

<b>Module title</b>		<b>Abbreviation</b>
Teaching under the condition of speech and language disorders - theory and practice 1		o6-S-Did1-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education III: Speech and Language Pathology
<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>
2 semester	undergraduate	--
<b>Contents</b>		
Models and concepts of general didactics (e.g. didactic analysis, Berlin Model (Berliner Modell), Hamburg Model (Hamburger Modell)) and instructional psychology, didactic models and concepts of Speech and Language Pathology (e.g. therapy-immanent classes, speech therapeutic classes, Berlin Model and Munich Model (Münchener Modell)), relations between classes, support and individual therapy in view of Speech and Language Pathology, theoretical principles of voice physiology, vocal hygiene and economy (including respiration, posture, tone, articulation)		
<b>Intended learning outcomes</b>		
Self- and social competence: The students are able to critically discuss and evaluate different didactic education models. Furthermore, they acquire the ability to adequately evaluate their own vocal skills and to utilize them in a manner suitable for the occupation. Methodological competence: The students are able to use suitable didactic models as a basis for planning classes and for evaluating and analysing class projects. They are able to utilize their vocal skills in a manner suitable for the occupation and to control and support their voice through specific behaviour patterns and measures of vocal hygiene. Subject and professional competence: The students have knowledge of general didactics, instructional psychology and didactics of Speech and Language Pathology. Furthermore, they acquire basic knowledge of the (teacher's) voice and of aspects of vocal hygiene and economy relevant to the occupation.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (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 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<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)		
§ 99 I Nr. 4 (5 ECTS credits)		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2015)		