

Module title		Abbreviation
Special educational diagnostics of low vision or blindness		o6-B-FBS-Q-212-m01
Module coordinator		Module offered by
holder of the Chair of Special Education VI		
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>Diagnostics of functional vision; magnification, illumination, contrast enhancement, complexity reduction, and ergonomic placement to improve individual visual performance; procedures for analysing the visual character of learning situations and spaces; concepts for high accessibility design of a spatial environment with special consideration of visual aspects; introduction to the use of optical, electronic, and non-electronic aids; possible psychosocial developmental peculiarities of visual impairment; remedial diagnostic aspects of specific manifestations of blindness; developmental peculiarities of blindness with consideration of perceptual and communicative conditions, spatial imagination, and language; developmental diagnostic procedures of sensory perception, motor skills, spatial imagination, and language with primarily tactile orientation; strategies for the adaptation of visually oriented standardised test procedures; specific test procedures of visual perception in infancy; development of everyday practical skills and abilities as an action-guiding remedial-diagnostic principle; specific remedial-diagnostic concepts for primarily tactile orientation; creation of pedagogical reports and certificates with a focus on blindness for the accompaniment of developmental and learning processes as well as the preparation of pedagogical decisions; pedagogical-psychological aspects in the area of conflict between low vision and blindness.</p>		
Intended learning outcomes		
<p>Students are able to apply test methods oriented to everyday situations to determine visual acuity, field of vision, contrast and colour vision as well as behavioural observations and assessments, and interpret them in a comprehensive way; they are able to create study rooms with special attention to lighting, colour and contrast design, orientation possibilities and visual complexity with high accessibility and justify their decisions in a theory-driven and practical manner; they are able to advise visually impaired learners on the selection and use of aids related to learning and everyday life and transfer their results into a certificate; they are able to distinguish and explain specific manifestations of blindness; they are able to explain and justify possible developmental peculiarities in blindness; they can apply standardised and qualitative test procedures to further describe the sensory, motor, linguistic and emotional situation of learners with primarily tactile orientation and interpret them in a comprehensive way; they can transfer their diagnostic insights into a certificate; they know explicit and implicit remedial diagnostic approaches with primarily tactile orientation and can justify their significance for education and learning processes.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus</p>		
Allocation of places		
--		
Additional information		
--		



Workload

150 h

Teaching cycle

--

Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 107a I Nr. 1

Module appears in

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2021)

Bachelor's degree (2 majors) Special Education (2021)