Module Handbook

Business Psychology
(Bachelor of Science)

Based on Study and Examination Regulations (SPO)

from 28. March 2023

Status September 2025

Faculty of Liberal Arts and Sciences and School of Business

Content

Module Handbook – Modules in English language
Business Psychology
Stand September 2025

I. Module Descriptions

1. Business English

Title	Business English
Turn	Winter term
Term of study	1. year, 2. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	Business Psychology
Teaching Language	English
Module Coordinator:	Elizabeth Quinn-Kolland
Lecturers	Elizabeth Quinn-Kolland
SWS	4

Workload	5 ECTS * 30 h = 150 hours, composed as follows:		
	Course Attendance 45	Preparation / Homework / Self Study (h): 45,5	Time for Exercises and Group Work (h): 30
	Seminar Paper / Semester Project / Presentation Preparation (h): ./.	Exam Preparation (h): 28	Exam Time (min): 45

Exam Requirements and Weighting of Final Grade	Portfolio Exam (Oral Exam 15min, 30% + Written Exam 45min, 40% + Simulation 30min, 30%)
ECTS Credits	5
Requirement for the allocation of credit points	Passed Portfolio Exam (oral -+ written + simulation)
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see Study and Examination Regulations (SPO)" Recommended Prerequisites : Level B1 in English
Content	Field-Specific Business English with B2 level
Intended Learning Outcome	**Knowledge Targets:** Students... • possess a fundamental vocabulary in the field of Business English. • acquire relevant terminology for business psychology topics. • refresh their grammar knowledge. **Capabilities:** Students... • confidently apply language tools and techniques for oral negotiations in English. • present and persuade effectively in the foreign language. • utilize techniques for interviews/pitches with international interlocutors. • communicate appropriately for the target audience in written correspondence in the foreign language. **Professional Skills:** Students...

	• use resources and applications for applying professional English in their careers. • handle the foreign language confidently and effectively in all relevant professional contexts. • achieve a high level of language proficiency and confidence. • work effectively with international and multicultural teams and contexts.
Teaching Methods	• Interactive lectures ("Seminaristischer Unterricht") • Application-Oriented Language Didactics
Literature	It will be announced during the course.

2. Organisational Psychology

Title	Organisational Psychology
Turn	winter term
Term of study	2. year, 3. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	Business Psychology
Teaching Language	English
Module Coordinator:	Prof. Dr. habil. Eva Lermer
Lecturers	Prof. Dr. habil. Eva Lermer, Prof. Dr. Sarah Hatfield, Prof. Dr. Janine Netzel
SWS	4
Workload	5 ECTS * 30 h = 150 hours, composed as follows:

Course Attendance 45	Preparation / Homework / Self Study (h): 43,5	Time for Exercises and Group Work (h): 20
Seminar Paper / Semester Project / Presentation Preparation (h): ./.	Exam Preparation (h): 40	Exam Time (min): 90

Exam Requirements and Weighting of Final Grade	Written Exam (90 min); 100%
ECTS Credits	5
Requirement for the allocation of credit points	Passed Exam
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation, see: "Study and Examination Regulations (SPO)" Recommended Prerequisites: none
Content	Topics: • Theoretical Approaches in Organizational Psychology • Organizational Diagnostics • Organizational Development & Change Management • Digital Transformation • Organizational Climate & Culture • Leadership Concepts

4

	• Teamwork: Cooperation, Conflict, Creativity The content encompasses theoretical and practical engagement with empirical studies, including their methodological foundations, data analyses, and the interpretation of results for organizational psychology-related questions. The module emphasizes the teaching of methods and knowledge for evaluating empirical studies and applying their findings to organizational psychology interventions.

Intended Learning Outcome	**Knowledge Targets:**
	Students...
	
