

<b>Module title</b>		<b>Abbreviation</b>
Subject-specific didactics in the context of visual impairment and blindness		o6-B-FADI-VQ-232-mo1
<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>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Basics of the acquisition of mathematical competences under difficult conditions; educational standards and basic mathematical education with a special focus on vision; approaches to the promotion of mathematical precursor skills with visual impairments; qualitative diagnostical methods for the assessment of arithmetic difficulties; didactic concepts for the development of mathematical competences in primary education under difficult conditions; approaches to support the acquisition of mathematical competences with primarily tactile orientation; specific concepts for mathematics in higher grades with a special focus on vision; didactic concepts to support the understanding of scientific and technical phenomena; special aspects of physical education with a special focus on vision; subject-specific didactics of foreign language teaching; special aspects of musical and artistic education with a special focus on vision; concepts to support the understanding of social interaction processes; Braille in the subject-specific context.</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to qualitatively identify and document difficult learning conditions in the acquisition of mathematical competence; they are able to plan and justify individualised learning offers to support basic mathematical education; they know strategies to overcome typical subject-related aversions in mathematic class; they are able to plan and evaluate the use of tactile models, verbalisations, sound records, etc. and develop fitting work environments; they know basic subject-didactic approaches in scientific-technical teaching, physical education, foreign languages, musical-artistic teaching as well as social interaction processes.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1) + 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)                  creditable for bonus</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 98a I Nr. 3                  § 107a I Nr. 2</p>		
<b>Module appears in</b>		

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023)

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2023)

Module studies (Bachelor) Special pedagogy in the context of visual impairment and blindness (2024)