

<b>Module title</b>		<b>Abbreviation</b>
Special educational diagnostics for primary haptic orientation		o6-B-FBLI-V-212-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>Diagnostic aspects in specific manifestations of blindness; developmental characteristics of blindness, taking into account the conditions of perception and communication, spatial conceptions, and language; developmental diagnostic procedures of sensory perception, motor skills, spatial orientation and language with a primary tactile orientation; strategies for adapting visual oriented standardised test procedures; specific test procedures of visual perception in infancy; development of practical abilities and skills as a guiding diagnostic principle; specific diagnostic concepts with a primary tactile orientation; creation of pedagogical reports and assessments with a focus on blindness for the accompaniment of developmental and learning processes as well as preparation of pedagogical decisions; pedagogical-psychological aspects in the field between low vision and blindness; introduction to the use of electronic and non-electronic aids in the context of blindness; specific Braille writing systems.</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to distinguish and explain specific manifestations of blindness; they are able to explain and justify possible developmental peculiarities in blindness; they are able to use standardised and qualitative test assessments to describe the sensory, motor, linguistic, and emotional situation of learners with a primary tactile orientation more closely and interpret the results; they are able to transfer their diagnostic insights into a certificate; they know explicit and implicit diagnostic aspects with a primary visual orientation and can justify their importance for educational and learning processes; they are able to advise learners with a primary tactile orientation in the selection and use of aids related to learning and everyday life and are able to transfer their advice results into a certificate; they know and understand specific Braille writing systems.</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)		
1) written examination (approx. 60 minutes) or 2) preparing an assessment of special educational need (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 98a I Nr. 4		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2021)		