	• Explain core theories and models in organizational psychology.
	• Identify social science research findings and current empirical evidence in organizational psychology.
	• Are familiar with neurobiological and bio psychological foundations, such as decision-making processes and the effects of stress on employees' cognitive and emotional processes (including knowledge of measurement tools like biosensors for physiological parameter assessment).
	• Understand the methodology and relevance of empirical studies in organizational psychology and recognize their importance for developing evidence-based intervention measures.
	• Cite examples of classic and contemporary empirical studies in organizational psychology, explaining their methodological approaches and key findings.
	
	Capabilities:
	Students...
	
	• Apply organizational psychology theories to examples.
	• Analyse human behaviour and experiences in organizations and compare various theoretical approaches to organizational psychology questions.
	• Critically analyse empirical study results, evaluate their transferability to various organizational psychology contexts, and interpret them for practical applications.
	• Contextualize transformation concepts for organizational change, assess them, and critically evaluate action plans for different application scenarios.
	• Develop solutions for simple practical questions and present them argumentatively.
	• Partially implement selected diagnostic methods, evaluation steps, and interventions into concepts (including the ability to understand and reflect on empirical data analysis procedures).
	Professional Skills:
	Students...
	    • Reflect on the demands of their potential future roles in these contexts and derive personal learning steps accordingly.
	    • Evaluate the quality of empirical studies based on scientific criteria and derive actionable recommendations from the results.
	    • Develop audience-oriented concepts, present them, and argue for them convincingly.

Teaching Methods	• Peer-Instruction • Interactive teaching • Analysis and Critical Discussion of Current Empirical Studies in the Context of Organizational Psychology • Flipped Classroom • Case Study Work with a Focus on the Interpretation and Discussion of Empirical Results • Guest lectures
Literature	• Sinding, K. et al. (2014): Organizational Behaviour. 5th Ed. McGraw-Hill • Perkins, S. et al. (2013): Introduction. In: Arvine-Muondo, R. er al. (Ed.): Organizational Behaviour. People, Process, Work and Human Resource Management. Kogan Page • Kauffeld, S. (2019): Arbeits-, Organisations- und Personalpsychologie für Bachelor. Springer. • Nerdinger, F. W., Blickle, G., & Schaper, N. (2008). Arbeits-und Organisationspsychologie. Springer. • Scripts provided by the respective lecturers

3. Advanced Business English

Title	Advanced Business English
Turn	winter term
Term of study	2. year, 3. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	Business Psychology
Teaching Language	English
Module Coordinator:	Elizabeth Quinn-Kolland
Lecturers	Elizabeth Quinn-Kolland
SWS	4

Workload	5 ECTS * 30 h = 150 hours, composed as follows:		
	Course Attendance 45	Preparation / Homework / Self Study (h): 30	Time for Exercises and Group Work (h): 20
	Seminar Paper / Semester Project / Presentation Preparation (h): 40	Exam Preparation (h): 15	Exam Time (min): -

Exam Requirements and Weighting of Final Grade	Portfolio Exam (Oral Exam 15min, 40% + course work 5 Pages, 20% + Simulation 30min, 40%)
ECTS Credits	5
Requirement for the allocation of credit points	Passed Portfolio Exam (oral -+ written + simulation)
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation see "Study and Examination Regulations (SPO)" and passed exam in Business English Recommended Prerequisites: Level B2 in English
Content	Field-Specific Business English with C1 level
Intended Learning Outcome	**Knowledge Targets:** Students... - Possess an advanced vocabulary in Business English and Business Psychology. - Acquire relevant terminology and technical language for business psychology methods and issues. - Apply negotiation, presentation, and interview techniques in the foreign language. **Capabilities:** Students... - Communicate confidently in meetings, conversations, and negotiations. - Present, conduct interviews, and pitch effectively in the foreign language. - Read and comprehend case studies and academic literature in the foreign language. - Master audience-specific writing in English, including CVs, memos, emails, minutes, reports, and more. **Professional Skills:** Students...

