

Module title		Abbreviation
Theories in special education		o6-SO-Theo-122-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
15	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>Part I: This module introduces, discusses and analyses special educational theories and theories relevant to Special Education. The theories refer to approaches to the explanation of disabilities and impairments (including specific forms and manifestations), which are also examined in view of more complex aspects of disabilities, to the theoretical backgrounds of concepts of special educational action, to the theory of institutions and to further theoretical backgrounds. Examples of theory-based contexts might be counselling, work and occupation as well as living and recreation. Part II: This module elaborates on already discussed special educational theories and theories relevant to Special Education. The additional information will be discussed and analysed in the group. The theories refer to advanced approaches to the explanation of disabilities and impairments (including specific forms and manifestations), which are also examined in view of more complex aspects of disabilities, as well as to the theoretical backgrounds of concepts of action, to the theory of institutions and to further theoretical backgrounds. Examples of theory-based contexts might be counselling, work and occupation as well as living and recreation. Part III: This module further elaborates on already thoroughly discussed special educational theories and theories relevant to Special Education. The additional detailed information will be discussed and analysed in the group. The theories refer to differentiated, advanced approaches to the explanation of disabilities and impairments (including specific forms and manifestations), which are also examined in view of more complex aspects of disabilities, as well as to the theoretical backgrounds of concepts of action, to the theory of institutions and to further theoretical backgrounds. Examples of theory-based contexts might be counselling, work and occupation as well as living and recreation. (Alternatively, a specialisation in another content area than in "Special Educational Theories 1" and "Special Educational Theories 2" is possible in the module "Special Educational Theories 3". In this case, the contents and competencies/qualifications which have to be acquired correspond to the ones described in "Special Educational Theories 1".)</p>		
Intended learning outcomes		
<p>Part I: The students are able to examine and critically contemplate special educational theories, also in view of scientific theory. They are able to determine the practical relevance of special educational theories and can test their applicability. The students can conduct detailed scientific research on special educational theories. They can communicate, represent and methodically illuminate special educational theories. They develop theoretical and critical reflection competence. Part II: The students are able to thoroughly examine and critically contemplate special educational theories in a differentiated manner, also in view of scientific theory. They can thoroughly evaluate the practical relevance of special educational theories and can test their applicability. The students can conduct detailed scientific research on special educational theories. They can communicate, represent, compare and methodically illuminate special educational theories. They develop advanced theoretical and critical reflection competence. Part III: The students are able to thoroughly examine special educational theories in a differentiated and critical manner. They can ascribe these theories to relevant scientific-theoretical backgrounds in a decisive and differentiated manner and are therefore able to find scientific-theoretical arguments. They can evaluate the practical relevance of special educational theories in a highly differentiated manner and can test their applicability. The students can conduct detailed scientific research on special educational theories in a differentiated manner. They can communicate, represent and methodically illuminate special educational theories. Furthermore, they can compare these theories in a highly differentiated manner. They develop highly differentiated and advanced theoretical and critical reflection competencies.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
<p>This module comprises 3 module components. Information on courses will be listed separately for each module component.</p> <ul style="list-style-type: none"> o6-SO-Theo-1-122: S (no information on SWS (weekly contact hours) and course language available) 		

- o6-SO-Theo-2-122: S (no information on SWS (weekly contact hours) and course language available)
- o6-SO-Theo-3-122: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component o6-SO-Theo-1-122: Theories in special education 1

- 5 ECTS, Method of grading: numerical grade
- assessment group Seminar: a) written examination (approx. 60 minutes) or b) presentation (approx. 30 minutes) with written elaboration (approx. 15 pages) or c) presentation (approx. 45 minutes) or d) presentation (approx. 30 minutes) and written examination (approx. 45 minutes) or e) oral examination of one candidate each (approx. 30 minutes) or f) oral examination in groups (approx. 20 minutes per candidate) or g) term paper (approx. 20 pages) or h) scientific poster (1 page DIN Ao) with presentation (approx. 15 minutes)

Assessment in module component o6-SO-Theo-2-122: Theories in special education 2

- 5 ECTS, Method of grading: numerical grade
- assessment group Seminar: a) written examination (approx. 60 minutes) or b) presentation (approx. 30 minutes) with written elaboration (approx. 15 pages) or c) presentation (approx. 45 minutes) or d) presentation (approx. 30 minutes) and written examination (approx. 45 minutes) or e) oral examination of one candidate each (approx. 30 minutes) or f) oral examination in groups (approx. 20 minutes per candidate) or g) term paper (approx. 20 pages) or h) scientific poster (1 page DIN Ao) with presentation (approx. 15 minutes)

Assessment in module component o6-SO-Theo-3-122: Theories in special education 3

- 5 ECTS, Method of grading: numerical grade
- assessment group Seminar: a) written examination (approx. 60 minutes) or b) presentation (approx. 30 minutes) with written elaboration (approx. 15 pages) or c) presentation (approx. 45 minutes) or d) presentation (approx. 30 minutes) and written examination (approx. 45 minutes) or e) oral examination of one candidate each (approx. 30 minutes) or f) oral examination in groups (approx. 20 minutes per candidate) or g) term paper (approx. 20 pages) or h) scientific poster (1 page DIN Ao) with presentation (approx. 15 minutes)

Allocation of places

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Additional information

Additional information will be listed separately for each module component.

- o6-SO-Theo-2-122: --
- o6-SO-Theo-1-122: --
- o6-SO-Theo-3-122: Knowledge and skills acquired in module components o6-SO-Theo-1 or o6-SO-Theo-2 to be consolidated in independent study.

Workload

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Teaching cycle

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

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Module appears in

Master's degree (1 major) Special Education (2012)

Master's degree (1 major) Special Education (2013)