Module Catalog

M.Sc. Health Science & Prevention and Health Promotion
TUM Department of Sport and Health Sciences
Technische Universität München

www.tum.de
www.sg.tum.de
Module Catalog: General Information and Notes to the Reader

What is the module catalog?
One of the central components of the Bologna Process consists in the modularization of university curricula, that is, the transition of universities away from earlier seminar/lecture systems to a modular system in which thematically-related courses are bundled together into blocks, or modules. This module catalog contains descriptions of all modules offered in the course of study. Serving the goal of transparency in higher education, it provides students, potential students and other internal and external parties with information on the content of individual modules, the goals of academic qualification targeted in each module, as well as their qualitative and quantitative requirements.

Notes to the reader:

Updated Information
An updated module catalog reflecting the current status of module contents and requirements is published every semester. The date on which the module catalog was generated in TUMonline is printed in the footer.

Non-binding Information
Module descriptions serve to increase transparency and improve student orientation with respect to course offerings. They are not legally-binding. Individual modifications of described contents may occur in praxis. Legally-binding information on all questions concerning the study program and examinations can be found in the subject-specific academic and examination regulations (FPSO) of individual programs, as well as in the general academic and examination regulations of TUM (APSO).

Elective modules
Please note that generally not all elective modules offered within the study program are listed in the module catalog.
Auflage Nachweis Deutschkenntnisse (geht nicht in Endnote ein)
Module Description

SG850000e: Anerkennung integrative Deutschkenntnisse

gem. §37 Abs. 2 Satz 2 FPSO
TUM Department of Sport and Health Sciences

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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Nachweis über integrative Deutschkenntnisse

Repeat Examination:

(Recommended) Prerequisites:

Content:

Intended Learning Outcomes:

Teaching and Learning Methods:

Media:

Reading List:

Responsible for Module:

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click campus.tum.de or here.
Module Description

SZ0301: German as a Foreign Language A1.1

TUM Department of Sport and Health Sciences

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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
1 midterm written exam 60 min. (25%) - no learning aids permitted
1 final written exam 90 min. (75%) - no learning aids permitted
The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam.
Written exams will assess students' level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:
none

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as shopping, going to a restaurant, public transport etc.
Students learn and practice basic vocabulary on topics such as family, occupation, leisure time, food and living, plural noun forms, personal and demonstrative pronouns and simple forms of negation. They become familiar with numbers, prices and time, learn how to ask and answer simple questions about a person or family, as well as talk about matters of everyday life in simply structured sentences in the simple present.
Students learn different strategies for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A1 of GER.
Upon completion of this module, students are able to express themselves using everyday expressions and simple sentences. They are able to introduce themselves and other people, they can ask and answer simple questions about personal details, describe daily routines in a simple manner and provide information about themselves in writing in simple sentences.
Furthermore, students are able to communicate their wishes, if dialog partners are willing to help and to speak slowly and clearly.
Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

Reading List:

Responsible for Module:
Christine Geishauser

Courses (Type of course, Weekly hours per semester), Instructor:
German as a Foreign Language A1.1 (seminar, 4 SWS)
Geishauser C [L], Bakker S, Geishauser C, Grzybeck D, Huber D, Kostial M, Pinskaia I, Pletschacher T, Schlüter J, Weber P

For further information in this module, please click campus.tum.de or here.
Module Description

SZ03011: Intensive Course German as a Foreign Language A1.1

TUM Department of Sport and Health Sciences

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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
1 final written exam 90 min. (100%) - no learning aids permitted
The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam.

Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:
none

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as shopping, going to a restaurant, public transport etc.
Students learn and practice basic vocabulary on topics such as family, occupation, leisure time, food and living, plural noun forms, personal and demonstrative pronouns and simple forms of negation. They become familiar with numbers, prices and time, learn how to ask and answer simple questions about a person or family, as well as talk about matters of everyday life in simply structured sentences in the simple present.
Students learn different strategies for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A1 of GER.
Upon completion of this module, students are able to express themselves using everyday expressions and simple sentences. They are able to introduce themselves and other people, they can ask and answer simple questions about personal details, describe daily routines in a simple manner and provide information about themselves in writing in simple sentences.
Furthermore, students are able to communicate their wishes, if dialog partners are willing to help and to speak slowly and clearly.
Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia teaching and learning materials (chalk/white board, overheads, worksheets, images, films, etc.) and online resources

Reading List:
Textbook (to be announced in class)

Responsible for Module:

Courses (Type of course, Weekly hours per semester), Instructor:
Block Course German as a Foreign Language A1.1 (seminar, 4 SWS)
Geishauser C [L], Hoff L, Kostial M, Pletschacher T, Schlömer A, Zerfass A

For further information in this module, please click campus.tum.de or here.
Module Description

SZ0302: German as a Foreign Language A1.2

TUM Department of Sport and Health Sciences

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<td>6</td>
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<td>120</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

1 midterm written exam 60 min. (25%) - no learning aids permitted
1 final written exam 90 min. (75%) - no learning aids permitted
The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam.
Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs

Repeat Examination:

(Recommended) Prerequisites:
Firm knowledge of level A1.1; placement test with the achievement A1.2

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as shopping, going to a restaurant, public transport etc.
Students learn and practice basic vocabulary on topics such as family, occupation, leisure time, food and living. They learn to talk about matters of everyday life in simply structured sentences in the tenses simple present and present perfect simple and practice the usage of modal verbs, the imperative and the two-case preposition.
Students learn different strategies for effective, self-motivated, independent learning. They acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A1 of GER.
Upon completion of this module, students are able to express themselves using everyday expressions and simple sentences.
Students are able to answer simple questions about themselves and their family and pose questions, in kind, to a dialog partner. They are able to arrange meetings and provide information about themselves in writing. They are able to describe daily routines in the past and present tense and can successfully communicate their wishes in everyday situations, such as going shopping or eating in a restaurant, with dialog partners who are willing to help and speak slowly and clearly.
Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

Reading List:
Textbook: announced in Class

Responsible for Module:
Christine Geishauser

Courses (Type of course, Weekly hours per semester), Instructor:
German as a Foreign Language A1.2 (seminar, 4 SWS)
Geishauser C [L], Bauer G, Kostial M, Kötter-Mendt M, Lechle K, Pinskaia I, Zünkler C

For further information in this module, please click campus.tum.de or here.
Module Description

SZ03021: Intensive Course German as a Foreign Language A1.2

TUM Department of Sport and Health Sciences

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<td>60</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
1 final written exam 90 min. (100%) - no learning aids permitted
The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam.
Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:
Firm knowledge of level A1.1; placement test with the achievement A1.2

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as shopping, going to a restaurant, public transport etc.
Students learn and practice basic vocabulary on topics such as family, occupation, leisure time, food and living. They learn to talk about matters of everyday life in simply structured sentences in the tenses simple present and present perfect simple and practice the usage of modal verbs, the imperative and the two-case preposition. Students learn different strategies for effective, self-motivated, independent learning. They acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A1 of GER.
Upon completion of this module, students are able to express themselves using everyday expressions and simple sentences.
Students are able to answer simple questions about themselves and their family and pose questions, in kind, to a dialog partner. They are able to arrange meetings and provide information about themselves in writing. They are able to describe daily routines in the past and present tense and can successfully communicate their wishes in everyday situations, such as going shopping or eating in a restaurant, with dialog partners who are willing to help and speak slowly and clearly.
**Teaching and Learning Methods:**
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

**Media:**
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

**Reading List:**
Textbook (to be announced in class)

**Responsible for Module:**

**Courses (Type of course, Weekly hours per semester), Instructor:**
Block Course German as a Foreign Language A1.2 (seminar, 4 SWS)
Geishauser C [L], Gärtner A, Hanke C, Jokl H, Kötter-Mendt M, Lechle K

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](http://campus.tum.de).
Module Description

SZ0303: German as a Foreign Language A2.1

TUM Department of Sport and Health Sciences

**Module Level:** Bachelor/Master  
**Language:** German  
**Duration:** one semester  
**Frequency:** winter/summer semester

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Number of credits may vary according to degree program. Please see Transcript of Records.

**Description of Examination Method:**
1 midterm exam 60 min. (25%) - no learning aids permitted  
1 final exam 90 min. (75%) - no learning aids permitted

The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam. Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

**Repeat Examination:**

**(Recommended) Prerequisites:**
Firm knowledge of level A1.2; placement test with the achievement A2.1

**Content:**
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as traveling, at the doctor's office, searching for an apartment, in a department store, among colleagues, friends or neighbors.

Students learn and practice basic vocabulary and expressions on topics such as education, profession, health and traveling. Students learn and practice using simply structured main and subordinate clauses (that, because, and, than, etc.), employing the preterit (modal verbs) and perfect, as well as the comparative, the superlative and the declination of the adjective. They reinforce and expand the usage of the prepositions in the accusative and dative case.

Students learn strategies for successful verbal and written communication despite minimal language skills. Opportunities will be made available for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

**Intended Learning Outcomes:**
The module is based on level A2 of GER.
Upon completion of this module, students are able to understand and use simple sentences and expressions in conversations on a broad spectrum of familiar topics. These conversations are based on basic information concerning everyday life and subjects relevant to studying or working, including sociocultural aspects of German-speaking countries.
For example, students are able to describe themselves and other people, their living situation, state of health, leisure time activities and job situation. Students are able to understand longer texts and letters about familiar topics that include foreseeable information and are written in simple language about everyday life or job related topics. Students are able to compose short, informative texts or notifications about basic situations in everyday life or situations related to studying.

Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

Reading List:
Textbook: to be announced in the Class

Responsible for Module:
Christine Geishauser

Courses (Type of course, Weekly hours per semester), Instructor:
German as a Foreign Language A2.1 (seminar, 4 SWS)
Geishauser C [L], Kovacs O, Moore B, Pöschl A, Schimmack B, Wietusch J

For further information in this module, please click campus.tum.de or here.
Module Description

SZ03031: Intensive Course German as a Foreign Language A2.1

TUM Department of Sport and Health Sciences

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Credits:*  
4

Total Hours:  
120

Self-study Hours:  
60

Contact Hours:  
60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

1 final exam 90 min. (100%) - no learning aids permitted

The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam. Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing.

Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:

Firm knowledge of level A1.2; placement test with the achievement A2.1

Content:

In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as traveling, at the doctor’s office, searching for an apartment, in a department store, among colleagues, friends or neighbors.

Students learn and practice basic vocabulary and expressions on topics such as education, profession, health and traveling. Students learn and practice using simply structured main and subordinate clauses (that, because, and, than, etc.), employing the preterit (modal verbs) and perfect, as well as the comparative, the superlative and the declination of the adjective. They reinforce and expand the usage of the prepositions in the accusative and dative case.

Students learn strategies for successful verbal and written communication despite minimal language skills. Opportunities will be made available for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:

The module is based on level A2 of GER.

Upon completion of this module, students are able to understand and use simple sentences and expressions in conversations on a broad spectrum of familiar topics. These conversations are based on basic information concerning everyday life and subjects relevant to studying or working, including sociocultural aspects of German-speaking countries.

For example, students are able to describe themselves and other people, their living situation, state of health, leisure time activities and job situation.
Students are able to understand longer texts and letters about familiar topics that include foreseeable information and are written in simple language about everyday life or job related topics. Students are able to compose short, informative texts or notifications about basic situations in everyday life or situations related to studying.

Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

Reading List:
to be announced in the Class

Responsible for Module:

Courses (Type of course, Weekly hours per semester), Instructor:
Block Course German as a Foreign Language A2.1 (seminar, 4 SWS)
Geishauser C [L], Hanke C, Kretschmann A, Moore B, Steidten R

For further information in this module, please click campus.tum.de or here.
Module Description

SZ0304: German as a Foreign Language A2.2

TUM Department of Sport and Health Sciences

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<td>winter/summer semester</td>
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<td>120</td>
<td>60</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
1 midterm exam 60 min. (25%) - no learning aids permitted
1 final exam 90 min. (75%) - no learning aids permitted
The midterm exam is intended to monitor students’ learning progress and reduce the amount of material covered in the final exam. Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing.
Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:
Firm knowledge of level A2.1; placement test with the achievement A2.2

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as traveling, at the doctor’s office, searching for an apartment, in a department store, among colleagues, friends or neighbors.
Students reinforce and augment basic vocabulary and expressions on topics such as education, profession, living and traveling. Students learn and practice classifying and using an extended spectrum of main and subordinate clauses (final clause, indirect questions, temporal subordinate clause, causal sentence). They also learn to employ the preterit (modals verbs) and perfect and will repeat and expand the usage of the prepositions and the declination of the adjective.
Students learn strategies for successful verbal and written communication despite minimal language skills. Opportunities will be made available for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A2 of GER.
Upon completion of this module, students are able to understand and use simple sentences and expressions in conversations on a broad spectrum of familiar topics. These conversations are based on basic information concerning everyday life and subjects relevant to studying or working, including sociocultural aspects of German-speaking countries.
For example, students are able to describe themselves and other people, their living situation, state of health,
leisure time activities and job situation. Students are able to communicate in various situations, for example, when searching for an apartment, traveling or on holiday, and are able to report about their experiences in simple standard language.

Students are able to understand longer texts and letters about familiar topics that include foreseeable information and are written in simple language about everyday life or job related topics. Students are able to compose short, informative texts or notifications about basic situations in everyday life or situations related to studying.

**Teaching and Learning Methods:**
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

**Media:**
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

**Reading List:**
Textbook: to be announced in the Class

**Responsible for Module:**
Christine Geishauser

**Courses (Type of course, Weekly hours per semester), Instructor:**
German as a Foreign Language A2.2 (seminar, 4 SWS)
Geishauser C [L], Denzl B, Hummel I, Kraut-Schindlbeck S, Thiessen E, Weber P, Zerfass A

For further information in this module, please click campus.tum.de or here.
Module Description

SZ03041: Intensive Course German as a Foreign Language A2.2

TUM Department of Sport and Health Sciences

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<tbody>
<tr>
<td>Bachelor/Master</td>
<td>German</td>
<td>one semester</td>
<td>winter/summer semester</td>
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**Credits:** 4

**Total Hours:** 120

**Self-study Hours:** 60

**Contact Hours:** 60

Number of credits may vary according to degree program. Please see Transcript of Records.

**Description of Examination Method:**

1 final exam 90 min. (100%) - no learning aids permitted

The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam. Written exams will assess students' level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing.

Verbal skills are evaluated using appropriate prompts from sample print dialogs.

**Repeat Examination:**

(Recommended) **Prerequisites:**

Firm knowledge of level A2.1; placement test with the achievement A2.2

**Content:**

In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as traveling, at the doctor's office, searching for an apartment, in a department store, among colleagues, friends or neighbors.

Students reinforce and augment basic vocabulary and expressions on topics such as education, profession, living and traveling. Students learn and practice classifying and using an extended spectrum of main and subordinate clauses (final clause, indirect questions, temporal subordinate clause, causal sentence). They also learn to employ the preterit (modals verbs) and perfect and will repeat and expand the usage of the prepositions and the declination of the adjective.

Students learn strategies for successful verbal and written communication despite minimal language skills. Opportunities will be made available for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

**Intended Learning Outcomes:**

The module is based on level A2 of GER.

Upon completion of this module, students are able to understand and use simple sentences and expressions in conversations on a broad spectrum of familiar topics. These conversations are based on basic information concerning everyday life and subjects relevant to studying or working, including sociocultural aspects of German-speaking countries.

For example, students are able to describe themselves and other people, their living situation, state of health, leisure time activities and job situation. Students are able to communicate in various situations, for example, when searching for an apartment, traveling or on holiday, and are able to report about their experiences in simple
standard language. Students are able to understand longer texts and letters about familiar topics that include foreseeable information and are written in simple language about everyday life or job related topics. Students are able to compose short, informative texts or notifications about basic situations in everyday life or situations related to studying.

Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

Reading List:
Textbook (to be announced in class)

Responsible for Module:

Courses (Type of course, Weekly hours per semester), Instructor:
Block Course German as a Foreign Language A2.2 (seminar, 4 SWS)
Geishauser C [L], Altschüler U, Knappe A, Schimmack B

For further information in this module, please click campus.tum.de or here.
Module Description

SZ0321: German as a Foreign Language A1.1 plus A1.2

TUM Department of Sport and Health Sciences

<table>
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<th>Module Level:</th>
<th>Language:</th>
<th>Duration:</th>
<th>Frequency:</th>
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<tr>
<td>Bachelor/Master</td>
<td>German</td>
<td>one semester</td>
<td>winter/summer semester</td>
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**Credits:**

- 8

**Total Hours:**

- 240

**Self-study Hours:**

- 150

**Contact Hours:**

- 90

Number of credits may vary according to degree program. Please see Transcript of Records.

**Description of Examination Method:**

1 midterm written exam 60 min. (25%) - no learning aids permitted
1 final written exam 90 min. (75%) - no learning aids permitted

The midterm exam is intended to monitor students’ learning progress and reduce the amount of material covered in the final exam.

Written exams will assess students’ level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

**Repeat Examination:**

None

**(Recommended) Prerequisites:**

None

**Content:**

In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as shopping, going to a restaurant, public transport etc.

Students learn and practice basic vocabulary on topics such as family, occupation, leisure time, food and living. They get to know the numbers, prices and time, learn how to ask and answer simple questions about a person or family, as well as talk about matters of everyday life in simply structured sentences in the tenses simple present and present perfect simple. Furthermore, they practice the usage of modal verbs, the imperative and the two-case preposition, as well as learn the plural of nouns, simple negation forms and personal and demonstrative pronouns.

Students learn different strategies for effective, self-motivated, independent learning. They acquire teamwork skills through collaborative work in multinational mixed groups.

**Intended Learning Outcomes:**

The module is based on level A1 of GER.

Upon completion of this module, students are able to express themselves using everyday expressions and simple sentences.

Students are able to answer simple questions about themselves and their family and pose questions, in kind, to a dialog partner. They are able to arrange meetings and provide information about themselves in writing. They are able to describe daily routines in the past and present tense and can successfully communicate their wishes in everyday situations, such as going shopping or eating in a restaurant, with dialog partners who are willing to help...
and speak slowly and clearly.

**Teaching and Learning Methods:**
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

**Media:**
Textbook; multimedia teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online.

**Reading List:**
Textbook: to be announced in the Class

**Responsible for Module:**
Christine Geishauser

**Courses (Type of course, Weekly hours per semester), Instructor:**
German as a Foreign Language A1.1 plus A1.2 (seminar, 6 SWS)
Geishauser C [L], Sabel B, Schmidt-Bender S, Stoepphasius J, Winkler S, Zünkler C

For further information in this module, please click campus.tum.de or here.
Module Description

SZ0322: German as a Foreign Language A2.1 plus A2.2

TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
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<td>Bachelor/Master</td>
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<td>one semester</td>
<td>winter/summer semester</td>
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<td>240</td>
<td>150</td>
<td>90</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
1 midterm exam 60 min. (25%) - no learning aids permitted
1 final exam 90 min. (75%) - no learning aids permitted
The midterm exam is intended to monitor students’ learning progress and reduce the amount of material covered in the final exam. Written exams will assess students level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:
Firm knowledge of level A1.2; placement test with the achievement A2.1

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as traveling, at the doctor’s office, searching for an apartment, in a department store, among colleagues, friends or neighbors. Students learn and practice basic vocabulary and expressions on topics such as education, profession, health and traveling. They learn and practice classifying and using an extended spectrum of main and subordinate clauses (final clause, indirect questions, temporal subordinate clause, causal sentence). They learn to employ the preterit (modal verbs) and perfect, how to use the comparative and the superlative, as well as the declination of the adjective (in the nominative, accusative and dative case). They also reinforce and expand the usage of prepositions in the accusative and dative case. Students learn strategies for successful verbal and written communication despite minimal language skills. Opportunities will be made available for effective, self-motivated, independent learning. Students acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A2 of GER. Upon completion of this module, students are able to understand and use simple sentences and expressions in conversations on a broad spectrum of familiar topics. These conversations are based on basic information concerning everyday life and subjects relevant to studying or working, including sociocultural aspects of German-speaking countries. For example, students are able to describe themselves and other people, their living situation, state of health,
leisure time activities and job situation. Students are able to communicate in various situations, for example, when searching for an apartment, traveling or on holiday, and are able to report about their experiences in simple standard language.

Students are able to understand longer texts and letters about familiar topics that include foreseeable information and are written in simple language about everyday life or job related topics. Students have the ability to compose short, informative texts or notifications about basic situations in everyday life or situations related to studying.

**Teaching and Learning Methods:**
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

**Media:**
Textbook; multimedia-based teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online

**Reading List:**
Textbook: to be announced in the Class

**Responsible for Module:**
Christine Geishauser

**Courses (Type of course, Weekly hours per semester), Instructor:**
German as a Foreign Language A2.1 plus A2.2 (seminar, 6 SWS)
Geishauser C [L], Aßmann J, Bauer G, Hanke C, Reulein C, von der Forst B

For further information in this module, please click campus.tum.de or here.
Module Description

SZ0327: Intensive Course German as a Foreign Language A1.1 plus A1.2

TUM Department of Sport and Health Sciences

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<th>Frequency:</th>
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<td>Bachelor/Master</td>
<td>German</td>
<td>one semester</td>
<td>winter/summer semester</td>
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<tr>
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<td>180</td>
<td>90</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
1 final written exam 90 min. (100%) - no learning aids permitted
The midterm exam is intended to monitor students' learning progress and reduce the amount of material covered in the final exam.

Written exams will assess students' level of acquisition of the learning outcomes specified in the module description. Specifically, exam questions focus on the usage of vocabulary and grammar, as well as reading comprehension and text production. Listening comprehension is tested by posing questions based on audio samples to which students respond in writing. Verbal skills are evaluated using appropriate prompts from sample print dialogs.

Repeat Examination:

(Recommended) Prerequisites:
none

Content:
In this module, students acquire basic knowledge of the German language, including intercultural and regional aspects, that will enable them to express themselves in everyday situations, such as shopping, going to a restaurant, public transport etc.
Students learn and practice basic vocabulary on topics such as family, occupation, leisure time, food and living. They get to know the numbers, prices and time, learn how to ask and answer simple questions about a person or family, as well as talk about matters of everyday life in simply structured sentences in the tenses simple present and present perfect simple. Furthermore, they practice the usage of modal verbs, the imperative and the two-case preposition, as well as learn the plural of nouns, simple negation forms and personal and demonstrative pronouns.
Students learn different strategies for effective, self-motivated, independent learning. They acquire teamwork skills through collaborative work in multinational mixed groups.

Intended Learning Outcomes:
The module is based on level A1 of GER.
Upon completion of this module, students are able to express themselves using everyday expressions and simple sentences.
Students are able to answer simple questions about themselves and their family and pose questions, in kind, to a dialog partner. They are able to arrange meetings and provide information about themselves in writing. They are able to describe daily routines in the past and present tense and can successfully communicate their wishes in everyday situations, such as going shopping or eating in a restaurant, with dialog partners who are willing to help and speak slowly and clearly.
Teaching and Learning Methods:
The module consists of a seminar covering material appropriate to desired learning outcomes and encompassing relevant listening, reading, writing and speaking exercises. These exercises may take the form of individual, partner or group work, implementing a communicative and activity-oriented approach. Students have the opportunity to deepen basic knowledge conveyed in the seminar through independent study and work, using specified (online) materials covering fundamental grammar and communication patterns of the foreign language. Voluntary homework (preparation and follow-up work) reinforces classroom and structured learning.

Media:
Textbook; multimedia teaching and learning materials (black board, overheads, exercise sheets, image, film, etc.) also online.