6

	• Use professional English fluently in workplace settings. • Apply the foreign language confidently and proficiently in all relevant professional contexts. • Navigate multicultural teams, organizations, and contexts consciously and successfully.
Teaching Methods	• Interactive lectures ("Seminaristischer Unterricht") • Application-oriented language teaching methodology
Literature	Will be announced at the beginning of the course.

4. Engineering Psychology and Human Factors

Title	Engineering Psychology and Human Factors
Turn	Winter term
Term of study	2. year, 4. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	Business Psychology
Teaching Language	English
Module Coordinator:	Prof. Dr. Peter Cocron
Lecturers	Prof. Dr. Peter Cocron
SWS	4
Workload	5 ECTS * 30 h = 150 hours, composed as follows: <table><tr><td>Course Attendance 45</td><td>Preparation / Homework / Self Study (h): 43,5</td><td>Time for Exercises and Group Work (h): 20</td></tr><tr><td>Seminar Paper / Semester Project / Presentation Preparation (h): ./.</td><td>Exam Preparation (h): 40</td><td>Exam Time (min): 90</td></tr></table>
Exam Requirements and Weighting of Final Grade	Written Exam (90 min) 100%
ECTS Credits	5
Requirement for the allocation of credit points	Passed Exam
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)" Recommended prerequisites: Completed modules: Introduction to Business Psychology, General Psychology: Learning, Motivation, Emotion, and General Psychology: Perception, Cognition, Memory.
Content	Students gain a general overview of the field of engineering psychology and learn the fundamental principles of human-machine interaction. Key areas of Human Factors/Engineering Psychology are explored in depth, with a particular emphasis on the methods of engineering psychology. Alongside theoretical and methodological foundations and their application to selected examples, current research findings are discussed. Topics include:

	• Introduction to Engineering Psychology • Methods of Engineering Psychology (e.g., experiments, simulations) • Human-Machine Systems • Usability and User Experience • Errors, Accidents, and their Documentation • Assistance and Automation • Human Information Processing in Interaction with Technical Systems • Analysis and Evaluation of Work Systems in Relation to Engineering Psychology Questions
Intended Learning Outcome	**Knowledge Targets:** Students... • Identify and explain fundamental engineering psychology concepts. • Describe basic engineering psychology methods and experiments, illustrating them with examples. • Contextualize the study of human-machine systems within a historical-sociological framework. • Describe research and application implications, including from a technical and natural sciences perspective. • Apply foundational psychological theories to technical questions. **Capabilities:** Students... • Independently apply psychological principles for evaluating and designing human-machine systems to simple practical examples and derive intervention proposals. • Describe and analyse engineering psychology issues. • Apply their knowledge of research methods to selected engineering psychology questions. • Draw scientific conclusions from gathered information and discuss them with peers. **Professional Skills:** Students... • Articulate the contribution of engineering psychology in practical situations and within interdisciplinary collaboration, and defend their standpoint. • Independently design small experimental studies or design concepts, planning their implementation, evaluation, and analysis. • Critically assess new technologies by incorporating insights from foundational psychological disciplines.
Teaching Methods	• Interactive lectures ("Seminaristischer Unterricht") • Exercises
Literature	• Wickens, C. D., Hollands, J. G., Banbury, S., Parasuraman, R. (2013). Engineering Psychology & Human Performance (4th Ed.). Pearson. • Literature recommendations from the lecturers

5. Electives

5.1 - Psychology of decision making

Title	Psychology of decision making
Turn	Summer term
Term of study	-
Type of Module	elective
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	Business Psychology
Teaching Language	English
Module Coordinator:	Prof. Dr. habil. Eva Lermer
Lecturers	Prof. Dr. habil. Eva Lermer
SWS	2

Workload	2 ECTS * 30 h = 60 hours, composed as follows:		
	Course Attendance 22,5	Preparation / Homework / Self Study (h): 5	Time for Exercises and Group Work (h): 10
	Seminar Paper / Semester Project / Presentation Preparation (h): 10	Exam Preparation (h): 10	Exam Time (min): 15

