and empirical findings on traumatisation and approaches in trauma-informed education
– Theories of intersectionality
– UN Convention on the Rights of the Child
– UN Convention on the Rights of Persons with Disabilities
– Guiding principles for religious education (children's rights, focussing on positive religious liberty; "Religion and Ethics" educational sector, et al.) in the federal states' orientation plans
– Basic elements of religious formation processes (fundamental attitudes towards being-in-the-world such as trust and faith; value-based perceptions of the world)

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Diversity as educational concept	S	C	2 semester hrs/week = 30 h	30 h
Course 2: Diversity – selected theoretical approaches and educational concepts	S	C	2 semester hrs/week = 30 h	30 h
Course 3: Children's rights, participation and inclusion	S	C	2 semester hrs/week = 30 h	30 h
Course 4: Troubled childhoods and wholesome places	S	C	2 semester hrs/week = 30 h	30 h
Course 5: Religious education in a multi-religious society	S	C	2 semester hrs/week = 30 h	30 h

Requirements for credit points to be awarded: term paper (ca. 18,000–22,500 characters)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 10: Networking institutions and facility management

Status	Workload	Credit points
Compulsory	450 h	18

Duration	Semester	Frequency
2 semesters	5th and 6th semesters	Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:
   a. Knowledge: Students will
   – present the kindergarten comprehensively in its relations to other educational and social facili-
     ties
   – have at their disposal topical and historical knowledge of how kindergarten and school relate to
     each other
   – be able to substantiate the need for prevention and the distinctive requirements of families for
     institutional child care
   – be acquainted with principles of quality, health and facility management
   – enumerate theoretical foundations of communication and conversation techniques
   – acquire in-depth knowledge of theories of personnel management and leadership

   b. Practical skills: Students will
   – implement reasoned transition concepts at the interfaces of family – child day care – kindergar-
     ten – school
   – be acquainted with and use programmes and opportunities for prevention
   – act in cases of child neglect and abuse in the interests of the child's/children's wellbeing
   – be equipped to analyse and reflect on the working methods of child day care facilities and their
     parameters
   – be in a position to design forward-looking work processes in child day care facilities and to de-
     velop solutions to challenges that comply with disciplinary, professional and ethical standards
   – reflect on the possibilities and limitations of quality management

2. Personal skills:
   Students will be in a position to
   – present their own position in various contexts and cooperate with other educational and social
     professions in their social space
   – communicate appropriately with various different persons/groups
   – cope with the complexities of day-to-day working in the institution
   – classify the legal parameters of the institutions
   – communicate with parents from various different milieus on an equal and equitable basis

-   perceive and actively seek assistance opportunities in the social environment
-   engage discursively in questions of personnel management

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

-   Kindergarten as institution in the social environment
-   Kindergarten in its relations to other educational and social facilities
-   Differences and similarities between early education and school education, concepts for shaping transition
-   Child protection
-   Approaches to working with families
-   Foundations in communication and conversation techniques
-   Theories of personnel management
-   Foundations in quality, health and facility management (financing, personnel and organisational development)
-   Advanced legal foundations (SGB [Code of Social Law] VIII, KiBiz [Child Education Law])

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Relationship of kindergarten – school	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Talks in day-to-day educational work	S	C	2 semester hrs/week = 30 h	45 h
Course 3: Social space orientation / family centre	S	C	2 semester hrs/week = 30 h	45 h
Course 4: Concepts of family counselling and child-raising support	S	C	2 semester hrs/week = 30 h	45 h
Course 5: Quality management and health management	S	C	2 semester hrs/week = 30 h	45 h
Course 6: Facility management	S	C	2 semester hrs/week = 30 h	45 h

Requirements for credit points to be awarded: oral exam (30 minutes)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 11: Profession and professionalism

Status Compulsory	Workload 225 h	Credit points 9
Duration 1 semester	**Semester** 5th semester	**Frequency** Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge: Students will

   – have qualified knowledge of theories of self-perception and the perception of others, as well as of group dynamics

   – present theoretical principles of group work and teamwork and be aware of cooperation and competition in work teams

   – be aware of the historical development of their profession and be acquainted with selected contemporary theories of their profession

   – acquire in-depth knowledge of facility management / leading institutions

   b. Practical skills: Students will

   – be acquainted with and develop concepts for working in multi-professional teams

   – be in a position, to analyse current debates in early education and to develop their own position

2. Personal skills:

   Students will

   – be able to reflect on their own attitudes towards and judgements of persons and to adjust their (course of) action accordingly

   – be able to assume perspectives and engage in solution-seeking communication

   – grapple with their own explicit and implicit (educational) orientations and their understanding of their profession in relation to their own life history

   – have the skills required to engage discursively on questions of leadership

   – develop a personal professional profile based on engagement with their own education history

     and professional biography

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Theories of self-perception and the perception of others

