

## OFFICIAL TRANSLATION OF

### **Fachspezifische Bestimmungen für den Master- Teilstudiengang „Sport“ innerhalb der Lehramts- studiengänge der Universität Hamburg (Amtliche Bekanntmachung Nr. 38 vom 27. April 2023)**

**THIS TRANSLATION IS FOR INFORMATION ONLY –  
ONLY THE GERMAN VERSION SHALL BE LEGALLY  
VALID AND ENFORCEABLE!**

### **Subject-Specific Provisions (FSBs) for the Sport Component of the Master’s Teacher Training Degree at Universität Hamburg**

**dated 11 May 2022**

On 20 February 2023, the Executive University Board of Universität Hamburg ratified the Subject-Specific Provisions for the sport component of the teacher training degree leading to the qualification master of education (MEd) pursuant to Section 108 subsection 1 sentence 4 of the Hamburg higher education act (Hamburgisches Hochschulgesetz, HmbHG) dated 18 July 2001 (HmbGVBl. p. 171) and amended on 18 June 2020 (HmbGVBl. p. 704), as adopted by the Faculty of Psychology and Human Movement Science on 11 May 2023 in accordance with Section 91 subsection 2 number 1 HmbHG.

## **I. Supplemental provisions**

### **Section 1**

#### **Program and examination objectives, academic degree, and implementation of the degree program**

##### **Section 1 subsection 3: Program objectives**

The program goals for the sport component are differentiated by degree program, as the scope and technical components differ markedly and the grades and students being taught have different requirements. The ability to independently structure, design, and reflect on level-specific learning opportunities and develop them in the chosen fields is common to all course components. This builds on knowledge and skills gained in the bachelor of education program to ensure students are sufficiently broadly qualified to adequately cover the spectrum of movement and areas of activity indispensable for teacher training. In addition, skills related to the area of sports as a whole area considered in other fields. The individual teacher-training degree programs also build on the specialist knowledge imparted in the technical components of the bachelor of education program and provide students with knowledge and skills in sports-related research methods, specific pedagogical problems faced in teaching, and the teaching of movement, games, and sports as well as deeper theoretical and applied knowledge of the social and natural science components of sport and movement science.

This completes the technical knowledge and skills that allows students to gain professional skills required for specific challenges of confident, age-appropriate, diverse, and multi-perspective sport teaching in the second phase of their teacher training.

Special focus is given to methodological and specialist knowledge required for the planning, implementation, and evaluation of sports teaching appropriate for the physical, social, gender, and culture-specific needs of the students to allow them equal participation in movement, sport, and games activities. Deepening knowledge of specific research methods ensures that students are able to conduct professional, evidence-based evaluations and reflect on their own teaching.

Students in all teacher-training degree programs complete the spectrum of sport-related movement and activity in which they have specific knowledge and skills to conduct sports activities at a level and using methods, scenarios, and situations appropriate for the students and target groups;

- 1.
2. in the Teacher Training for Primary Schools (focus area), Teacher Training for Vocational Schools, Teacher Training for Special Needs Education for Secondary Education, as well as Teacher Training for Secondary Schools
  - a. have in-depth knowledge and skills in selected fields of movement and activity. Based on examples, they acquire the ability and

- knowledge to plan, conduct, and evaluate challenging, specialized, and differentiated learning opportunities
- b. possess in-depth knowledge of concepts and procedures in sports research
  - c. possess in-depth knowledge and skills related to the specific pedagogical problems of sports education, which enables them to guide and reflect on movement-learning situations even under challenging learning conditions such as groups with heterogeneous motor skills, social skills, or motivation levels
  - d. possess in-depth knowledge and skills in selected movement and sports science subjects that enable them to understand and integrate preventative, training science, or psychological aspects relevant to health, as well as intercultural and socio-political aspects of movement, games and sport.

**Section 4**  
**Program and examination structure, modules,**  
**and ECTS credits**

**Section 4 subsection 1: Curriculum and timetable**

Sport as a subject is structured in modules over specific subject semesters.

- a) Teacher Training for Primary Schools

<b>Degree program timetable for Teacher Training for Primary Schools</b>			
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<b>Module BW-MEd-1.GS (5 ECTS credits)</b> Theory and Practice IV			
Seminar Subject-Specific Training Required Elective  <b>3 ECTS credits</b>			
Seminar Current Topics in the Culture of Human Motion <b>2 ECTS credits</b>			where relevant: <b>Module BW-MEd-5 (15 ECTS credits):</b> Final module (master's thesis)

5 ECTS credits	0 ECTS credits	0 ECTS credits	0 hours(+ 15) ECTS credits
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b) Teacher Training for Primary Schools with a focus on sport

Degree program timetable Teacher Training for Primary Schools with a focus in sport			
Semester 1	Semester 2	Semester 3	Semester 4
<b>Module BW-MEd-1-GS(5 ECTS credits)</b> Theory and Practice IV	<b>Module BW-MEd-3-GS(9 ECTS credits)</b> Advanced Sport and Exercise Science for Teacher Training		
Seminar Subject-Specific Training Required Elective <b>3 ECTS credits</b>	Seminar Issues Specific to Sports Teaching <b>4 ECTS credits</b>	Seminar Advanced Study Required Elective <b>3 ECTS credits</b>	
Seminar Current Topics in the Culture of Human Motion <b>2 ECTS credits</b>		Additional Advanced Study (in cooperation with subject-specific didactics) 2 ECTS credits	
		<b>Module BW-MEd-2-GS(6 ECTS credits)</b> Advanced Sport and Exercise Science I	
		Seminar Advanced Study Required Elective <b>3 ECTS credits</b>	
		Seminar Subject-Specific Training Required Elective <b>3 ECTS credits</b>	Where relevant: <b>Module BW-MEd-5 (15 ECTS credits):</b> Final Module (master's thesis)
<b>5 ECTS credits</b>	<b>4 ECTS credits</b>	<b>11 ECTS credits</b>	<b>0 hours(+ 15) ECTS credits</b>

