Module Catalogue
for the Subject

Educational Science of Developmental and Intellectual Disabilities

as vertieft studierte sonderpädagogische Fachrichtung
(specialisation in special education studied with a focus on the scientific discipline)
with the degree "Erste Staatsprüfung für das Lehramt für Sonderpädagogik"

Examination regulations version: 2013
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education
Contents

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  Special Education as a Science 2
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  Introduction to Education for People with Developmental and Intellectual Disabilities
  Introduction to the philosophy of science and methods
  Research and projects in the context of Developmental and Intellectual Disabilities
  Counseling in Special Education
  Current Issues and Developments
  Promoting Communication
  Introduction to didactics and psychology of learning in the context of Developmental and Intellectual Disabilities
  Mentoring of the work placement in special education
  Reading, writing and arithmetic in the context of Developmental and Intellectual Disabilities and other areas of learning
  Unrestricted Learning and integrative didactics
  Education during the lifespan
  Introduction to Psychometrics and Standardized Tests
  Introduction to didactics and psychology of learning in the context of Developmental and Intellectual Disabilities
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  Ethical and philosophical aspects of physical and complex disabilities
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  Introduction to speech and language pathology and otorhinolaryngology
  Introduction to educational science of emotional and behavioral disorders
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Abbreviations used

Course types: E = field trip, K = colloquium, O = conversatorium, P = placement/lab course, R = project, S = seminar, T = tutorial, Ü = exercise, V = lecture

Term: SS = summer semester, WS = winter semester

Methods of grading: NUM = numerical grade, B/NB = (not) successfully completed

Regulations: (L)ASPO = general academic and examination regulations (for teaching-degree programmes), FSB = subject-specific provisions, SFB = list of modules

Other: A = thesis, LV = course(s), PL = assessment(s), TN = participants, VL = prerequisite(s)

Conventions

Unless otherwise stated, courses and assessments will be held in German, assessments will be offered every semester and modules are not creditable for bonus.

Notes

Should there be the option to choose between several methods of assessment, the lecturer will agree with the module coordinator on the method of assessment to be used in the current semester by two weeks after the start of the course at the latest and will communicate this in the customary manner.

Should the module comprise more than one graded assessment, all assessments will be equally weighted, unless otherwise stated below.

Should the assessment comprise several individual assessments, successful completion of the module will require successful completion of all individual assessments.

In accordance with

the general regulations governing the degree subject described in this module catalogue:

LASPO2009

associated official publications (FSB (subject-specific provisions)/SFB (list of modules)):

23-May-2013 (2012-53)

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
Thesis
(10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). In accordance with the provisions of Section 29 LPO I, students studying for a teaching degree Sonderpädagogik may write this thesis in the subject they selected as sonderpädagogische Fachrichtung (special education specialization). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.
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<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<td>Thesis</td>
<td>06-G-HA-092-m01</td>
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<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<td>1 semester</td>
<td>undergraduate</td>
<td>Registration for assessment on a continuous basis as agreed upon with supervisor.</td>
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**Contents**

Independent scientific examination of a relevant topic of Education for People with Developmental and Intellectual Disabilities. The guidelines of writing the Hausarbeit (thesis) according to § 29 LPO I are laid down in § 23 LASPO.

**Intended learning outcomes**

Self- and social competence: By writing the Hausarbeit (thesis), the students have shown their ability to independently work on a topic of Education for People with Developmental and Intellectual Disabilities. Methodological competence: The students are able to work on a question pertaining Education for People with Developmental and Intellectual Disabilities according to scientific methods and to professionally discuss and present scientific findings and results. Subject and professional competence: By writing the Hausarbeit (thesis), the students have proved that they have advanced their subject and professional competence in a selected area of Education for People with Developmental and Intellectual Disabilities.

**Courses**

type, number of weekly contact hours, language — if other than German

no courses assigned

**Method of assessment**

type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus

written thesis (approx. 50 pages)

**Allocation of places**

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**Additional information**

Additional information on module duration: 1 to 2 semesters.

**Referred to in LPO I**
(examination regulations for teaching-degree programmes)

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Scientific Discipline
(120 ECTS credits)
Compulsory Courses
(110 ECTS credits)
Module title | Abbreviation
---|---
Special Education as a science 1 | 06-I-SoWiA-092-m01

Module coordinator | Module offered by
Managing Director of the Institute of Special Education | Institute of Special Education

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Contents

Based on the subject area of Special Education, this module shows the connections between its history, theories, institutions and disciplines. Furthermore, it gives an overview of the various and complex fields of action of preschool, school and extracurricular special educational practice.

