

<b>Module title</b>		<b>Abbreviation</b>
Supervision of the internship in special education during the semester and fostering language development		o6-G-PrBegl-V-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Theory-based planning of lessons; problems regarding school law and practice; institutional questions, ways of connecting theory with practice, questions of applying general and subject didactics.</p> <p>Communication and interaction as basis of pedagogical action; personality and tasks of teachers; types of interventions supporting verbal communication, such as teacher's language, questioning- and impulse techniques as well as modelling of pupils' utterances.</p>		
<b>Intended learning outcomes</b>		
<p>The students systematically utilize and reflect upon theoretical knowledge from previous courses. Furthermore, they expand their practical competencies by reflecting, analysing, and evaluating their personal experiences. Through the internship and accompanying counselling, the students improve their self-competencies by questioning their personal suitability for the chosen profession. In addition, they get aware of further qualifications and personal traits of Special Education teachers.</p> <p>They advance their methodological competencies by practising and scientifically reflecting their skills.</p> <p>The students understand the relevance of language and communication in pedagogy. Through the internship, they gather experiences regarding the verbal presentation of lessons as well as their professional role. By discussing theoretical and practical connections, they deduct characteristics of an appropriate teacher language. Dealing with selected ways of verbal intervention, the students gather information about specific and non-specific ways to support language proficiency</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (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) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>2) portfolio (15 to 30 pages)</p> <p>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>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 3		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2020)		