c) Teacher Training in Special Needs Education for Primary Schools

<b>Degree program timetable Teacher Training in Special Needs Education for Primary Schools</b>			
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<b>Module BW-MEd-1.GS (5 ECTS credits)</b> Theory and Practice IV			
Seminar Subject-Specific Training Required Elective  <b>3 ECTS credits</b>			
Seminar Current Topics in the Culture of Human Motion <b>2 ECTS credits</b>			Where relevant: <b>Module BW-MEd-5 (15 ECTS credits):</b> Final Module (master's thesis)
<b>5 ECTS credits</b>	<b>0 ECTS credits</b>	<b>0 ECTS credits</b>	<b>0 hours(+ 15) ECTS credits</b>

d) Teacher Training in Vocational Education and Teacher Training in Special Needs Education for Secondary Education

<b>Teacher Training in Vocational Education and Teacher Training in Special Needs Education for Secondary Education</b>			
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<b>Module BW-MEd-3-BS (8 ECTS credits)</b> Advanced Sport and Exercise Science for Teacher Training			<b>Module BW-MEd-2-BS (6 ECTS credits)</b> Advanced Sport and Exercise Science I
Seminar Advanced Required Elective <b>3 ECTS credits</b>	Seminar Issues Specific to Sports Teaching <b>4 ECTS credits</b>		Seminar Advanced Study Required Elective <b>3 ECTS credits</b>

Additional Advanced Study (in cooperation with subject-specific didactics) <b>1 ECTS credit</b>	<b>Module BW-MEd-1-BS(6 ECTS credits)</b> Theory and Practice IV		Seminar Subject-Specific Training Required Elective  <b>3 ECTS credits</b>
	Seminar Subject-Specific Training Required Elective 3 ECTS credits	Advanced T & P Seminar Required Elective  <b>3 ECTS credits</b>	Where relevant: <b>Module BW-MEd-5 (15 ECTS credits):</b> Final Module (master's thesis)

Lectures marked in gray and listed next to each other may be attended in any order during the respective academic year.

T & P = Theory and Practice

e) Teacher Training for Secondary Schools—Variation 1

<b>Teacher Training for Secondary Schools—Variation 1</b>			
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<b>Module BW-MEd-2-Sek (6 ECTS credits)</b> Advanced Sport and Exercise Science I		<b>Module BW-MEd-4-Sek (9 ECTS credits)</b> Advanced Sport and Exercise Science II	
Seminar Advanced Study Required Elective <b>3 ECTS credits</b>		Seminar Advanced T & P Required Elective  <b>3 ECTS credits</b>	Seminar Advanced T & P Required Elective  <b>3 ECTS credits</b>
Seminar Subject-Specific Training Required Elective  <b>3 ECTS credits</b>	<b>Module BW-MEd-3-Sek (7 ECTS credits)</b> Advanced Sport and Exercise Science for Teacher Training		Seminar Advanced Study Required Elective  <b>3 ECTS credits</b>

	Seminar Issues Specific to Sports Teaching <b>4 ECTS credits</b>	Seminar Advanced Required Elective <b>3 ECTS credits</b>	Where relevant: <b>Module BW-MEd-5 (15 ECTS credits):</b> Final Module (master's thesis)
<b>6 ECTS credits</b>	<b>4 ECTS credits</b>	<b>6 ECTS credits</b>	<b>6 hours(+ 15) ECTS credits</b>

Lectures marked in gray and listed next to each other may be attended in any order during the respective academic year.

T & P = Theory and Practice

f) Teacher Training for Secondary Schools—Variation 2

<b>Teacher Training for Secondary Schools—Variation 2</b>			
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<b>Module BW-MEd-2-Sek (6 ECTS credits)</b> Advanced Sport and Exercise Science I	<b>Module BW-MEd-3-Sek (7 ECTS credits)</b> Advanced Sport and Exercise Science for Teacher Training	<b>Module BW-MEd-4-Sek (9 ECTS credits)</b> Advanced Sport and Exercise Science II	
Seminar Advanced Study Required Elective <b>3 ECTS credits</b>	Seminar Issues Specific to Sports Teaching <b>4 ECTS credits</b>	Seminar Advanced T & P Required Elective <b>3 ECTS credits</b>	Seminar Advanced T & P Required Elective <b>3 ECTS credits</b>
Seminar Subject-Specific Training Required Elective <b>3 ECTS credits</b>	Seminar Advanced Study Required Elective <b>3 ECTS credits</b>		Seminar Advanced Study Required Elective <b>3 ECTS credits</b>
			Where relevant: <b>Module BW-MEd-5 (15 ECTS credits):</b> Final Module (master's thesis)

6 ECTS credits			6 hours(+ 15) ECTS credits
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Lectures marked in gray and listed next to each other, may be attended in any order during the respective academic year.

T & P = Theory & Practice

**Section 4 subsection 8:**

Cooperation Between Subjects and Subject-Specific Didactics LAB

In the sport component of the master’s degree program, there is cooperation between the subject and subject-specific didactics as part of module BW-MEd-3-BS. “Additional advanced study” refers to cooperation between subjects and subject-specific didactics.

**Section 4 subsection 10:**

Cooperation Between Subjects and Subject-Specific Didactics LAS-Sek

In the sport component of the master’s degree program, there is cooperation between the subject and subject-specific didactics as part of module BW-MEd-3-BS. “Additional advanced study” refers to cooperation between subjects and subject-specific didactics.