Reading List:
Lehrbuch (wird im Kurs bekannt gegeben)

Responsible for Module:

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click campus.tum.de or here.
Module Description

SZ1901: German Course Pre-Study Course

TUM Department of Sport and Health Sciences

Module Level: Language: Duration: Frequency:

Credits:* Total Hours: Self-study Hours: Contact Hours:
4

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Repeat Examination:

(Recommended) Prerequisites:

Content:

Intended Learning Outcomes:

Teaching and Learning Methods:

Media:

Reading List:

Responsible for Module:

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click campus.tum.de or here.
Pflichtmodule
Module Description
SG810001: Health and Society

TUM Department of Sport and Health Sciences

<table>
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<th>Module Level:</th>
<th>Language:</th>
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<tbody>
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<td>Master</td>
<td>English</td>
<td>one semester</td>
<td>winter semester</td>
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Credits:* 60
Total Hours: 150
Self-study Hours: 90
Contact Hours: 90

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
A written exam assesses the students’ ability to understand sociological theories and social dimensions of health and illness as well as social aspects of prevention and health promotion. In a given time (90 min) they have to demonstrate their ability to summarize their level of knowledge by answering open short-answer questions.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge of social sciences

Content:
- History of social medicine and the sociological approach towards health and illness
- Illness as social deviance
- Medicalization and the social construction of health and illness
- Professionalism and professionalization in health care
- Diversity and health
- Functional health and (dis-)ability
- Sociology and the body
- Health as a lifestyle
- Assistive technologies in health care
- Social conditions, contextual factors and social determinants of health
- Salutogenesis and health promotion
- Globalization and the WHO perspective on global health
- Sociological critiques of health promotion

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to understand social conditions, contextual factors and social determinants of health
- to comprehend sociological approaches towards health and illness
- to understand and discuss processes of the social construction of health problems
- to critically assess health discourses and dynamics of medicalization
- to identify social inequalities in health related matters
- to have thorough knowledge of gender- and diversity-sensitive aspects in prevention and health promotion
- to understand resource-based approaches, following a salutogenic model
Teaching and Learning Methods:
The module consists of 2 classes with blended learning components. The contents of the lecture are transmitted live and through multimedia presentations. In the exercise students will work in small groups, reading and discussing literature that deepens the understanding of the lectures contents. Discussions will be initiated via student presentations.

Media:

Reading List:
Literature will be announced in the course

Responsible for Module:
Karsch, Fabian; Dr. phil.

Courses (Type of course, Weekly hours per semester), Instructor:
Health & Society (lecture, 2 SWS)
Karsch F

Health & Society (exercise, 2 SWS)
Kreissl K

For further information in this module, please click campus.tum.de or here.
Module Description

SG810002: Study Design; Ethics Research - scientific preparation

TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
<th>Language:</th>
<th>Duration:</th>
<th>Frequency:</th>
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<tbody>
<tr>
<td>Master</td>
<td>English</td>
<td>one semester</td>
<td>winter semester</td>
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<tbody>
<tr>
<td>5</td>
<td>150</td>
<td>90</td>
<td>60</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
In a written examination students demonstrate their theoretical, methodological and analytic competence by answering questions using given answers (60%). Additionally, the attainment of learning outcomes for the module will be assessed by a written research grant proposal. By developing a research grant proposal, students will show their ability to work independently and in detail on a selected complex epidemiological study design, applying good epidemiological practice, principles of ethics and international quality standards. They will show that they understand different study designs, study conduct and study analysis as well as methods to control bias and confounding (40%).

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge of study design and research methods, basics of epidemiology, basics of biostatistics

Content:
- Study design, planning, conduct and analysis
- Research questions and hypotheses
- Ethical approval
- Research grants
- Time / Cost / Resource Assessment
- Literature review and Meta-Analysis
- Standards / Principles of Ethics
- International human rights / guidelines
- Good Epidemiological Practice Good Clinical Practice
- Methods to avoid bias and control confounding

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- To understand advanced epidemiology
- To understand details of different epidemiological study designs
- To understand study planning and conduct
- To understand the importance of ethical issues
- To understand the responsibilities of research ethics committees
- To apply Good Epidemiological Practice
- To apply principles of ethics and international quality standards
- To understand informed consent
- To write a research grant proposal
- To develop a study design (including literature review / analysis / ethics)
- To understand study conduct
- To apply study analysis
- To understand bias and confounding

**Teaching and Learning Methods:**
The module consists of one lecture with blended learning components and one practical seminar. The content of the lectures will be discussed in detail in the seminars using research papers and student presentations. Students will work in small groups on a research grant and will be encouraged to study the relevant literature.

**Media:**

**Reading List:**
Further literature will be announced in the lecture

**Responsible for Module:**
Klug, Stefanie; Prof. Dr. rer. nat.

**Courses (Type of course, Weekly hours per semester), Instructor:**
Applied Study Design; Ethics (seminar, 2 SWS)
Fiengo Tanaka L, Liang L, Schmidt M, Wittmann B

Advanced Study Design; Ethics (lecture, 2 SWS)
Klug S, Schmidt M

For further information in this module, please click campus.tum.de or here.
Module Description

SG810003: Advanced Statistics

TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
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<tr>
<td>Master</td>
<td>English</td>
<td>one semester</td>
<td>summer semester</td>
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<td>150</td>
<td>90</td>
<td>60</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
A written exam is deemed the most appropriate mode of examination (90 min). Using predetermined tools the students demonstrate their theoretical, methodological and analytic competence by answering questions, but may also be asked to do calculations as well as to analyze and interpret data.

Repeat Examination:

(Recommended) Prerequisites:
Knowledge of study design, descriptive statistics and basic inferential statistics

Content:
- Analysis of variance
- Exploratory data analysis
- Factor analysis
- Univariable and multivariable modeling
- Linear, logistic, Poisson and Cox regression models
- Meta-Analysis
- Handling of missing values
- Analysis of confounding

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- To determine adequate quantitative approaches
- To understand analysis of variance and covariance analysis
- To understand fixed-effects and random-effects models
- To apply different modeling approaches
- To understand multivariate methods
- To deal with missing data
- To handle confounding
- To apply survival analysis

Teaching and Learning Methods:
The module consists of one lecture with blended learning components and one seminar. The content of the module is conveyed through lectures and presentations. In the seminar students learn to implement their theoretical knowledge by completing training tasks. The students acquire methodological knowledge and analytic competences. While the lecture is used to teach statistical models, the exercise is used to apply (use appropriate
models, perform tests, interpret data) these models on research issue.

Media:

Reading List:
Further literature will be announced in the lecture

Responsible for Module:
Klug, Stefanie; Prof. Dr. rer. nat.

Courses (Type of course, Weekly hours per semester), Instructor:
Advanced Statistics (lecture, 2 SWS)
Klug S

Applied Statistics (seminar, 2 SWS)
Schmidt M, Tegenfeldt S

For further information in this module, please click campus.tum.de or here.
Module Description

SG810004: Scientific Data Processing

TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
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<td>Master</td>
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<td>one semester</td>
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<td>150</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The exam comprises a written test (90 min), where students have to show the ability of solving fundamental data processing problems. The students have to answer questions, but may also be asked to create and explain structures and do calculations.

Repeat Examination:

(Recommended) Prerequisites:

Content:
- Fundamental data structures (variables, data types, lists, arrays, classes, files) to store scientific data
- Fundamental control structures (loops, conditions, if-statements, functions) for processing scientific data
- Reading of data from sensors or databases
- Converting data between different file formats
- Linkage of data between different sources
- Validation of data (plausibility control)
- Calculation of indicators
- Visualization of data

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to understand and describe fundamental concepts of storing and processing data in computer systems
- to solve typical data processing problems in science using modern programming environments

Teaching and Learning Methods:
The module consists of a practical course, where first general concepts of data processing are presented. Second, students will solve tasks which are related to the topics presented. Results will be discussed.

Media:

Reading List:
Williams & Wilkins (third edition).
Further literature will be announced in the lecture

**Responsible for Module:**
Link, Daniel; Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**
Scientific Data Processing (exercise, 4 SWS)
Leventer L

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](http://here).
Module Description

SG810005: Qualitative Research Methods

TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Duration: one semester
Frequency: summer semester
Credits:* 5
Total Hours: 150
Self-study Hours: 90
Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The students understanding of theoretical concepts of qualitative research approaches and their ability to apply these concepts will be evaluated by submission of a term paper, which includes theoretical reflections relating to the seminars content and a summary of conclusions of the data interpretation process of the practical exercise.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge of empirical social science, social science theory and research methods

Content:
- History, theory and methodology of qualitative research
- Qualitative research in sport science
- Content analysis and objective hermeneutics
- Grounded theory and situational analysis
- Conducting interviews and focus groups
- Action research and participatory methods
- Processes of collecting, analyzing and interpreting qualitative data
- Coding and data mapping

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to understand and describe fundamental concepts of qualitative research methods and qualitative data analysis
- to apply strategies of qualitative analysis in practical exercises
- to create substantial interpretations of research data

Teaching and Learning Methods:
The module consists of one seminar with blended learning components and a supplementary exercise. In the interactive seminar, students are activated via tasks, presentations and structured discussions. The outcomes will be written down and saved in a MOODLE for further use within the exercise. In the exercise, students will be separated in small groups, to work on application-oriented tasks, practicing the hands-on process of qualitative coding of data material using and in recourse to the seminars materials - comparing strengths and weaknesses of different methods.

Media:
Reading List:
tba.

Responsible for Module:
Karsch, Fabian; Dr. phil.

Courses (Type of course, Weekly hours per semester), Instructor:
Methods of Qualitative Data Inquiry and Analysis (exercise, 2 SWS)
Tischner I

Methodology of Qualitative Research (seminar, 2 SWS)
Tischner I

For further information in this module, please click
campus.tum.de or here.
Wahlmodule
Wahlbereich Health Science Research
Module Description

SG810006: Nutrition - Health Science Research

Nutrition: Health promotion and Prevention
TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Duration: one semester
Frequency: winter semester
Credits:* 8
Total Hours: 240
Self-study Hours: 180
Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Successful completion of the course will be based on the quality of written exam (100%, 90 minutes). In the exam students are expected to demonstrate, by answering questions, their theoretical knowledge of nutritional prevention, methods of nutritional assessment and of body composition measurement. The questions will also include case studies. Furthermore, they have to prove their knowledge about the practically applied tools (nutritional assessment and of body composition) in different settings and problems. So, they provide evidence to establish case-related settings.

Repeat Examination:

(Recommended) Prerequisites:

- Prevention policy (e.g. prevention framework in Germany)
- Prevention programs in nutritional medicine (e.g. diabetes, obesity, cancer, neuro-degeneration, osteoporosis, atherosclerosis, coronary heart disease)
- Prevention programs in different life stages and settings (pregnancy, lactation, early childhood, school, employee health management, elderly, nursing homes etc.)
- Special prevention programs against malnutrition/undernutrition in third world coun-tries (i.e. iodine, iron, vitamin A, etc.)
- Nutritional assessment methods and its use in research
- Application of nutritional assessment methods for prevention strategies in real-life settings
- Body composition methods and their application/evaluation in different target populations and settings

Content:

Intended Learning Outcomes:

After successfully completing the module, students will be able:

- to understand, communicate and apply target-group-specific prevention strategies
- to understand and describe prevention strategies in different health-care settings
- to analyze the efficacy of prevention programs in different indication areas and evaluate the benefit for the target population
- to suggest relevant nutritional prevention programs for different age groups in different settings
- to use typical methods, tools, instruments and software programs for nutritional assessment (i.e. 24-h recall, diet history, food frequency questionnaire)
- to assess and use reliable methods for measuring body composition in different target populations (i.e. BMI, BIA, skinfold thickness, MRI, ultrasonography, etc.).
Teaching and Learning Methods:
The module consists of 2 parts: 1 lecture and 1 exercise. Within the lecture part students will learn the basics of nutritional prevention programs in different indication areas / for different target groups. The according literature for the prevention programs will be in English and the students have to understand and critically reflect the contents by self-study, so that during the lessons the basic content of the programs is existent. During the first part of the exercise course students will learn nutritional assessment methods and their practical use. The second part of the exercise will comprise body composition methods and how to use them. Both, the nutritional assessment methods and the body composition methods will be tested personally and among each other, so that each unit contains preliminary work, e. g. survey 24-h recall nutritional assessment. Furthermore, the student will test the tools in real-life settings by recruiting different target populations.