Exam Requirements and Weighting of Final Grade	Presentation
ECTS Credits	2
Requirement for the allocation of credit points	Successful Presentation
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)"
Content	Focus: Cognitive processes Content: • Decisions under uncertainty • Risk-taking behaviour (risk-taking behaviour & assessment) • Heuristics (heuristics) • Cognitive biases (biases) • Framing effects (framing) • Priming effects (priming) • The influence of affect and arousal • Strategies for de-biasing • Different theories (e.g., Construal Level Theory) • Group decision-making (e.g., group polarization)
Intended Learning Outcome	**Knowledge Targets:** • explain central theories and models of psychology in the context of decision-making • characterize application areas of various theories • name current findings of psychological research in the context of decision-making **Skills:**

	Students
	• apply psychological theories and models to examples • analyze human behavior and experience in various decision-making contexts, i.e., identify relevant cognitive processes and phenomena **Competencies:** Students • reflect on their own cognitions, emotions, and behaviors in the context of decision-making • develop strategies to identify biasing influences on decision-making • develop strategies to counteract biasing influences on decision-making (de-biasing)
Teaching Methods	• Short presentation, exercises and feedback, self-reflection, self-learning unit.
Literature	• Ariely, D. (2008). Predictably irrational: the hidden forces that shape our decisions. Thorsons • Ariely, D. (2010). The Upside of Irrationality: The Unexpected Benefits of Defying Logic at Work and at Home. Harper.

6. Specialization offerings - Summer term

This overview provides a non-binding offerings of specialization modules in the summer semester. The offerings available in the current semester can be found in the current study plan or in Moodle. If enrolment numbers for a specialization module are too low, the module may be cancelled in the respective semester.

6.1 - Specialization in Trends in Personnel Psychology & HR Processes
Seminar: Future Topics in Personnel Psychology

Title	Future Topics in Personnel Psychology		
Turn	Summer term		
Term of study	3. year, 6. semester		
Type of Module	Mandatory Module		
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")		
Relation / Interface to other Modules	This module builds on differential psychology and diagnostics, test design and surveys, and personnel psychology, and is part of the specialization phase.		
Teaching Language	English		
Module Coordinator:	Prof. Dr. Simone Kubowitsch		
Lecturers	Prof. Dr. Simone Kubowitsch, Prof. Dr. Dr. Carolin Palmer, Prof. Dr. Sarah Hatfield		
SWS	2		
Workload	3 ECTS * 30 h = 90 hours, composed as follows:		
	Course Attendance 22,5 (15 W x 2 SWS)	Preparation / Homework / Self Study (h): 22	Time for Exercises and Group Work (h): 15
	Seminar Paper / Semester Project / Presentation Preparation (h): 30	Exam Preparation (h): ./.	Exam Time (min): 30
Exam Requirements and Weighting of Final Grade	Presentation		
ECTS Credits	3		

Requirement for the allocation of credit points	Successful Presentation
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation : see "Study and Examination Regulations (SPO)"
Content	In a combination of lectures and practical exercises, students engage with current challenges in personnel psychology as applied in practice and conduct case studies related to these topics. Each semester, selected focus topics are covered, such as: • Future skills and competence development • Job crafting / career crafting • Performance management • Sustainable people & culture strategy • People analytics • Intra- and entrepreneurship • Mental health
Intended Learning Outcome	**Knowledge Targets:** Students... • are familiar with the latest trends and developments in personnel psychology, such as the use of People Analytics and the importance of future skills in talent development. • understand theoretical concepts and current research findings in the context of modern HR strategies. • can identify the impact of societal and technological changes on personnel psychology and assess their relevance for organizational practice. • **Capabilities:** Students... • are able to research and analyse current trends in personnel psychology and evaluate their potential impact on organizations. • can critically reflect on the advantages and disadvantages of new HR strategies and assess their suitability for different organizational contexts. • are capable of presenting their insights on future trends in personnel psychology in a structured and convincing manner. • apply the necessary (bio psychological) methods to work on case studies. • can analyse and interpret datasets provided as part of the case studies. **Professional Skills:** Students • are able to adapt flexibly to new developments in personnel psychology and develop innovative solutions for HR-related challenges. • can act as competent advisors on modern HR trends and provide well-founded recommendations for implementing new HR strategies.
Teaching Methods	• Interactive lectures ("Seminaristischer Unterricht") • Flipped Classroom
Literature	• Lecture notes of the respective instructors • Kraiger, K., Passmore, J., Santos, N. R. D., & Malvezzi, S. (2020). The Wiley Blackwell handbook of the psychology of training, development, and performance improvement. Wiley

