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|--|--------------------------|---|
| <b>Module title</b>  |                          | <b>Abbreviation</b>                         |
| Introduction to educational science of emotional and behavioral disorders 1  |                          | 06-V-E1-152-m01                             |
| <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> |
| 7  | numerical grade          | --  |
| <b>Duration</b>  | <b>Module level</b>      | <b>Other prerequisites</b>                  |
| 1 semester   | undergraduate            | --  |
| <b>Contents</b>  |                          |   |
| Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives, central influencing factors of behavioural disorders (especially aspects of family, school or society).  |                          |   |
| <b>Intended learning outcomes</b>  |                          |   |
| The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, self-competence). The students are able to conduct independent and extensive research on their own and in groups to advance their basic knowledge (professional competence, social competence, methodological competence). By acquiring differentiated basic knowledge, the students have gained first competencies in dealing with behavioural disorders (self-competence). |                          |   |
| <b>Courses</b> (type, number of weekly contact hours, language – if other than German)   |                          |   |
| V (2) + S (2) + Ü (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) term paper (approx. 20 pages) or 2) presentation (approx. 60 minutes) with written elaboration (approx. 10 pages) or 3) portfolio (approx. 25 pages) or 4) written examination (approx. 90 minutes) or 5) oral examination of one candidate each (approx. 30 minutes)   |                          |   |
| <b>Allocation of places</b>  |                          |   |
| --   |                          |   |
| <b>Additional information</b>  |                          |   |
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| <b>Workload</b>  |                          |   |
| 210 h  |                          |   |
| <b>Teaching cycle</b>  |                          |   |
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| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)   |                          |   |
| § 100 I Nr. 2  |                          |   |
| <b>Module appears in</b>   |                          |   |
| First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2015)   |                          |   |