**Section 5  
Course types, language,  
and participation requirements**

**Section 5 subsection 3: Attendance requirement:**

Attendance is obligatory to meet the learning objectives for the Theory & Practice seminars: cultivating the investigative and research methods typical for the field require direct experience, dialogue, and joint reflection. This is the only way to ensure that experience in teaching, learning, and research processes meet safety standards (see the safety standards set by state accident insurance providers or accident prevention requirements for sporting activities).

Sport and human movement science is more differentiated than other disciplines. The complex requirements can be met only when sports theories, methods, and findings from socio-scientific disciplines such as sports sociology, sports psychology, and sports pedagogy are interlinked with those from natural scientific disciplines such as sports medicine, training, and exercise science. Reflection on sports teaching must also include considerations of health and injury hazards, special safety measures, and individual heterogeneity in physiological responses. Appropriate cross-linking of these divergent bodies of knowledge for practical application is largely dependent on reflection and discussions in courses. As a result, attendance is required in other seminar-based courses.



Course attendance is not absolutely mandatory for repeat examination attempts.

#### **Section 5 subsection 4: Registering for courses**

Course registration generally occurs using STiNE, the campus management system. The academic office will announce registration times and procedures in an appropriate manner.

### **Section 9**

#### **Coursework and examinations and repeat examinations and coursework**

##### **Section 9 subsection 5: Additional types of examination**

(1) Additional types of examination include:

a) Multiple-choice examinations

A multiple-choice examination is a supervised written examination, made up solely of questions whereby one answer is marked as correct from at least three potential responses. The duration of a multiple-choice test is between 45 and 180 minutes. The specific duration will be announced at the beginning of the course. The tasks must always be completed alone, independently, and using only the approved resources. The following applies to multiple-choice tests:

aa) Examinations using the multiple-choice model are permissible only when they are suited to proving the examinee has mastered the essential content and methods of the module and can apply the knowledge and skills acquired and when applied to a sufficiently large number of examinees to allow comparison between the individual examination performance and the average examination performance of all examinees (reference group).

bb) Examinations using the multiple-choice model must be prepared by two examiners who are obliged to work together on the material to be examined, the formulation of the questions, and the formulation of the correct and incorrect responses. In addition, the evaluation procedure and the weighting for each task must be determined.

cc) The question-and-answer guidelines must be clearly understandable, have unambiguous answers, and be suited to determining the level of knowledge and skills of examinees. In particular, no other answer apart from that determined as correct may be acceptable. The requirements for passing the examination must be established in advance and in consideration of the following points:

dd) The evaluation of multiple-choice tests comprises two parts: a raw score and a weighting factor that reflects the difficulty of the examination task. The maximum raw score for an examination represents the number of the provided potential answers. The total raw points are awarded if only the

correct answer provided is clearly marked. No raw points are awarded if another answer, multiple answers, or no answer is given. Negative weighting factors, reduced raw points, or partial raw points are not permitted. The number of points scored on an examination task results from the raw score awarded multiplied by the weighting factor identified for each task. The grades earned for all examination tasks are added to an achieved total score.

ee) If examination tasks are subsequently established to be erroneous, these must not be included in the determination of the examination result. The reduced total points must then be used when determining if the examinee obtained enough points to pass. Subsequent non-consideration of examination tasks may not disadvantage an examinee.

ff) The multiple-choice test is passed if at least 50 percent of the possible total points have been achieved or if the total points achieved do not fall below the average score achieved by the reference group by more than 17 percent.

The passing grade is the minimum score required to pass.

gg) If an examinee does not achieve a passing grade, the examination is graded as “insufficient” (5.0) or “fail.” If the examination participants achieve a passing grade, the examination is graded as “passed.” If grades are used to evaluate the examination performance, then the percentage of points above the pass mark is calculated for each examinee as a proportion of the number of points between the pass mark and the total achievable score. The grades to be awarded are as follows:

1.0,	where the proportion is above 90 %
1.3,	where the proportion is above 80 % but not more than 90 %
1.7,	where the proportion is above 70 % but not more than 80 %
2.0,	where the proportion is above 60 % but not more than 70 %
2.3,	where the proportion is above 50 % but not more than 60 %
2.7,	where the proportion is above 40 % but not more than 50 %
3.0,	where the proportion is above 30 % but not more than 40 %
3.3,	where the proportion is above 20 % but not more than 30 %
3.7,	where the proportion is above 10 % but not more than 20 %
4.0,	where the proportion is above 0 % but not more than 10 %

a) Practical examination

The practical examination assesses sport- or activity-specific skills. Practical examinations may constitute the completion of individual or group tasks.

Requirements are, in contrast to purely cognitive examinations, characterized by tactical-motor-cognitive problems. The tactical-motor-cognitive complexity and not the timescale is decisive.

- b) Take-home examination: A take-home examination comprises a written response to a specific question completed by the student at home within a set working time, using permitted resources. The take-home examination may also be conducted as a multiple-choice test. Working time can range from 60 to 240 minutes. The examiner generally announces the specific duration at the beginning of the course—at the latest, two weeks before the examination. The examiner may also establish guidelines for the scope of work. If the module description in the subject-specific provisions for a module or course examination stipulates a written examination, examiners may provide a take-home examination as an alternative. The specific type of examination is usually announced prior to the start of the course, two weeks before the examination at the latest. Tasks for a take-home examination will be given in person or in electronic form. The assignment and submission deadline will be announced, at the latest, two weeks before the examination. The period between the distribution of the assignment and the submission deadline should be longer than the specified completion time. As per the examination regulations, students must confirm that they have completed the assignment on their own and without using any tools or resources beyond those listed. Within the scope of evaluating take-home examinations, an external institution may be employed to check for plagiarism using a computer-assisted plagiarism detection system. Any copies of the work furnished for this purpose may not be disclosed to any third party and must be deleted once the plagiarism check has been completed.

