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|--|------------------------------|---|
| <b>Module title</b>  |                              | <b>Abbreviation</b>                         |
| Disability-related simulation as a lesson-planning strategy  |                              | o6-B-DEPR-V-212-m01                         |
| <b>Module coordinator</b>  |                              | <b>Module offered by</b>                    |
| holder of the Chair of Special Education VI  |                              |   |
| <b>ECTS</b>  | <b>Method of grading</b>     | <b>Only after succ. compl. of module(s)</b> |
| 4  | (not) successfully completed | --  |
| <b>Duration</b>  | <b>Module level</b>          | <b>Other prerequisites</b>                  |
| 1 semester   | undergraduate                | --  |
| <b>Contents</b>  |                              |   |
| <p>Definition and aims of disability-related simulation; insider-outsider perspective; positive and negative aspects of disability-related simulation; representation and analysis of disability-related simulation in the media; disability-related simulation as teaching content; alternatives to disability-related simulation; analysis of teaching materials containing simulation elements; visual simulation and deprivation as a tool for lesson planning in visual impairment education; playful exercises in auditory vigilance; playful exercises in reconstructing complex visually dominated situations; blind tasting; deprivation in challenging and curious situations (examples: club, dirty rooms, strong wind, rain, large open spaces).</p> |                              |   |
| <b>Intended learning outcomes</b>  |                              |   |
| <p>Students are able to evaluate simulation and deprivation with regard to their pedagogical benefit in a theory-based and distanced manner; they can document, evaluate and discuss their own experiences; they are able to plan and carry out simulation and deprivation exercises, taking into account relevant safety aspects; they are able to use simulation and deprivation as a tool for lesson planning.</p>  |                              |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)   |                              |   |
| S (2) + Ü (1)  |                              |   |
| <b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)   |                              |   |
| <p>1) portfolio (approx. 15 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) oral examination of one candidate each (approx. 20 minutes)<br/>creditable for bonus</p>  |                              |   |
| <b>Allocation of places</b>  |                              |   |
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| <b>Additional information</b>  |                              |   |
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| <b>Workload</b>  |                              |   |
| 120 h  |                              |   |
| <b>Teaching cycle</b>  |                              |   |
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| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)   |                              |   |
| § 32   |                              |   |
| <b>Module appears in</b>   |                              |   |
| <p>First state examination for the teaching degree Sonderpädagogik Educational Science (2015)<br/>First state examination for the teaching degree Sonderpädagogik Educational Science (2020 (Prüfungsordnungsversion 2015))</p>  |                              |   |