

Module title		Abbreviation
Teaching under the condition of speech and language disorders - theory and practice 1 - minor subject		o6-S-DidMeth1-Q-202-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education III: Speech and Language Pathology
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>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; long-term mediate and immediate class planning (e.g. school year/term planning, sequencing of learning contents and goals); conception of teaching units based on technical knowledge of subject didactics and Speech and Language Pathology; evaluation of the teaching attempts in view of scientific quality criteria; principles and knowledge of the acquisition of reading and writing and mathematical skills, disorders in reading, writing and mathematics skills, effects of (developmental) language disorders on the acquisition of cultural techniques.</p>		
Intended learning outcomes		
<p>Self- and social competence: The students are able to critically discuss and evaluate different didactic education models. 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. The students are able to work in groups to advance their knowledge of the module's relevant topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar.</p> <p>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 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 Speech and Language Pathology. The students are able to critically examine scientific literature and questions.</p> <p>Subject and professional competence: The students have knowledge of general didactics, instructional psychology and didactics of Speech and Language Pathology. The students have acquired basic knowledge of written language and the acquisition of reading, writing and mathematical skills. Based on this knowledge, they also have profound knowledge of possible disorders in the field of the acquisition of cultural techniques caused by (developmental) language disorders.</p>		
Courses (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (1) + S (1)		
Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
<p>1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus</p>		
Allocation of places		
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Additional information		
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Workload

150 h

Teaching cycle

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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 108 I Nr. 3

Module appears in

First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (Minor, 2020)