(2) Examinations may also be conducted as group work or group assessment, provided the contribution to be evaluated can be clearly identified, distinguished, and individually graded (for written work, based on indication of sections, page numbers, or other objective criteria).

#### **Section 9 subsection 6: Examination language**

Examinations are generally held in German. If a course is taught in English, the examiner and students may agree that the examination may be completed in English.

**Section 13**  
**Master's thesis**

**Section 13 subsection 8: Master's thesis language**

The master's thesis will be written in either German or English as agreed between the supervisor and the examinee.

**Section 14**  
**Evaluation of examinations**

**Section 14 subsection 3: Calculation of the module grade for individual components**

Ungraded coursework from the BW-MEd-3-GS and BW-MEd-3-BS modules is not included in the overall module grade.

Module grades for the BW-MEd-4-Sek module comprise two equally weighted component module examinations.

**Section 14 subsection 3: Calculation of subject grades**

The subject grade for the sports component is made up of the mean of the differentiated module grades weighted with the credit points.

## II. Module descriptions

<b>Module type:</b>	<b>Required module</b>
<b>Title:</b>	<b>BW-MEd-1-GS ECTS Theory and Practice IV</b>
<b>Learning outcomes</b>	<p>knowledge of and ability to reflect on current and future developments from selected sports and activities from an historical and sociocultural perspective</p> <p>knowledge of relevant activities and the internal structures of selected sports and activities</p> <p>ability to design, conduct, and evaluate a range of sports and activities appropriate for intended participants</p> <p>ability to expand on teaching skills for selected sports and activities</p> <p>know, understand, and be able to reflect on various dimensions of heterogeneity problems in selected activities</p> <p>ability to master and reflect on ways of conducting specific activities consistent with the specific safety standards required (specifications to be taken from the module handbook)</p>
<b>Module content</b>	<p>historical and sociocultural reconstruction of selected sports and activities</p> <p>performance analysis for selected sports and activities</p> <p>ways of teaching and setting-up selected sports and activities</p> <p>practical performance and methods for selected sports and activities</p>
<b>Teaching format(s)</b>	<p>subject-specific training seminar in areas of cycling/skating/gliding (land and water) or tensing and relaxation, strength training, and psychomotricity, or martial arts</p> <p>Current Topics in the Culture of Human Motion seminar</p>
<b>Language of instruction</b>	usually German— any deviations announced at the beginning of the course
<b>Prerequisites</b>	none
<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training for Primary Schools and Teacher Training in Special Needs Education for Primary Schools
<b>Type and requirements for the module examination</b>	<p>examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module; record of completed coursework in the seminars; type and scope of coursework announced at the beginning of the course;</p> <p>module examination: practical examination for an activity offered in the module</p>

<b>Workload</b>	Subject-Specific Training required elective seminar: 3 ECTS credits Current Topics in the Culture of Human Motion seminar: 2 ECTS credits
<b>Total Workload</b>	5 ECTS credits
<b>Module frequency</b>	once annually
<b>Module duration</b>	1 semester

<b>Module type:</b>	<b>Required module</b>
<b>Title:</b>	<b>BW-MEd-1-BS ECTS Theory and Practice IV</b>
<b>Learning outcomes</b>	<p>knowledge of and ability to reflect on current and future developments of sports and activities from a historical and sociocultural perspective</p> <p>knowledge of relevant activities and the internal structures of the sports and activities</p> <p>ability to design, conduct, and evaluate a range of sports and activities appropriate for intended participants</p> <p>ability to expand on teaching skills for the sports and activities</p> <p>know, understand, and be able to reflect on various dimensions of heterogeneity problems in the activities</p> <p>ability to master and reflect on ways of conducting specific activities consistent with the specific safety standards required (specifications to be taken from the module handbook)</p>
<b>Module content</b>	<p>historical and sociocultural reconstruction of the sports and activities</p> <p>performance analysis of the sports and activities</p> <p>ways of teaching and setting-up the sports and activities</p> <p>practical performance and methods for the sports and activities</p>
<b>Teaching format(s)</b>	<p>Subject-Specific Training seminar in areas of cycling/skating/gliding (land and water) or tensing and relaxation, strength training, and psychomotricity, or martial arts, or racket sports or ball sports</p> <p>advanced water sports (swimming) or advanced dancing, or advanced running/jumping/throwing (track and field), or advanced gymnastics with equipment, or advanced sport with a focus on racket sports, or advanced sports with a focus on ball sports, or advanced studies in areas of cycling/skating/gliding (land and water) or advanced studies in areas of tensing and relaxation and strength training and psychomotricity, or advanced martial arts</p>
<b>Language of instruction</b>	usually German — any deviations announced at the beginning of the course
<b>Prerequisites</b>	none
<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training in Vocational Education and in Special Needs Education for Secondary Education
<b>Type and requirements of the module examination</b>	<p>examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module;</p> <p>record of completed coursework in the seminars; type and scope of coursework announced at the beginning of the course</p>

	module examination: practical examination in connection with one of the Advanced Theory and Practice seminars offered in the module
<b>Workload</b>	Subject-Specific Training required elective seminar: 3 ECTS credits Advanced Theory and Practice required elective seminar: 3 ECTS credits
<b>Total Workload</b>	6 ECTS credits
<b>Module frequency</b>	every semester
<b>Module duration</b>	1 semester



