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| <b>Module title</b>   |                              | <b>Abbreviation</b>   |
| Theory of and practice in deprived areas (project)  |                              | o6-V-ProjsozBP-092-m01  |
| <b>Module coordinator</b>   |                              | <b>Module offered by</b>  |
| holder of the Chair of Special Education V  |                              | Chair of Special Education in the Context of Emotional and Behavioural Disorders      |
| <b>ECTS</b>   | <b>Method of grading</b>     | <b>Only after succ. compl. of module(s)</b>   |
| 5   | (not) successfully completed | --  |
| <b>Duration</b>   | <b>Module level</b>          | <b>Other prerequisites</b>  |
| 2 semester  | undergraduate                | Admission prerequisite to assessment: practical work: participation in project teams. |
| <b>Contents</b>   |                              |   |
| Selected problems of Education for People with Emotional and Behavioural Disorders, group processes and processes of social learning, violence prevention, intercultural competencies in working with families with a migrant background, alternating prioritisation under the guidance of subject specialists, pedagogical support for children and juveniles from deprived areas; gender- and age-homogeneous youth group work; interest-specific group work with children and juveniles            |                              |   |
| <b>Intended learning outcomes</b>   |                              |   |
| The students can independently plan, organise and hold group sessions and are able to apply legal basics such as duty of supervision in practice. They are able to work in a team and acquire leadership skills by independently cooperating with fellow students and by communicating with children and their families (self- and social competence). By combining theory and practice, the students are able to critically evaluate pedagogical theories and learn to scrutinise their own actions. |                              |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)  |                              |   |
| S + S + 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. 10 pages) or b) oral examination in groups of 4 (approx. 20 minutes per group, approx. 5 minutes per candidate)<br>Language of assessment: Usually German. However, the module lecturer(s) or thesis supervisor(s) and examination candidate(s) can also agree upon another language.  |                              |   |
| <b>Allocation of places</b>   |                              |   |
| Number of places: maximum 20. Places will be allocated by lot.  |                              |   |
| <b>Additional information</b>   |                              |   |
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| <b>Workload</b>   |                              |   |
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| <b>Teaching cycle</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)<br>First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2013)<br>First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2009)   |                              |   |