Intended learning outcomes

This module provides an overview of the theoretical knowledge of the degree subject. Knowledge regarding special educational practice on different levels.

Courses

V + V (no information on SWS (weekly contact hours) and course language available)

Method of assessment

written examination (approx. 60 minutes)

Allocation of places

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Additional information

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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO
§ 95 (1) 1. Geistigbehindertenpäd. heil- und sonderpädagogische Grundlagen SO
§ 96 (1) 1. Körperbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
§ 97 (1) 1. Lernbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
Module title

Special Education as a Science 2

Abbreviation

06-I-SoWiB-101-m01

Module coordinator

Managing Director of the Institute of Special Education

Module offered by

Institute of Special Education

ECTS

5

Method of grading

Only after succ. compl. of module(s)

Numerical grade

--

Duration

1 semester

Module level

Undergraduate

Other prerequisites

--

Contents

We discuss early theoretical concepts and their development or modification (for example Georgens/Deinhardt) in the context of current theories (for example WHO, inclusion) as well as their effects on scientific research. We examine society’s attitude towards disabilities and the development of individual and social identity in the context of disabilities (possibly in the context of specific types of disability). Furthermore, we talk about possibilities of social empathy and ways of improvement as well as aspects of attitude change.

Intended learning outcomes

Advanced knowledge of specific theoretical concepts, reflection competence in the context of disabilities and society, increasing problem awareness in the context of disabilities (possibly with a specific focus).

Courses

(type, number of weekly contact hours, language — if other than German)

This module comprises 2 module components. Information on courses will be listed separately for each module component.

• 06-I-SoWiB-1-101: S (no information on SWS (weekly contact hours) and course language available)

• 06-I-SoWiB-2-092: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-I-SoWiB-1-101: Theories of Special Education

• 2 ECTS, Method of grading: numerical grade

• a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 20 minutes) and presentation (approx. 20 minutes). The grade of the written examination alone constitutes the grade of the module component.

Assessment in module component 06-I-SoWiB-2-092: Sociology of disability

• 3 ECTS, Method of grading: numerical grade

• a) written examination (approx. 60 minutes) or b) presentation (approx. 30 minutes) with written elaboration (minimum 10 pages)

Allocation of places

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Additional information

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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO

§ 95 (1) 1. Geistigbehindertenpäd. heil- und sonderpädagogische Grundlagen SO

§ 96 (1) 1. Körperbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO

§ 97 (1) 1. Lernbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
### Module title

**Introduction to child and adolescent psychiatry**

### Abbreviation

06-I-KJP-092-m01

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<td>Institute of Special Education</td>
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<th>Duration</th>
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<td>2 semester</td>
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### Contents

- Principles and fundamental questions of child and adolescent psychiatry as well as psychotherapy; psychopharmacotherapy; ADHD; tic disorder & ADHD II; conduct disorder and addiction; depression and bipolar disorders; suicide, attempted suicide and self-injuring behaviour; personality disorders; dyslexia, dyscalculia, speech and motor development disorders; eating disorders; compulsion; anxiety disorders; dissociative and somatiform disorders; posttraumatic stress disorder, acute stress disorder, adaptive disorder; autism; mental disability; epilepsy and organic brain syndrome; psychoses; elimination disorders; sexual abuse and assessment of credibility; deprivation, attachment disorders and assessment of child access and custody

### Intended learning outcomes

The students acquire knowledge of epidemiology, aetiology, diagnosis, therapy and prognosis of mental disorders in childhood and adolescence. They know theories on the development of mental disorders in childhood and adolescence, they are able to identify these disorders and to adequately deal with them in class and in their future occupational field and can set up an appropriate therapy if necessary.