<b>Module type:</b>	<b>Required module</b>
<b>Title:</b>	<b>BW-MEd-2-GS, BW-MEd-2-Sek and BW-MEd-2-BS Advanced Sport and Exercise Science I</b>
<b>Learning outcomes</b>	<p>Sport and Exercise Teaching seminar  knowledge of and ability to reflect on current findings and processes of human movement and sports-oriented child and youth research  knowledge of sports-related research processes and results on education and development for children and youth and the ability to transfer these to curricular and extra-curricular sport opportunities  ability to reflect on the actions of teachers from the perspective of current findings</p> <p>Sport, the Individual, and Society seminar  advanced knowledge of and ability to reflect in different ways on social science theories and methods in relation to the body, movement, sport, and games, and the ability to transfer these to curricular and extra-curricular sport opportunities  knowledge of and ability to reflect on the social contexts of current trends in human movement, sport, and games  knowledge of psychological research processes and findings on specific issues in the field of human movement, games, and sports, the ability to transfer this to teacher activity in curricular and extra-curricular sport opportunities</p> <p>Sport and Human Movement Medicine seminar  knowledge of current and special sports medicine results, e.g., on applied psychology, anatomy, and traumatology  ability to reflect on current and special sports medicine research in light of curricular and extra-curricular sport opportunities, and to reflect on planning and evaluation of appropriate stresses and development priorities</p> <p>Human Movement and Training Science seminar  in-depth knowledge of current methods and findings in human movement and training science  ability to reflect on biomechanical, sport-related motor skills, and training science theories and findings with regard to curricular and extra-curricular sport opportunities and the use this reflection for planning and evaluation of such opportunities</p> <p>Sports Science Research Methods seminar</p>

	<p>in-depth knowledge of and ability to reflect on examples of sports-science methods</p> <p>the ability to select sports-science methods suited to the subject in question, and to understand and manage research studies</p> <p>the ability to reflect critically on the methods of sports science studies</p>
	<p>Subject-Specific Training seminar</p> <p>knowledge of and ability to reflect on current and future developments of sports and activities from a historical and sociocultural perspective</p> <p>knowledge of relevant activities and the internal structures of the sports and activities</p> <p>design, conduct, and evaluate a range of sports and activities appropriate for intended participants</p> <p>expand on teaching skills for the sports and activities</p> <p>know, understand, and be able to reflect on various dimensions of heterogeneity problems in the activities</p> <p>master the ability to reflect on ways of conducting specific activities consistent with the specific safety standards required (specifications to be taken from the module handbook)</p>
<b>Module content</b>	<p>Advanced required elective seminar: Theory, Methodology, and Findings of Natural Science, Social Science, and Humanities Approaches to Movement and Sport Science</p> <p>Subject-Specific Training required elective seminar: Historical and Sociocultural Reconstruction of Sports Types and Activities Performance Analysis of the Sports Types and Activities Teaching and Performance Approaches for Sports Types and Activities Practical Performance and Methods for Sports Types and Activities</p>
<b>Teaching format(s)</b>	<p>Sport and Exercise Teaching seminar or Sport, the Individual, and Society seminar, or Human Movement and Sports Medicine seminar, or Human Movement and Training Science seminar, or Research Methods seminar</p> <p>Subject-Specific Training seminar in areas of cycling/skating/gliding (land and water) or tensing and relaxation, strength training, and psychomotricity, or martial arts, or racket sports or ball sports</p>
<b>Language of instruction</b>	usually German— any deviations announced at the beginning of the course
<b>Prerequisites</b>	none

<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training degree programs
<b>Type and requirements of the module examination</b>	examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module; record of completed coursework in the seminars; type and scope of coursework announced at the beginning of the course module examination: term paper (approx. 15 pages), oral examination (30 minutes), or written examination (45–60 minutes) combined with the advanced seminar; exact type of examination announced at the beginning of the course
<b>Workload</b>	Advanced required elective seminar: 3 ECTS credits Subject-Specific Training required elective seminar: 3 ECTS credits
<b>Total Workload</b>	6 ECTS credits
<b>Module frequency</b>	every semester
<b>Module duration</b>	1 semester

<b>Module type:</b>	<b>Required module</b>
<b>Title:</b>	<b>BW-MEd-3-GS Advanced Human Movement and Sport Science for Teacher Training</b>
<b>Learning outcomes</b>	<p>Issues Specific to Sports Teaching seminar</p> <p>knowledge of specific challenges typical to the profession of teaching sports at an advanced level e.g., special heterogeneity involving physical, gender-specific, motor-skill, social, and motivational needs in learning groups, vastly different expectations that teacher, student, and school-community expectations have of physical education, particularly the conditions and influencing factors that depart from purely cognitive subjects, etc.</p> <p>knowledge of and the ability to reflect on and evaluate research-based results and potential solutions to special problems</p> <p>possess a network of competencies specific to the field of human movement, scientific, and pedagogical knowledge, which allows the appropriate solution to specific and complex teaching problems</p> <p>Sport and Exercise Teaching seminar</p> <p>knowledge of and ability to reflect on current findings and processes of human movement and sports-oriented child and youth research</p> <p>knowledge of sports-related research processes and results on education and development for children and youth and the ability to transfer these to curricula and extra-curricula sport opportunities</p> <p>ability to reflect on the actions of teachers from the perspective of current findings</p> <p>Sport, the Individual, and Society seminar</p> <p>advanced knowledge of and ability to reflect in different ways on social science theories and methods in relation to the body, movement, sport, and games, and the ability to transfer these to curricular and extra-curricular sport opportunities</p> <p>knowledge of and ability to reflect on the social contexts of current trends in human movement, sport, and games</p> <p>knowledge of psychological research processes and findings on specific issues in the field of human movement, games, and sports, the ability to transfer this to teacher activity in curricular and extra-curricular sport opportunities</p> <p>Sport and Human Movement Medicine seminar</p>