Media:

Reading List:
Literature will be announced in the lecture.

Responsible for Module:
Hofmann, Hande; Dr. rer. nat.

Courses (Type of course, Weekly hours per semester), Instructor:
Nutritional prevention strategies and research (lecture, 2 SWS)
Hofmann H, Holzapfel C, Singmann P

Methods of nutritional assessment and of body composition measurement (exercise, 2 SWS)
Hofmann H, Holzapfel C, Singmann P

For further information in this module, please click campus.tum.de or here.
Module Description

SG810007: Physical Activity - Health Science Research

TUM Department of Sport and Health Sciences

Module Level: Master  
Language: Total Hours:  
Credits:*  
Duration: Self-study Hours:  
Frequency: Contact Hours:  

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The targeted learning outcomes of the module will be assessed by a written exam (90 mins.). Exam questions will concern the ability to distinguish between past and present scientific theory as well as to evaluate the empirical methodology for life-span health research within the domains of human movement science and sports medicine. Students' insight into limitations and boundaries of the scientific study of the role of physical activity in disease prevention and treatment will be assessed, for example by evaluating the fit between research questions to be answered and research methodology applied in contemporary science. The students will be required to suggest specific prevention strategies, treatment approaches as well as developmental interventions suitable to promote healthy living over the life-span. Finally, the prerequisites of successful delivery of an empirical project will be tested by referring to the practical projects' research background, methodology, results, discussion, interpretation, limitations as well as lessons learnt. During the exam, students will not be able to use any memory aides. Responses to the exam questions will comprise formulation of own statements as well as marking response items in multiple-choice format.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge of human movement science, biomechanics as well as human anatomy and physiology

Content:
- Sensorimotor development and aging: neuromusculoskeletal structure and function, brain, sensorimotor domains (lower and upper-limb functions)
- Interrelationship of physical activity and fitness with cognitive and motor functions across the life span
- Effects of circadian rhythms on physical activity, sensorimotor function, fatigue and regeneration
- Qualitative assessments of sensorimotor and cognitive performance across the lifespan (development and aging): motor function and movement capabilities, age norms, aptitude
- Quantitative lab-based research methods of human movement dynamics (3D limb kinematics, kinetics, electromyography and eye-tracking)
- Quantitative assessment of physical fitness (Cardiopulmonary exercise testing)
- Quantitative assessment of physical fitness (Physical work capacity test, Cooper Test, shuttle run)
- Quantitative field research methods (activity questionnaires, observational scoring)
- Quantitative field research methods (physical activity recording/accelerometry): mobility assessment and case risk estimation
- Biosignal processing (data conditioning, event detection, parameter extraction)
- Physical activity interventions in children and older adults, such as dance, fitness, low-impact exercises
- Physical activity interventions in diagnostic subgroups
- Physical activity interventions: High intensity interval training vs. aerobic endurance exercise
Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to understand and describe changes in human motor capabilities across the lifespan
- to understand types and intensities of physical activity and their different beneficial effect on health outcomes
- to understand the interrelation of cognitive and motor functions in life-long motor development and the benefit of regular physical activity and exercise
- to analyze the cognitive and motor developmental characteristics (deficits and talents) of an individual by qualitative and quantitative assessments of performance in each respective functional domain
- to conduct both lab-based research and field research on aspects of physical activity, physical fitness and motor cognitive-sensorimotor development
- to analyze behavioral time series data
- to distinguish between physical activity and physical fitness and their qualitative and quantitative assessments
- to evaluate the efficacy of physical activity interventions in youth and adolescence as well as senescence
- to recommend training and intervention strategies for improving cognitive and motor performance across the lifespan

Teaching and Learning Methods:
The module consists of 1 lecture with blended learning components, 1 literature seminar and 1 practical seminar. While the lecture series will prepare students' basic knowledge, the literature seminar will practice students' critical thinking skills with respect to seminal and state-of-the-art scientific publications. They will be encouraged to study the respective literature for a substantive discussion in class. The practical seminar will provide the opportunity for first-hand scientific experience by performing an experimental project in small groups. The outcome of these small-scale empirical research projects will be presented as a poster in the literature seminar.

Media:
slides

Reading List:
Further literature will be announced in the lecture.

Responsible for Module:
Hermsdörfer, Joachim; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:
Contemporary research methods in human development (seminar, 2 SWS)
Armstrong A, Krüger M, Müller J

Fundamentals of the development of cognitive and motor functions (lecture, 2 SWS)
Krüger M, Müller J

Lab and field research methods in human development (exercise, 2 SWS)
Krüger M, Müller J, Rohrbach N
Module Description

SG810035: Psychology - Health Science Research

SG810008 - new version (2017)
TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Credits:* 8
Total Hours: 240
Self-study Hours: 180
Contact Hours: 60

Duration: one semester
Frequency: winter semester

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
A poster presentation as an examination will serve to test whether students are able to design a specific prevention strategy, program or research project in a prevention area addressed in the module (credit requirement). To demonstrate their knowledge of prevention and psychology methods, the different concepts/methods, their connection and the actual stand of research presented in the lecture students have to turn in and discuss in the seminar 4 short discussion papers (pass/fail credit requirement).

Repeat Examination:

(Recommended) Prerequisites:
Introductory course in psychology; Basic knowledge on: Psychology of learning and behavior; Psychology of Motivation and self-regulation;

Content:
- Differentiation of prevention motivation, change motivation and adherence motivation
- Models of attitude and behavior change in general and in health related behaviour
- Assessment of motivation, attitudes, behavioral norms
- Fundamentals of Psychophysiology
- Essentials of psychoregulation (relaxation, biofeedback)
- Essentials of methods in psychotherapy

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to understand and describe the major psychological problems in prevention
- to understand and describe main methods and approaches in the psychology of prevention
- to discuss and evaluate approaches in health promotion and the prevention of disease from a psychological perspective
- to understand, communicate and design target-group-specific prevention strategies in health related issues

Teaching and Learning Methods:
The module consists of 1 lecture with blended learning components, and 1 literature seminar. The content of the module is conveyed through lectures, presentations and discussions. In the literature seminar, the students will study relevant and current literature, especially journal articles presenting recent research. The seminar involves substantive discussions of current research through which knowledge on the structure and contents of scientific articles will be obtained. Furthermore, essentials of designing and presenting a scientific poster will be developed.
Media:
slides

Reading List:
Literature will be announced in the lecture

Responsible for Module:
Beckmann, Jürgen; Prof. Dr. phil.

Courses (Type of course, Weekly hours per semester), Instructor:
Methodologies in Psychological Prevention I (lecture, 2 SWS)
Ehrlenspiel F

Research Methods in Psychological Prevention III (seminar, 2 SWS)
Ehrlenspiel F

For further information in this module, please click campus.tum.de or here.
Wahlbereich Health Science Research II
Module Description

SG810009: Nutrition - Health Science Research II

Nutrition: Health Promotion and Prevention
TUM Department of Sport and Health Sciences

<table>
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<th>Module Level</th>
<th>Language</th>
<th>Duration</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Master</td>
<td>English</td>
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<td>summer semester</td>
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<td>Total Hours:</td>
<td>Self-study Hours:</td>
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<td>5</td>
<td>150</td>
<td>105</td>
<td>45</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Learning outcomes of this module will be tested through oral presentations / posters presented by the students and through active participation in the seminars. An oral presentation of the students will show their ability to present a given scientific topic in a particular time. The presentation shows the ability to understand the context and complexity of nutritional influences on health. Thereby, they have to prepare and deliver an oral presentation on a certain literature (journal club) or pros/cons arguments on a certain topic (pros/cons discussions at least 10 times).

Repeat Examination:

(Recommended) Prerequisites:
Successful completion of the module "Nutrition & Health Science Research"

Content:
- Prevention (e.g. prevention law, politics) in Germany
- Chances and limitations of nutritional prevention strategies
- Research studies in nutritional prevention
- Pros and cons of prevention programs
- Evaluation / Discussion of new topics in the field of nutritional prevention

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to understand the possibilities of nutritional prevention in total and particularly in Germany, compared to other countries
- to understand and describe nutritional prevention strategies in different settings and for different target groups
- to understand and describe research of nutritional prevention
- to summarize and evaluate new topics in the field of nutritional prevention (strategies and research)
- to discuss and evaluate nutritional prevention approaches (pros and cons)

Teaching and Learning Methods:
The module consists of 2 parts: 1 seminar offered as a literature seminar (journal club) and 1 seminar offered as a pros/cons discussion (e.g. poster presentation). Within the literature seminar (journal club) students will learn more about prevention strategies in the field of nutrition in Germany and other countries. Literature will be handed out to the students by the lecturer. Students should present the content of the literature in an oral presentation. Within the seminar pros/cons discussion students will be instructed how to search literature / references for respective new topics and how to evaluate the references. In an oral presentation students present their pros/cons arguments for a specific topic in nutritional prevention and create ideas for better prevention strategies.
Media:

Reading List:
Course 1: Literature will be announced in the lecture.
Course 2: Literature will be self-selected by the students

Responsible for Module:
Hofmann, Hande; Dr. rer. nat.

Courses (Type of course, Weekly hours per semester), Instructor:
Pros / Cons of nutritional prevention strategies (seminar, 1 SWS)
Holzapfel C, Singmann P

Implementation of prevention strategies (seminar, 2 SWS)
Holzapfel C, Singmann P

For further information in this module, please click
campus.tum.de or here.
Module Description

SG810010: Physical Activity - Health Science Research II

Modern technological solutions for research into physical activity and sensorimotor functional integrity
TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
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<th>Duration:</th>
<th>Frequency:</th>
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<tbody>
<tr>
<td>Master</td>
<td>English</td>
<td>one semester</td>
<td>summer semester</td>
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Credits:* | Total Hours: | Self-study Hours: | Contact Hours: |
5 | 150 | 105 | 45 |

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module will be assessed using a written examination (60-90 min.) which covers topics like influence of physical activity to health, training approaches, efficacy of different programs and technological approaches to monitor activity and improve health. The written exam consists of several questions which check whether students have reached the outcomes of the course and can apply the methods to solve problems in the field of physical activity, prevention and research.

Repeat Examination:

(Recommended) Prerequisites:
Successful completion of the module "Methods in Prevention Research - Physical Activity"

Content:
- Simulation of sensorimotor aging and sensorimotor disorders
- Wearable sensor technology (accelerometry)
- Effects of activity feedback on daily-life physical activity
- Sensory substitution and provision of augmented sensory feedback: smart devices
- Augmenting movement capabilities by human-computer interfacing: smart prosthetics
- Ambient assistive technology: case detection, emergency heuristics, behavioral shaping, cognitive support
- Efficacy of exergaming approaches on sensorimotor function
- Efficacy of cognitive exercises on mental function: "brain jogging"
- Virtual-reality training and augmented reality support
- Sensor-based training and rehabilitation strategies: biofeedback training and movement sonification

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to remember the application, specifications and limitations of contemporary technological solutions for research into physical activity
- to understand and to describe the critical factors of the interaction of human individuals with specific technological devices
- to analyze the efficacy of modern assistive devices in terms of human performance changes within the living environment
- to evaluate the benefit of physical training approaches that rely on human-computer or human-robot interfaces
- to suggest optimized technology platforms for the promotion and facilitation of physical activity in daily-life for healthy individuals as well as neurological patients
Teaching and Learning Methods:
The module consists of 1 lecture with blended learning components and 1 literature seminar. The content of the module is conveyed through lectures and presentations. Students will be encouraged to study relevant literature for substantive discussion of the respective research topics. As part of the lecture series, representatives of companies in the health technology segment will be invited to demonstrate their products to the students in order to discuss the respective application and its market potential.

