

|  |                          |   |
|--|--------------------------|---|
| <b>Module title</b>  |                          | <b>Abbreviation</b>                         |
| <b>Developmental Psychology; Learning disabilities and behavioral Disorders (Children and Adolescents)</b>   |                          | o6-Psy-EntAu5-202-mo1                       |
| <b>Module coordinator</b>  |                          | <b>Module offered by</b>                    |
| holder of the Chair of Educational Psychology  |                          | Chair of Educational Psychology             |
| <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>  |                          |   |
| Models and requirements of development; development of selected functional areas: Intelligence, memory, knowledge, language and speech, motivation, moral thinking and acting, social and sexual behaviour; identity and self-concept; childhood and adolescence; development support. / learning and performance disorders (attention, concentration, partial performance disorders, disorders of social behaviour, communication and personality disorders (discipline and education difficulties, anxiety and social withdrawal, aggression and violence, delinquency and drug consumption, extracurricular and at-school prevention and intervention; experimental reflection of testing from the participant's perspective. |                          |   |
| <b>Intended learning outcomes</b>  |                          |   |
| The students are able to classify individual children and juveniles according to peculiarities of developmental steps, areas and anomalies. They are able to apply, alter or create psychologically founded measures or programmes for anomalies, learning difficulties and behavioural abnormalities on an undergraduate level. Furthermore, the students actively take part in the tests and experimental setups which are assigned to the academic field and are able to reflect educational psychological research settings in experimental empirical educational science from the perspective of a participant.   |                          |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)   |                          |   |
| V (2) + V (2)<br>Module taught in: German and/or English   |                          |   |
| <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)   |                          |   |
| written examination (approx. 45 minutes)<br>creditable for bonus   |                          |   |
| <b>Allocation of places</b>  |                          |   |
| --   |                          |   |
| <b>Additional information</b>  |                          |   |
| --   |                          |   |
| <b>Workload</b>  |                          |   |
| 150 h  |                          |   |
| <b>Teaching cycle</b>  |                          |   |
| --   |                          |   |
| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)   |                          |   |
| --   |                          |   |
| <b>Module appears in</b>   |                          |   |
| Bachelor' degree (1 major) Pedagogy (2020)   |                          |   |