

<b>Module title</b>		<b>Abbreviation</b>
Practice of education and teaching at emotional and behavioral disorders		o6-V-PEU-Q-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		
<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>		
<p>This module stresses the close connection of education and teaching in the context of an educational science of emotional and behavioural disorders. Based on the specific life and learning situations of pupils with emotional and behavioural disorders including mental disorders, action plans including educational and instructional support are discussed and related to each other; possibilities and limits concerning concepts of facilitation as well as specific trainings are also introduced and their integration in fundamental educational efforts ist being reflected. With regard to an inclusive school development and corresponding tasks questions of dealing with heterogeneity are raised. These aspects are framed by the analysis of general as well as specific teaching concepts for the context of emotional and behavioural disorders.</p>		
<b>Intended learning outcomes</b>		
<p>The students have developed a differentiated understanding of the close connection between education and teaching in the context of the educational science of emotional and behavioural disorders (professional competence, self competence). They are able to evaluate action plans of educational and instructional support and compare them with each other (professional competence, methodological competence). The students have developed competencies to reflect and assess the possibilities of concepts of facilitation and specific trainings (professional competence, methodological competence). They are able to transfer their knowledge to an inclusive school development and corresponding tasks (professional competence, methodological competence). They have differentiated knowledge of general and specific teaching concepts for the context of emotional and behavioural disorders and they are able to relate them to each other and transfer them to their later teaching (professional competence, self competence, methodological competence).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
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)		
<p>1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or  2) portfolio (approx. 25 pages) or  3) term paper (approx. 15 pages)  creditable for bonus</p>		
<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)		
§ 109 I Nr. 2		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (Minor, 2020)		