Media:

Reading List:
- McArdle, Katch, Katch: Exercise Physiologie. Lippincott Williams and Wilkins
- Rowland: Children¿s Exercise Physiology. Human Kinetics
- Schnabel, Harre, Krug, Borde: Trainingswissenschaft. Sport Verlag Berlin

Responsible for Module:
Hermsdörfer, Joachim; Prof. Dr.

Courses (Type of course, Weekly hours per semester), Instructor:
Application of sensor technology and motorized assistive devices in the living environment (seminar, 1 SWS)
Hermsdörfer J, Müller J

Advanced technological platforms in sensorimotor health research (lecture, 2 SWS)
Hermsdörfer J, Müller J

For further information in this module, please click campus.tum.de or here.
Module Description

SG810011: Psychology - Health Science Research II

Neurophysiological Approaches and Methods for Research on Mental Disorders and Resilience
TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Duration: one semester
Frequency: summer semester
Credits:* 5
Total Hours: 150
Self-study Hours: 105
Contact Hours: 45

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
A written exam assesses the students’ ability to understand and apply different concepts, methods and limitation of neuropsychological research. In a given time they have to demonstrate their level of knowledge and their ability to use and apply it in solution finding strategies and their understanding of the particular contributions of the different measurements regarding specified issues in mental health.

Repeat Examination:

(Recommended) Prerequisites:
Successful completion of the module "Methods in Prevention Research - Psychology"

Content:
- Classical physiological measurements in psychology (GSR, HF, RR)
- Neuroendocrine markers
- Significance of Heart Rate Variability
- Basics of EEG research
- Basics of further modern technology solutions (fMRI, NIRS, PET)
- Fundamentals of biofeedback

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to remember the application, specifications and limitations of contemporary neuro-physiological research in psychology
- to understand, describe and critically evaluate the basic methods of neurophysiological research in clinical psychology
- to be aware of the limitations of the interpretation of neurophysiological data regarding psychological phenomena
- to apply some of the methods

Teaching and Learning Methods:
The module consists of 1 lecture with blended learning components and 1 practical seminar. The content of the module is conveyed through lectures, presentations, and practical experiences. The lecture gives an overview of current neurophysiological methods and research in health-related psychology. In the seminar the students will gather diagnostic information by using different neurophysiological measurements and interpret their recorded data.
Media:

Reading List:
To be announced in the courses

Responsible for Module:
Beckmann, Jürgen; Prof. Dr. phil.

Courses (Type of course, Weekly hours per semester), Instructor:
Neurophysiological Approaches and Methods for Research in Psychology (lecture, 2 SWS)
Mirifar A

Applying neurophysiological methods in assessing and treating mental disorders and developing resilience
(seminar, 1 SWS)
Mirifar A

For further information in this module, please click
campus.tum.de or here.
Wahlbereich Applied Research
Module Description

SG810012: Cardiovascular/Metabolic Disorders

TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
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<tr>
<td>Master</td>
<td>English</td>
<td>two semesters</td>
<td>winter/summer semester</td>
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Credits:* | Total Hours: | Self-study Hours: | Contact Hours: |
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<td>360</td>
<td>240</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module will be assessed using a written abstract and oral poster presentation on the research project in the end of the second part. The students shall work on an own study design (including: finding relevant hypothesis, choosing methods and applying them, creating a database and interpreting the results, discussing the outcome). They demonstrate the ability to do this research by preparing an abstract. Further they are preparing a scientific poster and talk. The abstract and poster presentation shall be designed, similar to what would be expected in an international conference. The presentation may be prepared either individually or in groups.

Repeat Examination:

(Recommended) Prerequisites:
- Advanced study design
- Literature Research

Content:
- basics of cardio-vascular health concepts
- demonstration of adequate measurement tools
- review of metabolic and cardiovascular mechanism and structures
- clinically-based understanding of cardiovascular disorders and risk factors adaption of the cardiovascular and metabolic system by physical exercise
- reduction in morbidity and mortality associated with regular exercise
- Critical evaluation of test results
- Different Types of lab base assessments (IMT- measurement) and field based tests (fitness monitoring)
- Similarities and differences of programs for individuals with different cardiac or metabolic disorders
- Theory and practice of monitoring cardiovascular parameters

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to analyze and evaluate current research topics as a prerequisite for own projects
- to understand cardiovascular disorders and analyze cardiovascular risk factors
- to apply innovative measurement tools
- to apply clinical exercise testing procedures
- to evaluate (exercise) programs and guidelines for physical activity depending on test results of patients
- to create a study depending on current research with participants suffering from metabolic/cardiovascular conditions (including own research questions, measure-ments, evaluation, scientific writing)
Teaching and Learning Methods:
In the seminars, the students learn to apply various methods (including innovative measurement tools) in the field of cardio-vascular and metabolic health and get help by planning their study and writing a research proposal, abstract and/or article. In a research project the students carry out their own study.

Media:

Reading List:
How to design and Report Experiments (A. Field & G. Hole);
Klinische Studien lesen und verstehen (M. Benesch & E. Raab-Steiner);
Further literature will be announced in the courses;

Responsible for Module:
Oberhofer, Renate; Prof. Dr.med.

Courses (Type of course, Weekly hours per semester), Instructor:
Assessment of Cardiovascular and Metabolic Health and Disease (seminar, 1 SWS)
Böhm B, Oberhofer R

Planning of applied research projects: Cardiovascular and Metbaolic Health and Disease (seminar, 1 SWS)
Böhm B, Oberhofer R

Study management in the field of Cardiovascular and Metabolic Health and Disease (seminar, 2 SWS)
Böhm B, Oberhofer R

For further information in this module, please click campus.tum.de or here.
Module Description

SG810013: Diversity and Health

TUM Department of Sport and Health Sciences

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<th>Module Level:</th>
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<td>English</td>
<td>two semesters</td>
<td>winter/summer semester</td>
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<td>Credits:*</td>
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<td>360</td>
<td>240</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module will be assessed using a written abstract and an oral poster presentation on the practical project carried out during the second semester. The performance of the talk demonstrates the students’ ability to structure their results and illustrate their outcomes. Further it assess that they are able to solve a scientific problem in the field of Diversity and Health. The abstract assess that they are able to concentrate on the most important points of their research and to write it down in an appropriate way.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge and understanding of scientific research methods

Content:
- Specific determinants and dimensions of health in the context of public health
- Interactions between given structures and individual action
- Diversity cultures in organizations and businesses
- Steering instruments
- Practical concepts as a basis for sustainable change in organizations (performing or- ganization)
- Best/good practice examples
- Life situations, lifestyles and lifeworlds (provision conditions, standards, individualization and subjective experience) of persons with disabilities in the context of (social) reporting, organizational development and person-centeredness
- provider and organizational structures (key concepts of social welfare)
- Basics of social planning
- Concepts and methods of coping with risks and impairments
- Capability approach
- Empowerment
- Community based rehabilitation
- Subject-oriented and clinical/therapeutic perspectives versus socio-ecological and system-oriented views of coping
- participative research approaches (user-orientation in active planning and organization)
- Active participation in faculty research projects

Intended Learning Outcomes:
After successfully completing the module, students will be able to:
- interpret, deepen and evaluate scientific theories of health from various perspectives
- identify innovation and change potential in systems and organizations
- supervise and further develop change processes
- reflect upon concepts, structures and systems on both personal and institutional levels (welfare state, provider structure, social services, etc.)
- systematically compare theoretical approaches, apply them in practical fields and further develop them conceptually
- implement person-related procedures (case and care management)

Teaching and Learning Methods:
The module consists of 2 classes with blended learning components. The contents of the lecture are transmitted live and through multi-perspective presentations. The seminars are centered on concrete participation in current research projects (e.g. in the Faculty). Students are encouraged to engage with relevant literature as well as with the issues presented. The duration of classes spans two semesters.

Media:

Reading List:
The literature will be presented in the course of the lecture.

Responsible for Module:
Wacker, Elisabeth; Prof. Dr. rer. soc.

Courses (Type of course, Weekly hours per semester), Instructor:
Diversity as Challenge for Public Health 1 (seminar, 2 SWS)
Tischner I

Diversity in Organizations and Systems (lecture, 2 SWS)
Tischner I

Coping and Empowerment (seminar, 2 SWS)
Tischner I

Diversity and Equity in Health: Applied Research 1 (seminar, 2 SWS)
Tischner I

For further information in this module, please click campus.tum.de or here.
Module Description

SG810014: Mental Disorders

Diagnosis and therapy of mental disorders
TUM Department of Sport and Health Sciences

Module Level: Master  
Language: English  
Duration: two semesters  
Frequency: winter/summer semester

Credits:*  Total Hours:  Self-study Hours:  Contact Hours:
12  360  240  120

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module will be assessed using a written abstract and oral poster presentation on the practical project in the second semester. The students create an abstract which contents the results of a scientific relevant research question. Therefore, they have to prove that they can work independently on a research project and keeping all guidelines of good clinical working in mind. They prepare a structured abstract and poster, which will be orally presented in form of a scientific poster walk.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge and understanding of scientific research methods

Content:
- Epidemiology, time course, diagnostic criteria of and common therapeutic approaches to frequent mental disorders, such as Burnout and Depression, Anxiety disorder, Attention deficit hyperactivity disorder, Borderline personality disorder, Posttraumatic Stress disorder, and Somatoform disorder.
- Diagnostic approaches and criteria
- Neurophysiological mechanisms underlying the disorders
- Efficacy, indications and contraindications of certain therapeutic approaches (Behavior therapy, Clinical Hypnosis, Psychodynamic approaches, Systemic approaches) for these disorders
- Importance of lifestyle choices and mediating factors
- Suitable lifestyle adaptations
- Phases of clinical intervention development

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to differentiate frequent mental disorders and describe the epidemiology, time course, diagnostic criteria and possible therapeutic interventions for those disorders
- understand the different neurophysiological mechanisms underlying the disorders
- to differentiate basic psychotherapeutic approaches and their range of application
- to evaluate the contribution of physical activity and/or sport programs in the prevention and treatment of mental disorders
- to design and to conduct research (survey, experimental or intervention study) with participants susceptible to or suffering from mental problems

SG810014: Mental Disorders  
Generated on 05.02.2018
The module consists of 1 literature seminar and 1 practical project. In the literature seminar, students will present and discuss seminal papers and current literature on the topics. In the practical project, small groups of students will conduct research projects by assessing the conditions for the development or prevention of and/or testing interventions for specific mental disorders. Group excursions to psychosomatic clinics and research groups will complement the module’s learning experience.

Teaching and Learning Methods:

Media:

Reading List:
Literature will be announced in the courses

Responsible for Module:
Beckmann, Jürgen; Prof. Dr. phil.

Courses (Type of course, Weekly hours per semester), Instructor:
Applied research on prevalence, prevention and treatment of mental disorders (seminar, 2 SWS)
Beckmann J

Forms and treatments of mental disorders (seminar, 2 SWS)
Beckmann J

For further information in this module, please click campus.tum.de or here.
Module Description

SG810015: Neurological Health

Diagnosis and therapy of neurological disorders
TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Credits:* 360
Total Hours: 240
Self-study Hours: 120
Contact Hours:

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The students have to create an independent research project in small groups by assessing the symptoms and underlying disorders of a specific neurological disease or by evaluating appropriate approaches to treatment and care. In an abstract and poster session they show their ability to design a scientific project and to structure and present their results in written and oral form.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge and understanding of scientific research methods

Content:
- Epidemiology, time course, diagnostic criteria of and common therapeutic approaches to such frequent neurological diseases as Alzheimer’s and Parkinson’s disease, stroke, cerebral palsy, multiple sclerosis, traumatic brain injury
- Efficacy, indications and contraindications of movement interventions for these diseases
- Importance of lifestyle choices and mediating factors
- Suitable lifestyle adaptations
- Phases of clinical intervention development and evaluation: active ingredients/mechanisms of action/proof of concept, feasibility trials, single RCTs, multicenter-RCTs

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to remember and describe the epidemiology, time course, diagnostic criteria and therapeutic interventions of frequent neurological disorders
- to apply and evaluate corresponding movement therapeutic interventions
- to recommend, create and put into practice appropriate lifestyle adaptations in terms of training regimes promoting physical activity
- to design and to conduct an experimental or intervention study with participants suffering from neurological conditions

Teaching and Learning Methods:
The module consists of 1 literature seminar and 1 practical project. In the literature seminar, students will present and discuss seminal papers and current literature on the topic. In the practical project, the students will conduct an independent research project in small groups by assessing the symptoms and underlying disorders of a specific neurological disease or by evaluating appropriate approaches to treatment and care. Group excursions to
institutions of neurological care and research will complement the module's learning experience.

