

<b>Module title</b>		<b>Abbreviation</b>
<b>Introduction to education in the context of intellectual and developmental disabilities / Fields of participation</b>		o6-G-Päd1-Q-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV- Education for people with developmental and intellectual disabilities		Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities
<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>Fundamental questions and essential contents of education for people with intellectual and developmental disabilities. Connections to general curative and special education; historical review; fundamental ethical questions; anthropological aspects of understanding mental disabilities; central ideas and goals of education; mind-sets and prejudices; situation of parents and siblings; fields of action. Fundamental didactic and methodological questions and principles of the support focus area of mental development: Goals and contents of classes; basic forms of teaching and learning; teaching principles, school organisation, planning and organisation of classes. Central areas of life, in which the participation of people with intellectual disabilities and/or profound and multiple learning difficulties is in danger, are discussed. Topics are curricular and extracurricular. Focus lies on themes like death &amp; grief, self-aid, living, working, leisure time, partnership, sexuality and parenthood as well as education beyond school (early intervention, vocational training, adult education, ...). Furthermore legal basics, concerning the participation of people with intellectual disabilities and/or profound and multiple learning difficulties, are discussed.</p>		
<b>Intended learning outcomes</b>		
<p>The students have basic knowledge, are able to perceive and describe the phenomena of „mental disabilities“ as well as the social situation of mentally disabled people from different perspectives and can evaluate the resulting (special) requirements for education, schooling and teaching.</p> <p>The students acquire basic knowledge to support the participation of people with intellectual disabilities and/or profound and multiple learning difficulties. They should identify segregative tendencies and develop strategies to realize the participation of people with intellectual disabilities and/or profound and multiple learning difficulties.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (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) written examination (45 to 90 minutes) or                  2) presentation (15 to 30 minutes) with term paper (10 to 20 pages) or                  3) portfolio (8 to 16 pages)                  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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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 104 I Nr. 1

**Module appears in**

First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (Minor, 2020)