

Syllabus

Course Description

Course Title	Foundations of Subject-Specific Pedagogy I: Business Studies in Upper Secondary Education
Course Code	83030
Course Title Additional	
Scientific-Disciplinary Sector	ECON-07/A
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Thomas Maran, Thomas.Maran@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/44429
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	2
Teaching Hours	12
Lab Hours	0
Individual Study Hours	38
Planned Office Hours	
Contents Summary	The module "Didactics of Business Administration" teaches basic didactic skills for the planning, implementation and reflection of lessons in the subject of business administration. The aim is to enable students to professionally design competence-oriented teaching for different learning groups in secondary schools I and II.
Course Topics	In this module, students explore the fundamentals of subject-specific pedagogy Business management and reflect on the

	<p>interplay between subject-specific knowledge, curriculum guidelines and school practice. Building on this, they develop skills in competence-based lesson planning by analysing subject-specific competences, formulating learning objectives and structuring lesson plans.</p> <p>A further focus is on designing appropriate learning environments and implementing teaching methods. Students learn to apply different teaching formats and methods in a subject-specific manner and to design learning processes in an active, differentiated and effective way.</p>
Keywords	Subject-specific pedagogy, Business, Market, Entrepreneurship, Strategy, Leadership and Organization
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	On-site lecture (VL) combining concise disciplinary and subject-didactic inputs with integrated workshop-based phases of enactment, analysis, and reflection.
Mandatory Attendance	According to the regulations
Specific Educational Objectives and Learning Outcomes	Finally, the module deals with observing, giving feedback and evaluating learning processes and performance in the subject of business administration. Forms of feedback that promote learning as well as criteria for transparent and competence-oriented performance evaluation are discussed.
Specific Educational Objectives and Learning Outcomes (additional info.)	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • ILO 1: Participants explain the logic of market coordination and accurately relate entrepreneurial opportunity, value creation, business model development, strategic management, organization, leadership, marketing, sales, and financial accounting. • ILO 2: Participants analyse the assumptions, applications, and limitations of core models and tools in entrepreneurship, business model development, strategic management, organization, and leadership. <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • ILO 3: Participants select and transform business content on the basis of curricular requirements, disciplinary structures, and heterogeneous learner prerequisites and formulate observable

	<p>competency-based learning outcomes.</p> <ul style="list-style-type: none"> • ILO 4: Participants design a 60- to 90-minute instructional sequence in which learning outcomes, learning tasks, learner activities, and evidence of learning are aligned according to the principles of constructive alignment. • ILO 5: Participants design and facilitate problem-based, case-based, canvas-based, or simulation-based learning arrangements that cognitively activate business decision-making, justification, and reflection and support collaborative learning. • ILO 6: Participants differentiate learning tasks and scaffolds, design formative assessment instruments, and provide criterion-referenced feedback and a disciplinarily focused debriefing. <p>Making judgements</p> <ul style="list-style-type: none"> • ILO 7: Participants evaluate instructional models, materials, student work, and simulation outcomes in terms of disciplinary accuracy, pedagogical affordances, learner orientation, and economic, social, and environmental implications and justify their instructional decisions. <p>Learning strategies</p> <ul style="list-style-type: none"> • ILO 8: Participants reflect on and revise their own instructional designs on the basis of enactment, peer feedback, and evidence-informed criteria and plan their transfer into classroom practice.
Assessment	<p>Individual instructional-design colloquium comprising a structured short presentation and a standardized oral examination; total examination time: 60 minutes. A one-page lesson plan and no more than three presentation slides must be submitted in advance. Each participant has four minutes for the presentation and approximately two to two and a half minutes for the oral examination.</p> <p>The presentation addresses the target group and curricular alignment, competency-based learning outcomes, the core learning task and instructional sequence, cognitive activation, differentiation and formative assessment, and the disciplinary and subject-didactic rationale for the proposed design.</p>
Evaluation Criteria	<p>Assessment uses a four-level criterion-referenced rubric (not met, partially met, met, exceeded):</p> <ul style="list-style-type: none"> • Disciplinary accuracy and appropriate use of business models

	<p>(ILO 1, ILO 2, ILO 7), weighting 20%: accurate representation, conceptual precision, and selection and use of models aligned with the target group and learning outcomes; underlying assumptions and limitations are made explicit.</p> <ul style="list-style-type: none"> • Quality of learning outcomes and alignment of learning outcomes, learning tasks, learner activities, and evidence of learning (ILO 3, ILO 4, ILO 6), weighting 25%: observable, competency-based learning outcomes and coherent implementation of constructive alignment. • Subject-didactic quality, cognitive activation, and structured reflection (ILO 4, ILO 5, ILO 6, ILO 7), weighting 25%: an instructionally productive problem or decision situation, cognitively demanding learning activities, and a clearly facilitated, outcome-oriented debriefing. • Learner orientation, differentiation, and formative assessment (ILO 3, ILO 5, ILO 6), weighting 15%: attention to heterogeneous learner prerequisites, appropriate scaffolding, and suitable methods for eliciting and providing feedback on learning progress. • Quality of the instructional rationale and oral examination (ILO 1, ILO 2, ILO 7, ILO 8), weighting 15%: theory- and criteria-based justification of key design decisions, precise responses to questions, and reflective identification of limitations and avenues for further development.
Required Readings	Only selected chapters and materials announced during the course are required.
Supplementary Readings	<p>Maran, T. (2025). <i>Situativ führen: Zwischen direkter und empowernder Führung den richtigen Führungsstil finden</i>. Springer Gabler.</p> <p>Robbins, S. P., Coulter, M. A., & Long, L. (2024). <i>Management</i> (16. Aufl.). Pearson.</p> <p>Rothaermel, F. T. (2026). <i>Strategic Management</i> (6th ed.). McGraw Hill.</p> <p>Sarasvathy, S. D. (2001). Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. <i>Academy of Management Review</i>, 26(2), 243–263.</p> <p>Schreyögg, G., & Koch, J. (2020). <i>Management: Grundlagen der Unternehmensführung. Konzepte – Funktionen – Fallstudien</i> (8.</p>

	Aufl.). Springer Gabler. https://doi.org/10.1007/978-3-658-26514-4
Further Information	
Sustainable Development Goals (SDGs)	Quality education