6.2 – Specialization in Psychology of Sustainability
Lecture: Psychology of Sustainability and Acceptance Research

Title	Sustainability Transformation and Intervention Acceptance

Turn	Summer term
Term of study	3. year, 6. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	This module builds on social, organizational, and personnel psychology and is part of the specialization phase.
Teaching Language	English
Module Coordinator:	Prof. Dr. Sarah Hatfield
Lecturers	Prof. Dr. Peter Cocron, Prof. Dr. Dr. Carolin Palmer, Prof. Dr. Sarah Hatfield
SWS	4

Workload	6 ECTS * 30 h = 180 hours, composed as follows:		
	Course Attendance 45	Preparation / Homework / Self Study (h): 47	Time for Exercises and Group Work (h): 40
	Seminar Paper / Semester Project / Presentation Preparation (h): ./.	Exam Preparation (h): 47	Exam Time (min): 60

Exam Requirements and Weighting of Final Grade	Written Exam
ECTS Credits	60
Requirement for the allocation of credit points	Passed Exam
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)"
Content	Concepts from the circular economy, environmental psychology, and insights from transformation management are integrated to examine psychological processes related to sustainability behaviour in an economic context. The development of interventions for adapting sustainability behaviour, as well as their implementation and evaluation through concrete practical projects, facilitates the deepening of all existing fields of research and application in business psychology. Moreover, students are empowered to become active agents of sustainability transformation. • Models and Theories of Environmental Psychology • Acceptance Research and (Business) Psychological Interventions • Educational Concepts for Sustainable Development • Models of Sustainability Transformation
Intended Learning Outcome	**Knowledge Targets:** The students acquire specific knowledge in the areas of: • Concepts of Environmental Psychology • Green Attitude, Skills, and Behaviour • Models of Sustainability • Interventions for Behavioural Adaptation • Models of (Sustainability) Transformation • Acceptance Research for Sustainable Innovations **Capabilities:** Students: • Identify concepts for changing sustainability behaviour based on relevant research topics and questions, • Analyse attitude-behaviour gaps among various target groups of the sustainability transformation using appropriate research methods and experimental settings,

	• Apply approaches and concepts of business psychology in a focused manner to develop interventions for adapting sustainability behaviour, • Deepen experiences and acquired competencies gained during the course of study, exemplify them, and engage in well-founded discussions. **Professional Skills:** Students • Develop a more refined business psychology professionalism in the field of sustainability through in-depth study. • Independently present studies from scientific sources in English.
Teaching Methods	• Project and group work, excursions, interactive lectures, flipped classroom.
Literature	• Scripts provided by the respective lecturers. • Kals, E., Strubel, I. T., & Hellbrück, J. (2023). *Umweltpsychologie.* Springer. • Potting, J., Hekkert, M. P., Worrell, E., & Hanemaaijer, A. (2017). *Circular economy: measuring innovation in the product chain.* • Pufé, I. (2017). *Nachhaltigkeit* (Vol. 3., überarbeitete und erweiterte Auflage). UVK Verlagsgesellschaft mbH. • Schmitt, C. T. & Bamberg, E. (2018). *Psychologie und Nachhaltigkeit: Konzeptionelle Grundlagen, Anwendungsbeispiele und Zukunftsperspektiven.* Springer..