**Media:**

**Reading List:**
Literature will be announced in the lecture

**Responsible for Module:**
Hermsdörfer, Joachim; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**
Modern interventions in neurological conditions (seminar, 2 SWS)  
Hermsdörfer J

Applied research into neurological disorders (seminar, 2 SWS)  
Hermsdörfer J

For further information in this module, please click [campus.tum.de](http://campus.tum.de) or [here](http://here).
Module Description

SG810016: Orthopedic Health

Diagnosis and therapy of orthopedic disorders
TUM Department of Sport and Health Sciences

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<th>Language:</th>
<th>Duration:</th>
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<td>two semesters</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module will be assessed using a written abstract and oral poster presentation on the practical project in the second semester. The performance of the talk demonstrates the students’ ability to structure their results and illustrate the outcomes of their own therapeutic relevant study in the field of orthopedic research. Further it assess that they are able to solve a scientific problem in this field. The abstract is a further step to prove that they are able to concentrate on the key points of their work and to prepare a scientific paper.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge and understanding of scientific research methods

Content:
- Epidemiology, time course, diagnostic criteria of and common therapeutic approaches to frequent orthopedic disorders such as osteoarthritis, back pain, abnormal gait, traumatic injuries, and rheumatoid arthritis
- Efficacy, indications and contraindications of movement interventions for these diseases
- Importance of lifestyle choices and mediating factors
- Phases of clinical intervention development and evaluation: active ingredients/mechanisms of action proof of concept, feasibility trials, single RCTs, multicenter-RCTs
- Diagnostic devices and methods common in orthopedic research
- Data post-processing and statistical evaluation

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to remember and describe the epidemiology, time course, diagnostic criteria and therapeutic interventions of frequent orthopedic disorders
- to apply and evaluate corresponding movement therapeutic interventions
- to recommend, create and put into practice appropriate lifestyle adaptations in terms of training regimes promoting physical activity
- to design and to conduct an experimental or interventional study with participants suffering from orthopedic conditions
- to apply common orthopedic diagnostic methods and to process data appropriately
- to disseminate and present research findings in a scientifically adequate form

Teaching and Learning Methods:
The module consists of 1 literature seminar and 2 research seminars. In the literature seminar, students will
present and discuss seminal papers and current literature on the topics. In the research seminars, the students will apply modern research methods within pilot testing and apply post-processing routines to their data. They will further conduct an independent research project in small groups by assessing the symptoms and underlying disorders of a specific orthopedic disease or by evaluating appropriate approaches to treatment and care. The students will disseminate their findings in written form and present it verbally.

**Media:**

**Reading List:**
Literature will be announced in the lecture.

**Responsible for Module:**
Horstmann, Thomas; Prof. Dr.med.

**Courses (Type of course, Weekly hours per semester), Instructor:**
Modern methods in orthopedic research (seminar, 1 SWS)
Brauner T, Pohl T

Applied research into orthopedic disorders (seminar, 2 SWS)
Brauner T, Pohl T

Evidence-based therapy of orthopedic disorders (seminar, 1 SWS)
Pohl T

For further information in this module, please click campus.tum.de or here.
Module Description
SG810030: Cancer & Applied Research

TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Duration: one semester
Frequency: summer semester

Credits:* 12
Total Hours: 120
Self-study Hours: 60
Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Each student will give an oral presentation (10 minutes) on a cancer epidemiological issue. The student must demonstrate the ability to fulfill the above-mentioned targeted learning outcomes. Their presentation skills will also be assessed.

Repeat Examination:

(Recommended) Prerequisites:
Module Study Design and Ethics

Content:
- Basic mechanisms causing cancer
- Terminology of cancer epidemiology
- Global burden of cancer
- Methods of cancer epidemiology
- Insights into risk factors for cancer development
- Principles of cancer prevention and cancer screening

Intended Learning Outcomes:
At the end of this module, students are able to:
- Recognize various risk factors for cancer
- Describe basic processes in cancer development
- Understand key risk factors and preventive factors of cancer
- Discuss region-specific differences in cancer incidence and mortality
- Apply methods of cancer epidemiology
- Evaluate cancer prevention and screening programs

Teaching and Learning Methods:
This module will include a lecture series as well as discussions in the form of seminars and oral presentations of students.

Media:
Reading List:
DOI:10.1093/acprof:oso/9780195311174.001.0001

Responsible for Module:
Klug, Stefanie; Prof. Dr. rer. nat.

Courses (Type of course, Weekly hours per semester), Instructor:
Cancer Epidemiology (seminar, 2 SWS)
Fiengo Tanaka L, Klug S

Applied conduct of cancer research - Literature background, planning, conduct and analyses of projects in cancer prevention (Projekt, 2 SWS)
Fiengo Tanaka L, Klug S

Cancer Epidemiology (lecture, 2 SWS)
Klug S

For further information in this module, please click campus.tum.de or here.
Wahlbereich Complementary Subjects
Module Description

MA8113: TUM Data Innovation Lab  [TUM-DI-LAB]

TUM Department of Sport and Health Sciences

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<td>300</td>
<td>210</td>
<td>90</td>
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</table>

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

The examination consists of an oral presentation of contents and results, followed by a discussion of a project work carried out in a group of 3-4 students. Additionally, a written documentation of the problem, the proposed solution and the major achievements obtained within the project work should be produced. During the project presentation (10-15 min per participant, within a 40-min presentation per group) the students are allowed to use learning aids (notes, reference material). With the presentation, the students demonstrate their ability to understand the central issues of their respective assigned project problems, to describe the approach taken and their command of the techniques used. The students present their work with the help of a slide presentation designed to be appealing to the audience, thereby demonstrating their ability to communicate mathematical problems and ideas also to a non-mathematical audience and to conduct a discussion about the presented subject. Additionally, a detailed written description measures the student’s ability to summarize the major facts in a clear and concise manner. Regular discussions with the Mentor and the Lab Coordinator measure the student’s ability to develop the ideas from initial concepts to the complete picture within the given time frame, delivering interim results at relevant milestones.

The evaluation of each team member is accounted as follows: the implemented solution accounts for 60% of the grade. The documentation accounts for 20% of the grade. The oral presentation accounts for 20%.

Repeat Examination:

End of Semester

(Recommended) Prerequisites:

[IN0008] Fundamentals of Databases
[IN0007] Fundamentals of Algorithms and Data Structures
[MA4800] Foundations of Data Analysis or
[IN2326] Foundations in Data Engineering
[MA3402] Computational Statistics

Content:

The TUM Data Innovation Lab (TUM-DI-LAB) is a summer (or winter) educational research experience (internship) that welcomes TUM Master students of any Department interested in exploring new data-driven approaches to interdisciplinary challenges. Students join small project teams, working alongside other teams in a communal environment. They learn how to marshal, analyze, and visualize data, while gaining broad exposure to the modern world of data science.

A list of potential projects provided by any TUM department, other universities or innovative companies is constantly kept up to date by the TUM-DI-LAB Coordinator.

Students are invited to apply for the development of one or more of the proposed projects. According to projects, student applications and qualifications, groups of max. 3-4 selected Master students

MA8113: TUM Data Innovation Lab  [TUM-DI-LAB]
Generated on 05.02.2018
preferably of different background (Mathematics, Computer Science, Biology, Engineering etc.) will be formed to work on assigned projects. One Mentor will be appointed to each project team to assist and supervise the students during the development of the project. A Mentor is a TUM doctoral student, a postdoc or a professor, who is investing research time on the project. The number of accepted students per internship will always depend on the actual personnel capacity and project proposals to support the activity. The project work consists of a practical solution to a specific data-related challenge. The specific goal of a project may vary significantly and it depends on the currently available proposed projects by any TUM department, other universities or innovative companies. Check our webpage for information about available projects: www.di-lab.tum.de

**Intended Learning Outcomes:**
Upon successful completion of this module, students are able to:

- formulate real-life problems in mathematical terms, strive to propose potential solutions and implementations. This effort should foster both creativity and pragmatism;
- learn data analysis and engineering methods and how they can be applied to solve a real-life problem;
- set up a project plan and monitor the project progress;
- learn project management techniques to distribute tasks and be aware of the importance of their individual contributions;
- evaluate different solution techniques;
- implement appropriate numerical algorithms;
- assess and interpret their mathematical results with respect to the underlying application;
- present their work to a scientific and a non-scientific audience;
- work in groups of 3-4 students with multidisciplinary background in order to generate cross-disciplinary fertilization and develop a common language.

**Teaching and Learning Methods:**
Accompanied by Mentors and the Lab Coordinator, students will work in groups on assigned projects. The student team starts with a brainstorming on the given problem and with the research and the selection of possible tools for solutions. After this initial phase, which should last no more than 2 weeks, the student team supervised by the Lab Coordinator prepare a project plan with precise milestones to arrive to the end of the internship with a possible result. The realization of the project follows by regular weekly meetings of the student team and meetings with the Mentor and the Lab Coordinator. In order to obtain satisfactory results for an assigned project, teaching methods such as individual work, group work and a presentation will be used. For this, the students will use learning methods such as research of reference materials, study of specialist literature, definition of problems, creation of reports and preparation of presentations. The project management approach will foster revisions on basis of critique, work under time constraints and generate constructive critique of own work, as well as constructive critique of others work.

**Media:**
Slide presentations

**Reading List:**
Provided by project proposer and mentor

**Responsible for Module:**
Fornasier, Massimo; Prof. Dr.

**Courses (Type of course, Weekly hours per semester), Instructor:**
TUM Data Innovation Lab [MA8113] (lecture, 2 SWS)
Acevedo Cabra R

MA8113: TUM Data Innovation Lab [TUM-DI-LAB]
Module Description

SG8000160: Sponsorship-linked Marketing (Online-course)

vhb-course
TUM Department of Sport and Health Sciences

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<td>Master</td>
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<td>one semester</td>
<td>winter/summer semester</td>
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Credits:*
Total Hours: 180
Self-study Hours: 120
Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module examination consists of a written test (60 min). The exam is to verify that the students are able to properly select and apply appropriate conceptual bases and methodological measurements (within a limited time and without aids) in the light of various challenges of sponsorship. Firstly, the questions include answers to each question from a set of predetermined multiple answers. Secondly, open-end questions are asked so that we can find out whether students are able to demonstrate the use of strategies and implementation steps as part of sponsorship.

Repeat Examination:

(Recommended) Prerequisites:
Basic skills in Marketing

Content:
- Introduction and Overview of the Sponsorship-linked Marketing Management Process
- Introduction to Sponsorship and Sponsorship-linked Marketing
- The Sponsorship-linked Marketing Management Process
- How Sponsorship-linked Marketing Activities Influence Stakeholders
- The Effects of Sponsorship-linked Marketing Activities on Recipients
- Theories on the Processing of Sponsorship Messages (I)
- Theories on the Processing of Sponsorship Messages (II)
- Visual Attention to Sponsors at the Site of Events and in the Media
- Outcome Measurement and Controlling in Sponsorship-linked Marketing
- Measuring and Interpreting Sponsorship Outcome Variables
- Sponsorship-linked Marketing and the Financial Success of Brands
- Sponsorship-linked Marketing Implementation
- Leveraging Tools in Sponsorship-linked Marketing
- Non-sponsor Brand Behaviors: Official Sponsorship versus Ambush Marketing
- The Sponsor Perspective: How to Create Unique Sponsorship Portfolios
- The Sponsored Property Perspective: How to Recruit and Retain Sponsors

Intended Learning Outcomes:
At the end of the module students understand how sponsorship portfolios are created from the perspective of different stakeholders (sponsors and ambushers, event organizers, individuals, media). This includes sponsorship in sports, arts and culture, social causes, science and education, ecological causes, as well as the media. The students understand the basics in sponsorship and sponsorship-linked marketing, including recent developments and the chain of effects of the sponsorship-linked marketing management process. The students also understand
the mechanisms of how recipients process sponsorship messages. They are able to use different methodological concepts in order to quantify the effects of sponsorship messages on recipients and relate these measures to the predefined goals of the stakeholders. The students are able to identify success factors of sponsorship-linked marketing and they can use methods that measure the success of sponsorship. The students are able to create both innovative sponsorship strategies as part of the sponsorship portfolio management and strategies that help sponsors protect the sponsorship rights against ambushers.