### Courses

- **V** (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

- Written examination (approx. 90 minutes)

### Allocation of places

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### Additional information

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### Referred to in LPO I

- § 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO
- § 95 (1) 1. Geistigbehindertepäd. heil- und sonderpädagogische Grundlagen SO
- § 97 (1) 4. Lernbehindertepäd. Psychologie bei Lernbeeinträchtigungen SO
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<td>Introduction to Education for People with Developmental and Intellectual Di-sabilites</td>
<td>06-G-Päd-092-m01</td>
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<tr>
<td>holder of the Chair of Special Education IV</td>
<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<td>Other prerequisites</td>
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**Contents**

Fundamental questions and essential contents of Education for People with Developmental and Intellectual Disabilities. Connections to general Curative and Special Education; historical review; fundamental ethical questions; anthropological aspects of understanding mental disabilities; central ideas and goals of education; mindsets and prejudices; situation of parents and siblings; fields of action. Fundamental didactic and methodological questions and principles of the support focus area of mental development: Goals and contents of classes; basic forms of teaching and learning; teaching principles, school organisation, planning and organisation of classes.

**Intended learning outcomes**

The students have basic orientational knowledge and are able to perceive and describe the phenomena of "mental disabilities" and the social situation of mentally disabled people from different perspectives and can evaluate the resulting (special) requirements for education, schooling and teaching.

**Courses** (type, number of weekly contact hours, language — if other than German)

V + Ü + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 95 (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
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<td>Introduction to the philosophy of science and methods</td>
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**Contents**

Special Education as an academic discipline; subject and purpose of science and scientificity, scientific methods and systems, central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as principles of scientific work -- also based on specific problems and topics of special educational theory, empirical research and practice.

**Intended learning outcomes**

The students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects (methodological, social and self-competence).

**Courses** (type, number of weekly contact hours, language — if other than German)

V + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — If not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 60 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages), weighted 1:1 or c) presentation (approx. 20 to 40 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 60 minutes, approx. 15 minutes per candidate) or f) term paper (approx. 10 to 15 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 95 (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
Module Catalogue for the Subject
Educational Science of Developmental and Intellectual Disabilities
LA Sonderpädagogik

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<td>Research and projects in the context of Developmental and Intellectual Disabilities</td>
<td>06-G-Forsch-092-m01</td>
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<td>1 semester</td>
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Contents

Understanding, role and tasks of science/scientific work in the field of Education for People with Developmental and Intellectual Disabilities, principles of a humanistic-hermeneutic approach, methodological standards (of quantity- and especially quality-oriented methods). Criteria and standards of scientific work (Bachelor’s thesis); conceptualising and carrying out or taking part in research projects in preparation for the Bachelor’s thesis.

Intended learning outcomes

The students have basic knowledge of scientific work in the field of Education for People with Developmental and Intellectual Disabilities and are able to work in accordance with and critically evaluate methodological standards and requirements. They are able to plan and critically evaluate small research projects in the field of Education for People with Developmental and Intellectual Disabilities in a largely autonomous manner. Furthermore, they can present these projects in the seminar.

Courses

(type, number of weekly contact hours, language — if other than German)

S + S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 60 minutes) or b) presentation (approx. 20 to 40 minutes) or c) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages), weighted 1:2, both components have to be passed with the grade ausreichend (sufficient) or better or d) presentation (approx. 20 minutes) and written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 60 minutes) or g) term paper (approx. 10 to 15 pages)

Allocation of places

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Additional information

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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 95 (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
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<th>Module title</th>
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<td>Counseling in Special Education</td>
<td>06-I-SoBe-102-m01</td>
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<td>Only after succ. compl. of module(s)</td>
<td>Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 80% of sessions offered).</td>
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**Contents**

Communication theories, interaction and group dynamics, psychological basics of special educational counselling, elements of conversation techniques, counselling and cooperation, elements of conversation techniques when talking to people that have difficulties with verbal expression, collegial counselling and supervision, counselling concepts (e.g. cooperative, solution-oriented, psychology of learning, systemic ...), methods of cooperation, counselling in crisis situations, counselling in the course of education and life planning.

**Intended learning outcomes**

The students know basic aspects of human communication, conversation techniques, counselling and cooperation between the participants in the process of education and support, also especially regarding people that have difficulties with verbal expression. They acquire action and conversation competencies and are able to apply and observe conversation techniques, analyse conversation and counselling situations and develop proposals for continuation. They become acquainted with strategies to facilitate individual education and life planning and to overcome crisis situations of pedagogical importance.