6.2 - Specialization in Psychology of Sustainability
Seminar: Circular Economy

Title	Circular Economy
Turn	Summer term
Term of study	3. year, 6. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	This module builds on social, organizational, and personnel psychology and is part of the specialization phase.
Teaching Language	English
Module Coordinator:	Prof. Dr. Sarah Hatfield
Lecturers	Prof. Dr. Dr. Carolin Palmer
SWS	2

	3 ECTS * 30 h = 90 hours, composed as follows:		
Workload	Course Attendance 22,5	Preparation / Homework / Self Study (h): 22	Time for Exercises and Group Work (h): 15
	Seminar Paper / Semester Project / Presentation Preparation (h): 30	Exam Preparation (h): ./.	Exam Time (min): 30

Exam Requirements and Weighting of Final Grade	Presentation
ECTS Credits	3
Requirement for the allocation of credit points	Successful Presentation

Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)"
Content	Concepts from the circular economy, environmental psychology, and insights from transformation management are integrated to examine psychological processes related to sustainability behaviour in an economic context. The development of interventions for adapting sustainability behaviour, as well as their implementation and evaluation through concrete practical projects, facilitates the deepening of all existing fields of research and application in business psychology. Moreover, students are empowered to become active agents of sustainability transformation. • Economic and business perspectives on circular economy • Circular business models • Operational and technical aspects of circular business models • Circular economy from the perspective of customers and employees
Intended Learning Outcome	**Knowledge Targets:** Students acquire specific knowledge in the areas of: • Circular Economy • Circular business models • Operational and technical aspects of circular business models • Circular economy from the perspective of customers and employees **Capabilities:** Students: • Interpret and reflect on practical challenges of the circular economy, • Provide well-founded arguments and present their proposals and concepts. **Professional Skills:** Students: • Organize their own group work processes purposefully and sustainably, also incorporating insights from foundational and applied economic disciplines. • Reflect on their professional role, particularly regarding collaboration within presentation groups
Teaching Methods	• Project and group work, excursions, interactive lectures, flipped classroom.
Literature	• Scripts provided by the respective lecturers. • Potting, J., Hekkert, M. P., Worrell, E., & Hanemaaijer, A. (2017). *Circular economy: measuring innovation in the product chain*.

7. Specialization offerings – winter term

This overview provides a non-binding offerings of specialization modules in the winter semester. The offerings available in the current semester can be found in the current study plan or in Moodle. If enrolment numbers for a specialization module are too low, the module may be cancelled in the respective semester.

7.1 - Specialization: Applied Topics in Organizational Psychology
Seminar: Communication of organizational psychological measure

Title	Communication of organizational psychological measures
Turn	Winter term
Term of study	4. year, 7. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	This module builds on social, organizational, and personnel psychology and is part of the specialization phase.

Teaching Language	English
Module Coordinator:	Prof. Dr. Dr. Carolin Palmer
Lecturers	Prof. Dr. Dr. Carolin Palmer
SWS	2

Workload	3 ECTS * 30 h = 90 hours, composed as follows:		
	Course Attendance 22,5	Preparation / Homework / Self Study (h): 22	Time for Exercises and Group Work (h): 15
	Seminar Paper / Semester Project / Presentation Preparation (h): 30	Exam Preparation (h): ./.	Exam Time (min): 30