Teaching and Learning Methods:
Online lectures that cover the state of the art in the field of sponsorship and its implementation are provided using software technology. Students can access the materials using Internet technology. Learning progress monitoring questions are asked when students go through the content of the class. Students also take part in online training using case studies. They are provided with the relevant material to work on the cases, solve problems, and find solutions. They do so in the form of homework. Answers to the case studies are presented to the students after they have handed in their homework.

Media:
Online lectures

Reading List:
Journal articles are posted to specific topics.

Responsible for Module:
Königstorfer, Jörg; Prof. Dr. rer. oec.

Courses (Type of course, Weekly hours per semester), Instructor:
Sponsorship-linked marketing (Online-Kurs) (seminar, 2 SWS)
Königstorfer J

For further information in this module, please click campus.tum.de or here.
Module Description

SG8000161: Sponsorship-linked Marketing (extended online-Kurs)

vhb-course
TUM Department of Sport and Health Sciences

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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
The module examination consists of a written test (60 min) and a presentation (20 min). The exam (written test) is to verify that the students are able to properly select and apply appropriate conceptual bases and methodological measurements (within a limited time and without aids) in the light of various challenges of sponsorship. Firstly, the questions include answers to each question from a set of predetermined multiple answers. Secondly, open-end questions are asked so that we can find out whether students are able to demonstrate the use of strategies and implementation steps as part of sponsorship. The presentation is to verify that students are able to apply sponsorship strategies to real-life cases, communicate on sponsorship-linked marketing mechanisms, and convince stakeholders on sponsorship about certain findings and evidence in state of the art literature. The grade will be determined by the grade in the written test (50%) and by the grade of the presentation (50%).

Repeat Examination:

(Recommended) Prerequisites:
Basic skills in Marketing

Content:
- Introduction and Overview of the Sponsorship-linked Marketing Management Process
- Introduction to Sponsorship and Sponsorship-linked Marketing
- The Sponsorship-linked Marketing Management Process
- How Sponsorship-linked Marketing Activities Influence Stakeholders
- The Effects of Sponsorship-linked Marketing Activities on Recipients
- Theories on the Processing of Sponsorship Messages (I)
- Theories on the Processing of Sponsorship Messages (II)
- Visual Attention to Sponsors at the Site of Events and in the Media
- Outcome Measurement and Controlling in Sponsorship-linked Marketing
- Measuring and Interpreting Sponsorship Outcome Variables
- Sponsorship-linked Marketing and the Financial Success of Brands
- Sponsorship-linked Marketing Implementation
- Leveraging Tools in Sponsorship-linked Marketing
- Non-sponsor Brand Behaviors: Official Sponsorship versus Ambush Marketing
- The Sponsor Perspective: How to Create Unique Sponsorship Portfolios
- The Sponsored Property Perspective: How to Recruit and Retain Sponsors

Intended Learning Outcomes:
At the end of the module students understand how sponsorship portfolios are created from the perspective of different stakeholders (sponsors and ambushers, event organizers, individuals, media). This includes sponsorship
in sports, arts and culture, social causes, science and education, ecological causes, as well as the media. The students understand the basics in sponsorship and sponsorship-linked marketing, including recent developments and the chain of effects of the sponsorship-linked marketing management process. The students also understand the mechanisms of how recipients process sponsorship messages. They are able to use different methodological concepts in order to quantify the effects of sponsorship messages on recipients and relate these measures to the predefined goals of the stakeholders. The students are able to identify success factors of sponsorship-linked marketing and they can use methods that measure the success of sponsorship. The students are able to create both innovative sponsorship strategies as part of the sponsorship portfolio management and strategies that help sponsors protect the sponsorship rights against ambushing.

Teaching and Learning Methods:
The module consists of a seminar and its accompanying lecture and exercise. In the seminar (2 SWS), students study the literature, summarize the current state of the literature in the form of a presentation, present the findings, and critically reflect on the work. In the lecture (2 SWS), online contents that cover the state of the art in the field of sponsorship and its implementation are provided using software technology. Students can access the materials using Internet technology. Learning progress monitoring questions are asked when students go through the content of the class. In the exercises (2 SWS), students also take part in online training using case studies. They are provided with the relevant material to work on the cases, solve problems, and find solutions. They do so in the form of homework. Answers to the case studies are presented to the students after they have handed in their homework.

Media:

Reading List:
Journal articles are posted to specific topics.

Responsible for Module:
Königstorfer, Jörg; Prof. Dr. rer. oec.

Courses (Type of course, Weekly hours per semester), Instructor:
Sponsorship-linked marketing (Online-Kurs) (seminar, 2 SWS)
Königstorfer J

Sponsorship-linked marketing (online-Kurs) (exercise, 2 SWS)
Königstorfer J, Lucke S

Sponsorship-linked marketing (online-course) (lecture, 2 SWS)
Königstorfer J, Lucke S

For further information in this module, please click campus.tum.de or here.
Module Description

SG810017: Environmental Adaptation and Technology

TUM Department of Sport and Health Sciences

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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
A presentation will show their ability to demonstrate their work on a given topic in a particular time. The presentation shows the ability to understand the context and complexity of processes between individuals and their environment. Thereby they have to prepare and deliver a well-researched oral presentation and a written abstract.

Repeat Examination:

(Recommended) Prerequisites:
Basic knowledge and understanding of scientific research methods

Content:
The ICF (international classification of functioning, disability and health) understanding of disability represents the gateway to the module on environmental adaptation and technologies. It is on this basis that students will analyze currently available (technological) options and resources to support and enhance the quality of life of persons with impairments in social space. They will be encouraged to not only comprehend and reflect upon opportunities but also on limits and exclusionary potentials.

- Individually related context factors and effects according to the ICF
- Environmentally related context factors and effects according to ICF
- Supportive structures and offers linked to social space
- Introduction to the community care, community service and social space development approaches

Intended Learning Outcomes:
After successfully completing the module, students will be able to:
- systematically analyze individual and social health prerequisites and to elaborate as well as implement concepts supporting environmental changes
- recognize demands and resources on the individual (internal) and environmental (external) levels
- understand and analyze processes between individuals and their environment on a structural level.
- draw upon national and international models of (technical) support for persons with disabilities in a scientifically appropriate manner.
- comprehend English-speaking expert literature and state-of-the-art research and situate them within an expert discourse.

Teaching and Learning Methods:
The module consists of 2 classes with blended learning components. The contents of the lecture are transmitted live and through multi-perspective presentations. Students are encouraged to engage with relevant literature as well as with the issues presented.
Media:

Reading List:
The literature will be presented in the course of the lecture

Responsible for Module:
Wacker, Elisabeth; Prof. Dr. rer. soc.

Courses (Type of course, Weekly hours per semester), Instructor:

For further information in this module, please click campus.tum.de or here.
Module Description

SG810018: Introduction to Human Resource Management

TUM Department of Sport and Health Sciences

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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Written exam (90 minutes)

Repeat Examination:
No recommendations necessary

(Recommended) Prerequisites:
No recommendations necessary

Content:
- Personalplanung
- Personalmarketing, Personalgewinnung, Personalauswahl
- Personaleinsatz, Arbeitszeit- und Jobgestaltung
- Performancemanagement, Personalentwicklung, Vergütung
- Personalausritt
- Organizational Behavior
- HR als Teil der Unternehmensführung
- IT und Personalcontrolling

Intended Learning Outcomes:
Nach der Absolvierung des Moduls, sind die Studierenden in der Lage:
- die strategische Bedeutung und operative Herausforderung der Personalarbeit zu kennen
- personalpolitische Aufgaben zu verstehen
- Ansätze des HR zu evaluieren
- aufbauend auf ihr Wissen der HR Handlungsmöglichkeiten zu entwickeln
- die Führungsrolle zu reflektieren
- wesentliche Kommunikations- und Motivationstheorien zu evaluieren
- Delegationsprozesse sowie die Ebenen und Dimensionen der Verantwortung zu verstehen

Teaching and Learning Methods:
Onlinekurs der VHB: https://kurse.vhb.org/VHBPORTAL/kursprogramm/kursprogramm.jsp?kDetail=true

Media:
Erforderliche Technik
Betriebssystem: Windows, Linux
Browser: MS Internet Explorer, Firefox, Netscape, Opera
**Reading List:**

**Responsible for Module:**
Prof. Dr. Rainer Waldmann, Prof. Dr. Thomas Bartscher (extern)

**Courses (Type of course, Weekly hours per semester), Instructor:**

For further information in this module, please click campus.tum.de or here.
Module Description

SG810021: VHB - Cross-border Health Care Management

vhb-course
TUM Department of Sport and Health Sciences

Module Level: Bachelor/Master
Language: English
Duration: one semester
Frequency: winter/summer semester
Credits: 3
Total Hours: 90
Self-study Hours: 90
Contact Hours: 0

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Die Modulprüfung besteht aus einer Projektarbeit, in der die Studierenden unter tutorieller Begleitung im Internet (Foren, Chat) eine thematische Karte oder einen Plan aus einem frei zu wählenden Themenbereich ausarbeiten.

Repeat Examination:

(Recommended) Prerequisites:
keine

Content:
- Supply and demand in medical tourism and cross-border health care: definition of medical tourism, driving forces in medical tourism, basic concepts and terms, international comparison of health care systems
- Countries of origin and destination in medical tourism: foreign patients on german hospitals, outgoing german patients for medical treatment, US as a country of origin of medical tourists
- Legal issues of cross-border health care management: EU patient mobility act, protection and safety of patient data
- Marketing in medical tourism: webportal solutions, the role of patient facilitator
- Transcultural features of international patients: language, culture and religion as a barrier, demands of foreign patients
- Processes in medical tourism: processes and interfaces, eHealth and telemedicine, finance and controlling, risk analysis
- Ethics and morals: basic right for best medical treatment, foreign patients versus local patients
- Case studies: BAVARIA - a better state of health, International department of university hospital Hamburg Eppendorf, KHIDI - korean health industry development institute, Bumrungrad Hospital Bangkok

Intended Learning Outcomes:

After completion of the course, students will be able to identify the impact of globalization in health care, to differentiate target and source markets for medical tourism, to design and economically evaluate offers for foreign patients. They are able to work with web portals as well as to advise companies in the healthcare industry.

Teaching and Learning Methods:

Virtual lecture (VHB): Forms of interaction with the system / supervisor via e-mail, exercises, exercises for self-learning, videoconference, cooperation learner / supervisor in the task processing; Interaction forms with fellow learners via e-mail, forums, videoconferencing. For all areas of application of the study programs in question, case-related exercises and individual tasks as well as several subjects are combined in an illustrative form (eg PowerPoint animation).
**Media:**
Required technique  
Browser: every popular internet browser  
Special software: DICOM viewer (specified in the course)  
Communication platform used: Moodle

**Reading List:**
A glossary of the most important technical terms as well as a list of the relevant technical literature and original works are available online

**Responsible for Module:**
studienberatung.sg@tum.de

**Courses (Type of course, Weekly hours per semester), Instructor:**
www.vhb.org  
LV_240_643_1_66_1  
Prof. Dr. Horst Kunhardt

For further information in this module, please click  
campus.tum.de or here.
Module Description

SG810023: Health, (Dis)ability and Participation in a Global Perspective

TUM Department of Sport and Health Sciences

<table>
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<td>210</td>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
A presentation will show the students’ ability to demonstrate their work on a given topic in a particular time. The presentation shows the ability to understand the context and complexity of global processes and structures in the area of health, (dis)ability and participation. Thereby they have to prepare and deliver a well-researched oral presentation and a written abstract. The presentation will be given in one of the two seminars.