	<p>knowledge of current and special sports medicine results, e.g., on applied psychology, anatomy, and traumatology</p> <p>ability to reflect on current and special sports medicine research in light of curricular and extra-curricular sport opportunities, and to reflect on planning and evaluation of appropriate stresses and development priorities</p>
	<p>Human Movement and Training Science seminar</p> <p>in-depth knowledge of current methods and findings in human movement and training science</p> <p>ability to reflect on biomechanical, sport-related motor skills, and training science theories and findings with regard to curricular and extra-curricular sport opportunities and to plan and evaluate such opportunities</p> <p>Sports Science Research Methods seminar</p> <p>in-depth knowledge of and ability to reflect on examples of sports-science methods</p> <p>the ability to select examples of subject-oriented sports science methods, and to understand and conduct research studies</p> <p>the ability to reflect critically on the methods of sports science studies</p>
<b>Module content</b>	<p>Issues Specific to Sports Teaching seminar:</p> <p>problem-oriented network of technical, subject-didactic and pedagogical findings on special issues in physical education (e.g., managing learning groups, inclusion, gender-sensitive teaching)</p> <p>current research into the particular issue</p> <p>criteria-based reflection on own teaching activity in the problem area</p> <p>Advanced required elective seminar:</p> <p>Theory, Methodology, and Findings of the Natural Science, Social Science, and Humanities Approaches in Sport and Exercise Science</p>
<b>Teaching format(s)</b>	<p>Issues Specific to Sports Teaching seminar</p> <p>Human Sport and Exercise Science seminar or Sport, the Individual, and Society seminar, or Human Movement and Sports Medicine seminar, or Human Movement and Training Science seminar, or Research Methods seminar</p>
<b>Language of instruction</b>	usually German — any deviations announced at the beginning of the course
<b>Prerequisites</b>	none

<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training for Primary Schools with a focus in sport
<b>Type and requirements of the module examination</b>	<p>examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module; record of completed coursework in the seminars; type and scope of coursework announced at the beginning of the course</p> <p>module examination: three course examinations:  term paper (approx. 15 pages), oral examination (30 minutes), or written examination (45–60 minutes) combined with one of the seminars; exact type of examination announced at the beginning of the course</p> <p>ungraded examination in the form of a term paper (approx. 15 pages), a portfolio (60 hours), or an oral examination (30 minutes) in conjunction with one of the seminars</p> <p>additional advanced study: ungraded project completion</p>
<b>Workload</b>	<p>Issues Specific to Sports Teaching seminar: 4 ECTS credits</p> <p>Advanced required elective seminar: 3 ECTS credits</p> <p>additional advanced study: 2 ECTS credits</p>
<b>Total workload</b>	9 ECTS credits
<b>Module frequency</b>	once annually
<b>Module duration</b>	one (variation 2) or two semesters (variation 1)

<b>Module type:</b>	<b>Required module</b>
<b>Title:</b>	<b>BW-MEd-3-BS Advanced Sport and Exercise Science for Teacher Training</b>
<b>Learning outcomes</b>	<p>Issues Specific to Sports Teaching seminar</p> <p>knowledge of specific challenges typical to the profession of teaching sports at an advanced level e.g., special heterogeneity involving physical, gender-specific, motor-skills, social, and motivational needs of learning groups, vastly different expectations that teacher, student, and school-community expectations have of physical education, particularly the conditions and influencing factors that depart from purely cognitive subjects</p> <p>knowledge of and the ability to reflect on and evaluate research-based results and potential solutions for special</p> <p>possess a network of competencies specific to the field of human movement, scientific, and pedagogical knowledge, which allows the appropriate solution of specific and complex teaching problems</p> <p>Sport and Exercise Teaching seminar</p> <p>knowledge of and ability to reflect on current findings and processes of the human movement and sports-oriented child and youth research</p> <p>knowledge of sports-related research processes and results on education and development for children and youth and the ability to transfer these to curricula and extra-curricula sport opportunities</p> <p>ability to reflect on the actions of teachers from the perspective of current findings</p> <p>Sport, the Individual, and Society seminar</p> <p>advanced knowledge of and ability to reflect in different ways on social science theories and methods in relation to the body, movement, sport, and games, and the ability to transfer these to curricular and extra-curricular sport opportunities</p> <p>knowledge of and ability to reflect on the social contexts of current trends in human movement, sport, and games</p> <p>knowledge of psychological research processes and findings on specific issues in the field of human movement, games, and sports, the ability to transfer this to teacher activity in curricular and extra-curricular sport opportunities</p> <p>Sport and Human Movement Medicine seminar</p>

	<p>knowledge of current and special sports medicine results, e.g., on applied psychology, anatomy, and traumatology</p> <p>ability to reflect on current and special sports medicine research in light of curricular and extra-curricular sport opportunities and to plan and evaluate appropriate stresses and development priorities</p>
	<p>Human Movement and Training Science seminar</p> <p>in-depth knowledge of current methods and findings in human movement and training science</p> <p>ability to reflect on biomechanical, sport-related motor skills, and training science theories and findings with regard to curricular and extra-curricular sport opportunities and to plan and evaluate such opportunities</p> <p>Sports Science Research Methods seminar</p> <p>in-depth knowledge of and ability to reflect on examples of sports-science methods</p> <p>the ability to choose sports science methods accordingly and to understand and conduct investigation processes</p> <p>the ability to reflect critically on the methods of sports science studies</p>
<b>Module content</b>	<p>Issues Specific to Sports Teaching seminar:</p> <p>problem-oriented network of technical, subject-didactic, and pedagogical findings on special issues in physical education (e.g., managing learning groups, inclusion, gender-sensitive teaching)</p> <p>current research into the particular issue</p> <p>criteria-based reflection on own teaching activity in the problem area</p> <p>Advanced required elective seminar:</p> <p>Theory, Methodology, and Findings of the Natural Science, Social Science, and Humanities Approaches in Sport and Exercise Science</p>
<b>Teaching format(s)</b>	<p>Issues Specific to Sports Teaching seminar</p> <p>Human Sport and Exercise Science seminar or Sport, the Individual, and Society seminar, or Human Movement and Sports Medicine seminar, or Human Movement and Training Science seminar, or Research Methods seminar</p>
<b>Language of instruction</b>	usually German— any deviations announced at the beginning of the course
<b>Prerequisites</b>	none