– Theoretical principles of group dynamics, group work and teamwork

– Biography research and biography work

– Profession and leadership/management theory

Courses:	Teaching method	Status	Contact time	Independ-ent study
Course 1: Understanding the profession – historical developments and current discourse	S	C	2 semester hrs/week = 30 h	25 h
Course 2: Work in multi-professional teams	S	C	2 semester hrs/week = 30 h	25 h
Course 3: Biography and profession	S	C	2 semester hrs/week = 30 h	25 h
Course 4: Leadership: developing a professional profile	S	C	2 semester hrs/week = 30 h	30 h

Requirements for credit points to be awarded: presentation and/or term paper (ca. 15,000 characters)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 12: Introduction to academic work and methods of empirical social research

Status Compulsory	Workload 150 h	Credit points 6
Duration 2 semesters	Semester 1st and 2nd semesters	Frequency Every semester

Applicability of the module: The module is also suitable for the Bachelor study programmes in Social Work (Module 1.1) and in Religious Education and Diaconia (Module 1.1).

Course requirements: none

Skills, qualification goals, learning achievements:

The following learning achievements are expected of students:

1. Professional skills:

    a. Knowledge and understanding:

– of basic epistemological approaches and relevant scientific and/or academic databases

– of working in an academic context, of content and form in writing essays and Bachelor theses and of methods of empirical social research

    b. Practical skills:

– Researching in three relevant databases (e.g., FIS-Bildung, Psyndex, Medline, Carelit, Juris, Eric)

– Working independently with scholarly and specialist empirical literature and applying rules of composition in both content and form

– Application under guidance of basic methods of empirical social research

2. Personal skills:

    a. Social skills:

– Argumentative abilities based on academic insights

    b. Individual skills:

– Ability to analyse and compare/collate literature on relevant practical vocational issues

– Reflecting on contradictions with regard to experiential and theoretical knowledge

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Scientific theory and methods of working academically

– Qualitative and quantitative methods of empirical (social) research

– Relevant scientific and/or academic databases

– Feedback processes

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Working academically	S/T	C	2 semester hrs/week = 30 h	20 h
Course 2: Quantitative and qualitative methods of empirical work	S/T	C	2 semester hrs/week = 30 h	20 h
Course 3: Continuation and sample applications of working academically (see Course 1) and empirical methods (see Course 2) based on central research points specific to the study programme	S	C	2 semester hrs/week = 30 h	20 h

Requirements for credit points to be awarded: term paper (22,500 – 25,000 characters, 9-10 pages) with both theoretical and empirical content

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 13: Placement 2 (practice research)

Status Compulsory	Workload 375 h	Credit points 15
Duration 2 semesters	Semester 5th and 6th semesters	Frequency Every 2nd semester

Applicability of the module:

Course requirements: none

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

   a. Knowledge:

   Students will
   - acquire advanced professional knowledge of selected methods of empirical social research
   - independently acquire professional knowledge on questions relating to their project

   b. Practical skills:

   Students will
   - practise selected surveying and evaluation methods
   - devise questions, research designs and processes suited to the matter in hand

2. Personal skills:

   Students will
   - independently plan an empirical research study and implement it in a realistic time frame
   - present and defend their project in the staff team of the practice facility and in the students' working group
   - view their field of research and work from a distanced stance or standpoint of "alienation"
   - use their research experience to reflect on their own (educational) routines and aspects that they take for granted

Teaching content:

The skills and goals listed will be concretised by way of example in the following teaching content:

– Methods of empirical social research

– Planning, implementation and documentation of an empirical study

Courses:	Teaching method	Status	Contact time	Independent study
Course 1: Research workshop I: Planning and implementing an empirical study	S	C	2 semester hrs/week = 30 h	45 h
Course 2: Research workshop II: Research report and Bachelor thesis	S	C	4 semester hrs/week = 60 h	80 h
Practical (work) experience				160 h

Requirements for credit points to be awarded: Successfully completed placement (20 working days) plus term paper (15,000–18,000 characters)

Selection options: none

Compensation options: none

Bachelor of Early Education study programme

Module 14: Bachelor thesis

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	**Semester** 6th semester	**Frequency** Every semester

Applicability of the module:

Course requirements: 112 ECTS credit points from the preceding modules of the study programme

Skills and qualification goals:

The following learning achievements are expected of students:

1. Professional skills:

　a. Knowledge:

　Students will

- work independently on a question from the field of early childhood education
- present broad and profound academic knowledge of their subject in line with the current state of research
- take account of the societal, social and institutional parameters of professional action

　b. Practical skills:

　Students will

- present differentiated and coherent argumentation and formulate potentially farther-reaching questions
- the question permitting, undertake a praxis-related examination of their question on the basis of the practice research project
- take account of the formal standards of academic work and study

2. Personal skills:

　Students will

- make use of available resources and plan the time and work framework realistically
- be able to discuss their work with critical dialogue partners

Requirements for credit points to be awarded: Bachelor thesis (275 h) and colloquium (25 h)
Selection options: none
Compensation options: none