Repeat Examination:

(Recommended) Prerequisites:

Content:
- Determinants of health from a global perspective
- Health, global development and (in)equalities
- Socio-cultural aspects in health, (dis)ability and participation
- International agenda processes (e.g. Sustainable Development Goals) and their relevance for health, (dis)ability and participation
- In-depth examination of selected international strategies in the context of health promotion and inclusive development (e.g. Community-Based Rehabilitation/ Community-Based Inclusion)
- Critical analysis of implementation processes
- Analysis of case examples
- Active participation in faculty research projects, i.a.

Intended Learning Outcomes:
After successfully completing the module, students will be able to:
- Reflect upon social and political factors that influence health, (dis)ability and participation in an internationally comparative perspective
- Systematically analyze concepts, structures and systems on both personal and institutional levels (role of the state in health promotion and rehabilitation, provider structure, social services, role of informal care and support structures, participation and empowerment etc.)
- Critically assess international strategies in the areas of health promotion and (disability-)inclusive development

Teaching and Learning Methods:
The module consists of 2 classes. The contents of both seminars are transmitted live and through multi-perspective presentations. However, blended learning components may complement the live presentations and discussions. The duration of classes spans two semesters.
Media:

Reading List:
The literature will be presented in the course of the seminar.

Responsible for Module:
Schmidt, Kathrin; Dipl.-Reh.-Päd.

Courses (Type of course, Weekly hours per semester), Instructor:
International strategies in the areas of health promotion and inclusive development (seminar, 2 SWS)
Göttler A

Health, (Dis)ability and Participation in a Global Perspective - An Introduction (seminar, 2 SWS)
Göttler A

For further information in this module, please click campus.tum.de or here.
Module Description

SG810031: Infectious Diseases Epidemiology

TUM Department of Sport and Health Sciences

<table>
<thead>
<tr>
<th>Module Level:</th>
<th>Language:</th>
<th>Duration:</th>
<th>Frequency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>English</td>
<td>one semester</td>
<td>summer semester</td>
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<tr>
<td>Credits:*</td>
<td>Total Hours:</td>
<td>Self-study Hours:</td>
<td>Contact Hours:</td>
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<tr>
<td>4</td>
<td>120</td>
<td>60</td>
<td>60</td>
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</tbody>
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Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Each student will hold an individual oral presentation (10 minutes) on an infectious disease of their interest. The student must demonstrate the ability to fulfill the above-mentioned targeted learning outcomes. Their presentation skills will also be assessed.

Repeat Examination:

(Recommended) Prerequisites:
Module Study Design and Ethics

Content:
- Basic mechanisms and terminology causing infectious diseases
- Transmission routes and epidemiology of common and rare infectious diseases
- Regional and national level differences in infectious disease incidence within Asia, Africa, South America, Europe, North America and Oceania
- Preventative measures: vaccination programs, quarantine, education
- Surveillance tools: mapping, databases, technology
- Support and funding including donations, aids, volunteers
- Local, national, regional, international policies and guidelines for reporting and controlling outbreaks
- Guidelines for communication, task forcing from WHO and other
- Case study of outbreak

Intended Learning Outcomes:
At the end of this module, students are able to:
- Recognize various infectious disease types and terminologies used
- Describe transmission routes of infectious diseases
- Understand key determinants of infectious diseases and burdens
- Discuss region-specific vulnerabilities to infectious diseases
- Apply disease control methods and surveillance tools
- Evaluate guidelines and policies recommended for controlling outbreaks of infectious diseases

Teaching and Learning Methods:
This module will include a lecture series as well as group case studies and discussions in the form of seminars
Media:

Reading List:
Modern Infectious Disease Epidemiology: Concepts, Methods, Mathematical Models, and Public Health (Statistics for Biology and Health) Kramer; 2010

Responsible for Module:
Klug, Stefanie; Prof. Dr. rer. nat.

Courses (Type of course, Weekly hours per semester), Instructor:
Infectious Diseases Epidemiology (lecture, 2 SWS)
Liang L

Infectious Diseases Epidemiology (seminar, 2 SWS)
Liang L

For further information in this module, please click campus.tum.de or here.
Module Description

SG810032: Scientific Writing

TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Duration: one semester
Frequency: summer semester

Credits:* 120
Total Hours: 60
Self-study Hours: 60
Contact Hours: 60

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
Students will submit a written scientific paper on a topic of their interest. The assignment will assess the key skills addressed during the course.

Repeat Examination:

(Recommended) Prerequisites:

Content:
- Key principles of effective scientific communication
- Reporting guidelines for scientific findings
- Structuring of original scientific manuscripts
- Structuring of literature reviews and meta-analyses
- Structuring of conference abstracts and posters
- Peer review and academic publishing

Intended Learning Outcomes:
After successfully completing the module, students will be able:
- to effectively communicate their scientific findings
- to structure a standard scientific manuscript for submission to a peer-reviewed journal
- to present their research results in a way that will convince editors and reviewers that their work is important and reliable
- to understand the scientific review process
- to structure other types of scientific communication

Teaching and Learning Methods:
The module consists of a taught seminar series and supplementary exercises. In the interactive exercise, students will apply the skills learnt in the seminar by completing practical writing exercises and critically reviewing examples of scientific writing.

Media:
**Reading List:**
Literature will be announced in the course

**Responsible for Module:**
Klug, Stefanie; Prof. Dr. rer. nat.

**Courses (Type of course, Weekly hours per semester), Instructor:**
Scientific Writing (seminar, 2 SWS)
Fiengo Tanaka L

Scientific Writing in Practice (exercise, 2 SWS)
Fiengo Tanaka L

For further information in this module, please click campus.tum.de or here.
Module Description

SG810034: The Global Burden of Disease & Global Surgery

TUM Department of Sport and Health Sciences

Module Level: Master
Language: English
Duration: one semester
Frequency: one-time

Credits:* 120
Total Hours: 110
Self-study Hours: 10
Contact Hours: 10

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:
essay (4-5 pages)

Repeat Examination:
none

(Recommended) Prerequisites:
none

Content:
This course is the first of its kind at Technical University Munich and one of the first global surgery courses to be offered in Germany. The field of global surgery is truly in its infancy. The aim of this course will be to provide background information and skills that will help students become leaders in the field of global surgery or to at least consider surgically related conditions when developing public health interventions. The development of course material is led by Dr. med. P. Niclas Broer, Dr. med. Paul Heidekrueger and Dr. phil. Sabrina Juran, founders of the German Global Surgery Alliance (GGSA) and in close collaboration with Dr. med. John Meara’s team at Harvard Medical School’s Program in Global Surgery and Social Change (PGSSC). Further support will be provided by InciSioN (the International Student Surgical Network).

Global Burden of Disease - Population Dynamics and Global Health
Introduction to Global Surgery
Crisis and Humanitarian Aid
Innovation in Global Surgery
Humanitarian Work – Hilfe die Helfer kommen
Global Dependencies and Health Care Workers
Research in Global Surgery
Overview of different global health working groups
The Role of the World Health Organization in improving global surgery
Surgical Subspecialties in Global Surgery

Intended Learning Outcomes:
Upon successfully completing this course, students will be able to:
1. Describe the global burden of disease, with a focus on surgical disease and identify gaps in current knowledge
2. Identify current research tools for measuring the global burden of disease, surgical capacity in LMIGs as well as strengthening the national health system
3. Discuss the different types of surgical cases for prevention and treatment of disease and how to plan and incorporate these into health system planning
Teaching and Learning Methods:
lecture series with discussions

Media:
Powerpoint

Reading List:
to be delivered after registration via E-Mail

Responsible for Module:
Dr. Paul Heidekrüger (paul@germanglobalsurgeryalliance.org)

Courses (Type of course, Weekly hours per semester), Instructor:
Global Surgery (lecture, 1 SWS)
Heidekrüger P

For further information in this module, please click campus.tum.de or here.
Module Description

WI001121: International Management & Organizational Behavior

TUM Department of Sport and Health Sciences

<table>
<thead>
<tr>
<th>Module Level:</th>
<th>Language:</th>
<th>Duration:</th>
<th>Frequency:</th>
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<tbody>
<tr>
<td>Bachelor</td>
<td>English</td>
<td>one semester</td>
<td>winter semester</td>
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</table>

Credits:* 6 Total Hours: 60 Self-study Hours: 180 Contact Hours: 120

Number of credits may vary according to degree program. Please see Transcript of Records.

Description of Examination Method:

Grading is based on the performance in a 120min written examination. The examination consists of single-choice-questions, which aim at testing knowledge on different levels: Knowledge questions aim at the recall of the learned concepts, e.g. by reproducing different change management models; decision items aim at classifying or interpreting the course contents, e.g. by contrasting and comparative analysis of different strategies of multinational enterprises; application and scenario questions aim at testing the ability to transfer the learned concepts to real-life settings, e.g. by identifying solutions to short practical cases in conflict management. It is allowed to bring one hard-copy dictionary (English ¿ first language) or English thesaurus. Furthermore, no aids such as lecture slides, personal notes, etc. are allowed.

Repeat Examination:

Next semester

(Recommended) Prerequisites:
Basics of business administration

Content:

According to the intended learning outcomes of this course, the lectures cover the most important theories and methods of strategic and international management and organizational psychology. In the course of the increasing globalization, companies of almost all industries and sizes have to include an international dimension in their strategic considerations. Strategic and international management skills are important for formulating and implementing competitive strategies. Therefore, the course puts special emphasis on strategic and international management topics. Furthermore, basic approaches and models of work and organizational psychology are presented. They serve to understand behavior on the individual, team, and organizational level of business organizations. In detail, the module will focus on theoretical explanations and practical implications of the following contents: Fundamental principles of leadership; fundamentals and characteristics of strategic and international management; general conditions of strategic and international management; effects of individual personality characteristics and motivation in organizations; ethical behavior in organizations; team structures and processes; change management in national and international organizations; theories and strategies of multinational enterprises; international dimension of certain functional areas of business; national and international organizational culture.

Intended Learning Outcomes:

Upon successful completion of this module, students are able to reproduce basic knowledge of strategic and international management and organizational behavior. Moreover, students can recall, understand, and explain basic concepts of strategic and international management and organizational behavior. They can apply their knowledge to practical problems and challenges. Furthermore, students are able to explain theories, models, and methods related to strategic and international management and organizational behavior. In addition, students are

WI001121: International Management & Organizational Behavior
Generated on 05.02.2018
able to identify and analyze challenges and problems related to strategy and management, motivation, teamwork, decision making, and communication in business organizations, especially in multinational enterprises. Finally, they are able to outline practical solutions to strategy and management challenges, conflict management, organizational change, and ethical issues by applying the acquired theoretical concepts.

**Teaching and Learning Methods:**
In the interactive as well as online video-based lectures, the most important concepts, approaches, theories, and empirical studies in the field of strategic and international management and organizational behavior are introduced and discussed. Practical examples and case studies serve to illustrate the relevant theories and methods. Moreover, students are encouraged to engage in individual exercises and/or small group assignments as well as video analyses in order to look deeper into the course contents and to support transfer of the acquired theories and methods. Finally, the self-study of literature is part of the module.

**Media:**
Slides (download)
Online video lectures (download)
if applicable, present scientific international literature (English)
if applicable, case studies

**Reading List:**
Hill, C.W.L. (2014), International business: Competing in the Global Marketplace

**Responsible for Module:**
Kehr, Hugo; Prof. Dr. phil.

**Courses (Type of course, Weekly hours per semester), Instructor:**
Strategic and International Management (WI001121) (Bachelor TUM-BWL) (lecture, 2 SWS)
Hutzschenreuter T [L], Hutzschenreuter T

Online Course: Organizational Behavior (lecture, 2 SWS)
Strasser M

For further information in this module, please click campus.tum.de or here.