<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training in Vocational Education and for Special Needs Education for Secondary Education
<b>Type and requirements of the module examination</b>	<p>examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module; record of completed coursework in the seminars; type and scope of coursework announced at the beginning of the course</p> <p>module examination: three course examinations:  term paper (approx. 15 pages), oral examination (30 minutes), or written examination (45–60 minutes) combined with one of the seminars; exact type of examination announced at the beginning of the course</p> <p>ungraded examination in the form of a term paper (approx. 10 pages), a portfolio (30 hours), or an oral examination (30 minutes) in conjunction with one of the seminars</p> <p>Additional advanced study ungraded project completion</p>
<b>Workload</b>	<p>Issues Specific to Sports Teaching seminar: 4 ECTS credits</p> <p>Advanced required elective seminar: 3 ECTS credits</p> <p>Additional advanced study: 1 ECTS credits</p>
<b>Total Workload</b>	8 ECTS credits
<b>Module frequency</b>	once annually
<b>Module duration</b>	one (variation 2) or two semesters (variation 1)

<b>Module type:</b>	<b>Required module</b>
<b>Title:</b>	<b>BW-MEd-3-Sek Advanced Sport and Exercise Science for Teacher Training</b>
<b>Learning outcomes</b>	<p>Issues Specific to Sports Teaching seminar  knowledge of specific challenges typical to the profession of teaching sports at an advanced level e.g., special heterogeneity involving physical, gender-specific, motor-skills, social, and motivational needs of learning groups, vastly different expectations that teacher, student, and school-community expectations have of physical education, particularly the conditions and influencing factors that depart from purely cognitive subjects  knowledge of and the ability to reflect on and evaluate research-based results and potential solutions for special  possess a network of competencies specific to the field of human movement, scientific, and pedagogical knowledge, which allows the appropriate solution of specific and complex teaching problems</p> <p>Sport and Exercise Teaching seminar  knowledge of and ability to reflect on current findings and processes of human movement and sports-oriented child and youth research  knowledge of sports-related research processes and results on education and development for children and youth and the ability to transfer these to curricula and extra-curricula sport opportunities  ability to reflect on the actions of teachers from the perspective of current findings</p> <p>Sport, the Individual, and Society seminar  advanced knowledge of and ability to reflect in different ways on social science theories and methods in relation to the body, movement, sport, and games, and the ability to transfer these to curricular and extra-curricular sport opportunities  knowledge of and ability to reflect on the social contexts of current trends in human movement, sport, and games  knowledge of psychological research processes and findings on specific issues in the field of human movement, games, and sports, and the ability to transfer this to teacher activity in curricular and extra-curricular sport opportunities</p> <p>Sport and Human Movement Medicine seminar</p>

	<p>knowledge of current and special sports medicine results, e.g., on applied psychology, anatomy, and traumatology</p> <p>ability to reflect on current and special sports medicine research in light of curricular and extra-curricular sport opportunities, and to reflect on planning and evaluation of appropriate stresses and development priorities</p>
	<p>Human Movement and Training Science seminar</p> <p>in-depth knowledge of current methods and findings in human movement and training science</p> <p>ability to reflect on biomechanical, sport-related motor skills, and training science theories and findings with regard to curricular and extra-curricular sport opportunities and to plan and evaluate such opportunities</p> <p>Sports Science Research Methods seminar</p> <p>in-depth knowledge of and ability to reflect on examples of sports-science methods</p> <p>the ability to choose sports science methods accordingly and to understand and conduct investigation processes</p> <p>the ability to reflect critically on the methods of sports science studies</p>
<b>Module content</b>	<p>Issues Specific to Sports Teaching seminar:</p> <p>problem-oriented network of technical, subject-didactic, and pedagogical findings on special issues in physical education (e.g., managing learning groups, inclusion, gender-sensitive teaching)</p> <p>current research into the particular issue</p> <p>criteria-based reflection on own teaching activity in the problem area</p> <p>Advanced required elective seminar:</p> <p>Theory, Methodology, and Findings of the Natural Science, Social Science, and Humanities Approaches in Sport and Exercise Science</p>
<b>Teaching format(s)</b>	<p>Issues Specific to Sports Teaching seminar</p> <p>Human Sport and Exercise Science seminar or Sport, the Individual, and Society seminar, or Human Movement and Sports Medicine seminar, or Human Movement and Training Science seminar, or Research Methods seminar</p>
<b>Language of instruction</b>	usually German— any deviations announced at the beginning of the course
<b>Prerequisites</b>	none
<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training in Primary and Lower Secondary Education

<b>Type and requirements of the module examination</b>	<p>examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module; record of completed coursework in the seminars; The type and scope of coursework will be announced at the beginning of the course.</p> <p>module examination:</p> <p>term paper (approx. 15 pages), oral examination (30 minutes), or written examination (45–60 minutes) combined with one of the seminars; exact type of examination announced at the beginning of the course</p> <p>ungraded examination in the form of a term paper (approx. 10 pages), a portfolio (30 hours), or an oral examination (30 minutes) in conjunction with one of the seminars</p>
<b>Workload</b>	<p>Issues Specific to Sports Teaching seminar: 4 ECTS credits</p> <p>Advanced compulsory elective seminar: 3 ECTS credits</p>
<b>Total Workload</b>	7 ECTS credits
<b>Module frequency</b>	Once annually
<b>Module duration</b>	one (variation 2) or two semesters (variation 1)

