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|--|--------------------------|---|
| <b>Module title</b>  |                          | <b>Abbreviation</b>                         |
| Diagnostics and psychology in special needs education  |                          | o6-L-Dia1-V-202-m01                         |
| <b>Module coordinator</b>  |                          | <b>Module offered by</b>                    |
| holder of the Chair of Special Education I - Education for people with learning 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>  |                          |   |
| 5.2.1 Diagnostics and psychology in special needs education I (o6-L-Dia1-521)<br>(e.g. theory of diagnostic tests, construction of diagnostic tests, statistical and methodical basics of diagnostics)   |                          |   |
| 5.2.2 Diagnostics and psychology in special needs education II (o6-L-Dia1-522)<br>(e.g. fields of psychology, sensory processes, memory, cognitive development, psychological abnormalities)   |                          |   |
| <b>Intended learning outcomes</b>  |                          |   |
| <ul style="list-style-type: none"> <li>• Knowledge of general theories, terminology, practical methods and techniques of psychology as a related field of special needs education;</li> <li>• Ability to reflect learning impairments as multifactorial phenomena;</li> <li>• To discover general terms of classical and probabilistical theory of diagnostic tests;</li> <li>• Critical reflection of the application of diagnostic tests;</li> <li>• Awareness of the difference of standardized and not standardized tests and their advantages and disadvantages for application;</li> <li>• Orientation in complex tests and awareness of their general structure.</li> </ul> |                          |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)   |                          |   |
| V (2) + V (2)  |                          |   |
| <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<br>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or<br>3) portfolio (approx. 10 pages)<br>creditable for bonus   |                          |   |
| <b>Allocation of places</b>  |                          |   |
| --   |                          |   |
| <b>Additional information</b>  |                          |   |
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| <b>Workload</b>  |                          |   |
| 150 h  |                          |   |
| <b>Teaching cycle</b>  |                          |   |
| Teaching cycle: every year, winter semester  |                          |   |
| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)   |                          |   |
| § 97 I Nr. 4   |                          |   |
| <b>Module appears in</b>   |                          |   |
| First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2020)  |                          |   |