

<b>Module title</b>		<b>Abbreviation</b>
Theory of education in the context of emotional and behavioral disorders		o6-V-BA-TERz-092-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education V		
<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>		
Fundamental scientific-theoretical and philosophical questions of education; sociological, medical, neuroscientific and psychological aspects of education; fundamental problems of theory of Education for People with Emotional and Behavioural Disorders; critical discussion of individual aspects of education; fundamental questions of education (e.g. relationship, autonomy, solidarity, morality-norms-values, consequences, punishment).		
<b>Intended learning outcomes</b>		
The students are able to evaluate and classify different theories of the individual disciplines of Education for People with Emotional and Behavioural Disorders according to their explanatory approaches (professional competence). They can discuss and apply scientific-theoretical principles of education in practice (methodological competence). They are able to discuss fundamental problems of theory of Education for People with Emotional and Behavioural Disorders in a theory- and practice-driven manner (social and self-competence).		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (no information on SWS (weekly contact hours) and course language available)		
<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)		
a) term paper (approx. 20 pages) or b) designing a seminar (approx. 60 to 90 minutes) with written elaboration (approx. 10 pages), weighted 1:1 or c) portfolio (approx. 25 pages) or d) written examination (approx. 90 minutes) or e) oral examination of one candidate each (approx. 30 minutes). Re b): Designing a seminar includes imparting to participants predefined contents as well as leading the discussion/moderating, the aim being that contents be prepared with respect to teaching methodology as well as a written elaboration. Re c): A portfolio is a learning log containing short reflections on each seminar session.		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (2 majors) Special Education (2009)		