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| Module title | | Abbreviation |
| Emotional and behavioral disorders: didactics 2 | | o6-V-Did2-V-202-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Education of behavioral disorder | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>Social and institutional framework conditions of educational assistance in school and of the support focus area emotional and social development; support of emotional and social competencies in class; basic elements of didactic action: pedagogical relations, building of teacher-student relationships, strengthening of the student's personality, learning in the context of didactics for people with emotional and behavioural disorders; elements of "good teaching", specific clinical pictures and individual problem-situations as well as their consequences for the people affected, conflict situations in class -- causes and intervention possibilities, significance of the role and personality of a teacher, teacher-student interactions in the context of behavioural disorders; didactic theories, also in view of their suitability for Education for People with Emotional and Behavioural Disorders.</p> | | |
| Intended learning outcomes | | |
| <p>The students are able to discuss social and institutional framework conditions (professional competence). They know the special importance of learning (methodological competence). They are able to identify specific clinical pictures and individual problems and can estimate the consequences for the people affected. They know the basic elements of didactic action and "good teaching" (e.g. supporting the student's personality). They are able to put these elements into practice (methodological competence). They can provide suitable didactic learning programmes for people with emotional and behavioural disorders and can control learning processes. They can analyse conflict situations in class and identify coping strategies and are able to critically evaluate their own role and personality as a teacher (social and self-competence).</p> | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| S (2) + 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) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or 2) screencast (20 to 30 hours total) or 3) term paper (approx. 15 pages) creditable for bonus</p> | | |
| Allocation of places | | |
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| Additional information | | |
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| Workload | | |
| 150 h | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 100 I Nr. 3 | | |
| Module appears in | | |
| First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2020) | | |