Module type:	Required module
Title:	<b>BW-MEd-4-Sek Advanced Sport and Exercise Science II</b>
Learning outcomes	<p>Sport and Exercise Teaching seminar  knowledge of and ability to reflect on current findings and processes of the human movement and sports-oriented child and youth research</p> <p>knowledge of sports-related research processes and results on education and development for children and youth and the ability to transfer these to curricula and extra-curricula sport opportunities</p> <p>ability to reflect on the actions of teachers from the perspective of current findings</p> <p>Sport, the Individual, and Society seminar  advanced knowledge of and ability to reflect in different ways on social science theories and methods in relation to the body, movement, sport, and games, and the ability to transfer these to curricular and extra-curricular sport opportunities</p> <p>knowledge of and ability to reflect on the social contexts of current trends in human movement, sport, and games</p> <p>knowledge of psychological research processes and findings on specific issues in the field of human movement, games, and sports, and the ability to transfer this to teacher activity in curricular and extra-curricular sport opportunities</p> <p>Sport and Human Movement Medicine seminar  knowledge of current and special sports medicine results, e.g., on applied psychology, anatomy, and traumatology</p> <p>ability to reflect on current and special sports medicine research in light of curricular and extra-curricular sport opportunities, and to reflect on planning and evaluation of appropriate stresses and development priorities</p> <p>Human Movement and Training Science seminar  in-depth knowledge of current methods and findings in human movement and training science</p> <p>ability to reflect on biomechanical, sport-related motor skills, and training science theories and findings with regard to curricular and extra-curricular sport opportunities and the use this reflection for planning and evaluation of such opportunities</p> <p>Sports Science Research Methods seminar</p>

	<p>in-depth knowledge of and ability to reflect on examples of sports-science methods</p> <p>the ability to choose sports science methods accordingly and to understand and conduct investigation processes</p> <p>the ability to reflect critically on the methods of sports science studies</p>
	<p>Advanced Theory and Practice seminar</p> <p>knowledge of and ability to reflect on current and future developments of sports and activities from a historical and sociocultural perspective</p> <p>knowledge of relevant activities and the internal structures of the types of sports and activities</p> <p>design, conduct, and evaluate a range of sports and activities appropriate for intended participants</p> <p>expand on teaching skills for the sports and activities</p> <p>knowledge and understanding of, and ability to reflect on various dimensions of heterogeneity problems in the activities</p> <p>mastery of the ability to reflect on ways of conducting specific activities consistent with the relevant safety standards required (specifications to be taken from the module handbook)</p>
<b>Module content</b>	<p>Advanced required elective seminar: Theory, Methodology, and Findings of the Natural Science, Social Science, and Humanities Approaches in Sport and Exercise Science</p> <p>Advanced Theory and Practice seminar: historical and sociocultural reconstruction of the types of sports and activities</p> <p>performance analysis of the types of sports and activities</p> <p>ways of teaching and setting-up the types of sports and activities</p> <p>Practical Performance and Methods for Sports Types and Activities</p>
<b>Teaching format(s)</b>	<p>A Sport and Exercise Science Teaching seminar or Sport, the Individual, and Society seminar, or Human Movement and Sports Medicine seminar, or Human Movement and Training Science seminar, or Research Methods seminar</p> <p>a class in the advanced games area with a focus on racket sports or ball sports</p> <p>a class in the advanced water sports area (swimming) or advanced dancing, or advanced light athletics, or advanced gymnastics with equipment, or advanced sport with a focus on racket sports, or advanced sports with a focus on ball sports, or advanced studies in areas of cycling/skating/gliding (land and water) or advanced studies in areas of tensing and relaxation and strength training and psychomotricity, or advanced martial sports</p>

<b>Language of instruction</b>	usually German— any deviations announced at the beginning of the course
<b>Prerequisites</b>	none
<b>Module applicability</b>	can be taken as part of the Master of Education in Teacher Training degree programs
<b>Type and requirements of the module examination</b>	<p>examination prerequisites: regular active participation with preparation and follow-up in all courses prescribed for the module  record of completed coursework in the seminars; type and scope of coursework announced at the beginning of the course</p> <p>Module examination: Two course examinations:  term paper (approx. 15 pages), oral examination (30 minutes), or written examination (45–60 minutes) combined with the seminar; exact type of examination announced at the beginning of the course</p> <p>practical examination in connection with one of the Advanced Theory and Practice seminars offered in the module</p>
<b>Workload</b>	<p>Advanced required elective seminar: 3 ECTS credits</p> <p>Advanced Theory and Practice required elective seminar: 3 ECTS credits</p> <p>Advanced Theory and Practice required elective seminar: 3 ECTS credits</p>
<b>Total Workload</b>	9 ECTS credits
<b>Module frequency</b>	every semester
<b>Module duration</b>	2 semesters

<b>Module type:</b>	<b>Elective module</b>
<b>Title:</b>	<b>BW-MEd-5 Final Module</b>
<b>Learning outcomes</b>	ability to independently work in scientific and problem areas present this work systematically and with nuanced argument in a written scientific thesis (master's thesis) in the field of the sport subject
<b>Module content</b>	preparation and composition of the master's thesis
<b>Teaching format(s)</b>	-
<b>Language of instruction</b>	usually German—
<b>Prerequisites</b>	acquisition of at least 45 ECTS credits
<b>Module applicability</b>	can be taken as part of all Master of Education in Teacher Training degree programs
<b>Type and requirements of the module examination</b>	examination prerequisites: see the requirements for participation in the Final Module module examination: master's thesis (450 hours, time for completion: 5 months)
<b>Workload</b>	master's thesis 15 ECTS credits
<b>Total Workload</b>	15 ECTS credits
<b>Module frequency</b>	every semester
<b>Module duration</b>	1 semester

**Section 22**  
**Effective date**

These Subject-Specific Provisions shall become effective on the day following official publication by Universität Hamburg. They first apply to students commencing their studies in Winter Semester 2023/24.

Hamburg, 27 April 2023  
**Universität Hamburg**