

<b>Module title</b>		<b>Abbreviation</b>
Teaching under the condition of speech and language disorders - theory and practice 2		o6-S-DidMeth2-VQ-202-mo1
<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>
1 semester	undergraduate	--
<b>Contents</b>		
Knowledge of teaching reading, writing and mathematics skills under the condition of (developmental) language disorders; theoretical principles of intervention measures for disorders in reading, writing and mathematical skills caused by language disorders; disorder-specific therapy and support concepts; deduction of intervention goals, planning and evaluation of intervention sequences on the basis of exemplary cases.		
<b>Intended learning outcomes</b>		
Self- and social competence: Based on their knowledge of teaching reading, writing and mathematical skills under the condition of (developmental) language disorders the students acquire competencies in planning and implementing intervention goals in lessons. They are able to evaluate these goals in view of their effectiveness and efficiency. Methodological competence: Dealing with didactic and methodological aspects of the acquisition of written language and mathematical skills under the condition of language disorders the students advance their methodological competencies regarding specific methods of planning lessons and interventions. Subject and professional competence: The students acquire profound knowledge of educational research, especially of class evaluation. This knowledge aids them in planning and evaluating their own classes on a theoretical basis and therefore facilitates quality improvement in teaching reading, writing and mathematical skills.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
<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 term paper (approx. 8 pages) or 3) portfolio (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 § 108 I Nr. 3		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2020) First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (Minor, 2020)		