Exam Requirements and Weighting of Final Grade	Presentation
ECTS Credits	3
Requirement for the allocation of credit points	Successful Presentation
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)"
Content	The specialization in Organizational Psychology aims to familiarize students at an advanced level with the central questions of organizational psychology and to equip them for current fields of application. Wherever possible, practitioners from various industries are integrated into the module to ensure a practical connection to theoretical concepts. The module combines scientifically grounded concepts with practical applications and emphasizes the relevance of empirical research and scientific methods for organizational psychology topics. Students engage in full-day workshops specifically focusing on the communication of organizational psychology content. The ability to present organizational psychology topics clearly and appropriately for different target audiences is essential for future practice and is developed through various formats (e.g., pitches, organizational diagnostic interviews, consulting sessions). Students learn to prepare empirical data and study findings tailored to specific audiences and present them in different practical settings. Emphasis is placed on communicating empirical findings accurately and clearly. Particular attention is given to ensuring that the proposed solutions are scientifically grounded. This sub-module is conducted in English, providing excellent preparation for working in an international environment.
Intended Learning Outcome	**Knowledge Targets:** Students acquire: • An understanding of the significance and mechanisms of audience-oriented communication in the context of organizational psychology. • Knowledge of various presentation and communication techniques, such as pitching, organizational diagnostic interviews, and consulting sessions. • A fundamental understanding of the requirements for communication in an international environment and in English. **Capabilities:** Students... • Communicate organizational psychology measures and concepts clearly and precisely to various target audiences.

	• Apply feedback methods to provide constructive responses and address criticism effectively. **Professional Skills:** Students… • Communicate confidently in an international organizational environment, particularly through the use of the English language and consideration of cultural differences. • Develop or select communication strategies that foster the acceptance and implementation of organizational psychology measures. • Present themselves convincingly in consulting situations and convey their expertise professionally.
Teaching Methods	Interactive lectures, project and group work, excursions/practical presentations, flipped classroom. Integration of empirical studies into discussions and case studies.
Literature	• Scripts provided by the respective lecturers • Robbins, S. P., & Judge, T. A. (2023). *Organizational Behavior*. Pearson. • Schein, E. H. (2016). Organizational Culture and Leadership. Wiley. • Thompson, L. (2007). Organizational Behavior Today. Prentice Hall.

7.2 - Specialization: Human-Machine Interaction, Human-Robot Interaction and User Experience
Lecture: Human-Machine Interaction, Human-Robot Interaction and User Experience

Title	Human Machine Interaction, Human Robot Interaction and User Experience
Turn	Winter term
Term of study	4. year, 7. semester
Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	This module builds on Work and Engineering Psychology and is part of the advanced specialization phase.
Teaching Language	English
Module Coordinator:	Prof. Dr. Peter Cocron
Lecturers	Prof. Dr. Peter Cocron, Additional lecturers and instructors.
SWS	4

Workload: 6 ECTS * 30 h = 180 hours, composed as follows:

Course Attendance 45	Preparation / Homework / Self Study (h): 47	Time for Exercises and Group Work (h): 40
Seminar Paper / Semester Project / Presentation Preparation (h): ./.	Exam Preparation (h): 47	Exam Time (min): 60

Exam Requirements and Weighting of Final Grade	Written Exam
ECTS Credits	60
Requirement for the allocation of credit points	Passed Exam
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.

Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)"
Content	Methods, tools, and current developments in research on human-machine interaction and user experience are explored in depth to derive concrete proposals for the design and (further) development of human-machine interfaces. The goal is to internalize the principles of user-centred development, implement initial conceptual ideas in prototype form, and develop strategies for evaluation across various domains. • Specialized models of human-technology interaction and UX • Assistance systems in various domains • Fundamentals of human-robot interaction • Human use of automation and artificial intelligence • Selected practical methods (e.g., cognitive walkthrough, task analysis)
Intended Learning Outcome	**Knowledge Targets:** Students acquire specific knowledge in the following areas: • Concepts of human-technology interaction • Learning and trust in the use of technology • Effects of automation, robotics, and assistance systems on humans • Qualitative and quantitative methods for evaluating human-machine interfaces (designing experimental and non-experimental studies and their statistical analysis) **Capabilities:** Students... • identify human requirements for human-machine interfaces using appropriate methods. • understand the importance of a human-centred approach to developing human-machine interfaces. • develop skills to clearly communicate their ideas and concepts. • evaluate current trends and technologies and their impact on users. **Professional Skills:** Students… • Students... • identify human requirements for human-machine interfaces using appropriate methods. • understand the importance of a human-centred approach to developing human-machine interfaces. • develop skills to clearly communicate their ideas and concepts. • evaluate current trends and technologies and their impact on users.
Teaching Methods	• Interactive lectures, Practical Exercises, Flipped Classroom, Guest Lectures and Excursions
Literature	• Scripts provided by the respective lecturers. • Bartneck, C., Belpaeme, T., Eyssel, F., Kanda, T., Keijsers, M., & Šabanović, S. (2024). Human-robot interaction: An introduction. Cambridge University Press. • Lee, John & Wickens, Christopher & Liu, Yili & Boyle, Linda. (2017). Designing for People: An introduction to human factors engineering. CreateSpace

7.2 - Specialization: Human-Machine Interaction, Human-Robot Interaction and User Experience
Seminar: Prototyping

Title	Prototyping
Turn	Summer term
Term of study	4. year, 7. semester

Type of Module	Mandatory Module
Teaching and Learning Methods	Interactive lectures ("Seminaristischer Unterricht") with exercises and case studies ("Übungen")
Relation / Interface to other Modules	This module builds on Work and Engineering Psychology and is part of the advanced specialization phase.
Teaching Language	English
Module Coordinator:	Prof. Dr. Peter Cocron
Lecturers	Prof. Dr. Peter Cocron, Additional lecturers and instructors.
SWS	2

Workload	3 ECTS * 30 h = 90 hours, composed as follows:		
	Course Attendance 22,5	Preparation / Homework / Self Study (h): 22	Time for Exercises and Group Work (h): 15
	Seminar Paper / Semester Project / Presentation Preparation (h): 30	Exam Preparation (h): ./.	Exam Time (min): 30??

Exam Requirements and Weighting of Final Grade	Presentation
ECTS Credits	3
Requirement for the allocation of credit points	Successful Presentation
Grading Scale	According to § 20 General Study and Examination Regulation (Allgemeine Prüfungsordnung Technische Hochschule Augsburg) in its current version.
Prerequisites for Participation	Mandatory Prerequisites for Participation: see "Study and Examination Regulations (SPO)"
Content	Methods, tools, and current developments in research on human-machine interaction and user experience are explored in depth to derive concrete proposals for the design and (further) development of human-machine interfaces. The goal is to internalize the principles of user-centered development, implement initial conceptual ideas in prototype form, and develop strategies for evaluation across various domains. • Introduction to Prototyping • Design Processes (Requirement Analysis, User Flows, Wireframes) • Fundamentals of UX/UI Design (UX Patterns, Design Systems) • Introduction and Application of Prototyping Tools
Intended Learning Outcome	**Knowledge Targets:** Students acquire specific knowledge in the areas of: • Prototyping and concept development • Creating user flows and UI flows • Developing initial wireframes digitally and on paper **Capabilities:** Students... • gain an overview of common prototyping tools. • gain insights into design processes. • acquire foundational knowledge in UX/UI design. **Professional Skills:** Students… • translate requirements into concrete conceptual proposals. • realistically assess their own abilities. • use prototyping tools to create concepts.
Teaching Methods	• Interactive lectures, Practical Exercises, Flipped Classroom, Guest Lectures and Excursions
Literature	• Scripts provided by the respective lecturers.

	• Bartneck, C., Belpaeme, T., Eyssel, F., Kanda, T., Keijsers, M., & Šabanović, S. (2024). Human-robot interaction: An introduction. Cambridge University Press. • Lee, John & Wickens, Christopher & Liu, Yili & Boyle, Linda. (2017). Designing for People: An introduction to human factors engineering. CreateSpace