

<b>Module title</b>		<b>Abbreviation</b>
<b>Block placement</b>		o6-L-Prakt2-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I		
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (mSH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.</p>		
<b>Intended learning outcomes</b>		
<p>Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Education for People with Learning Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Learning Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
P (o)		
<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>Proof of having completed placement (1 to 2 pages)            Contents and duration of placement as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
60 h		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 4		
<b>Module appears in</b>		



First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)