**Courses** (type, number of weekly contact hours, language — if other than German)

V + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

written examination (approx. 40 minutes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
§ 95 (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
§ 96 (1) 2. Körperbehindertenpäd. Pädagogik im Förderschwerpunkt körperliche und motorische Entwicklung SO
§ 97 (1) 2. Lernbehindertenpäd. Pädagogik bei Lernbeeinträchtigungen SO
§ 99 (1) 5. Sprachheilpäd. schulische Handlungsfelder SO
Module title | Abbreviation
---|---
Current Issues and Developments | 06-G-Akt-092-m01

Module coordinator | Module offered by
holder of the Chair of Special Education IV | Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

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<td>1 semester</td>
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Contents

Current pedagogical, didactic and psychological developments and challenges of Education for People with Developmental and Intellectual Disabilities in the context of ethical, anthropological, teleological and methodological questions.

Intended learning outcomes

The students have basic knowledge of pedagogy, didactics and psychology in the context of Education for People with Developmental and Intellectual Disabilities. Therefore, they are able to critically evaluate current orthopaedagogical and social developments and challenges in schooling, education, promotion, therapy, support and assistance of children, juveniles and adults with developmental and intellectual disabilities and can comment on these issues in oral and written form.

Courses (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)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

Allocation of places

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Additional information

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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 95 (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
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<td>Promoting Communication</td>
<td>06-GK-UK-092-m01</td>
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**Contents**

We discuss special tasks and methods of the promotion of communication as well as theories about human communication. We examine possibilities of physical and non-physical communication for children and juveniles with different impairments/handicaps. Diagnostic questions support the planning and reflection of individual support measures. Different focus areas cover the variety of possibilities of promoting communication.

**Intended learning outcomes**

The students acquire basic knowledge of varied fields of the promotion of communication in FSkmE. The students become acquainted with special tasks and methods in the field of the promotion of communication competencies. They carry out and evaluate analyses of individual conditions, identify and evaluate individual requirements and deduce possible support measures.

**Courses** (type, number of weekly contact hours, language — if other than German)

S + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 95 (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
Module title | Abbreviation
---|---
Introduction to didactics and psychology of learning in the context of Developmental and Intellectual Disabilities 1 | 06-G-PsyDi1-092-m01

Module coordinator
holder of the Chair of Special Education IV

Module offered by
Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

ECTS | Method of grading | Only after succ. compl. of module(s)
---|---|---
7 | numerical grade | --

Duration | Module level | Other prerequisites
---|---|---
1 semester | undergraduate | --

Contents
Principles and basic terms of a didactic field of the support focus area mental development, didactic models, selected teaching concepts and questions of choosing contents and goals in the context of mental disabilities. Principles and basic terms of psychology in the context of mental disabilities.

Intended learning outcomes
The students have basic and orientational knowledge of didactics and psychology for people with developmental and intellectual disabilities, the history of psychology and application possibilities of psychology. They know the theoretical foundations and historical roots of didactic and psychological terms. The students know different theoretical approaches and models of psychology and didactics. They are able to compare and evaluate different approaches.

Courses (type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.

- **06-G-PsyDi1-1-092**: Basics of didactics
  - 3 ECTS, Method of grading: numerical grade
  - a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

- **06-G-PsyDi1-2-092**: Basics of psychology
  - 4 ECTS, Method of grading: numerical grade
  - a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 95 (1) 3. Geistigbehindertenpäd. Didaktik bei geistiger Behinderung SO
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**Contents**

Theory-driven class planning; conceptualising own classes; problems regarding school laws and school practice; institutional questions, exemplary connections between theory and practice, questions of applying general and subject didactics.

**Intended learning outcomes**

The students advance their professional competence by applying and reflecting their knowledge and experiences from previous modules in a methodological manner. The work placements and the subsequent counselling boost the students’ self-competence and encourage them to ask questions about the necessary qualifications and personality traits of Special Education teachers. They advance their methodological competence by practising and scientifically reflecting their skills.

**Courses**

(no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(a) placement report (approx. 20 pages) and b) outlines for 5 classes (3 pages each) and c) written preparation of 2 classes (10 pages each) and d) presentation of classes during seminar (approx. 20 minutes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

§ 95 (1) 3. Geistigbehindertenpäd. Didaktik bei geistiger Behinderung SO
Module title
Reading, writing and arithmetic in the context of Developmental and Intellectual Disabilities and other areas of learning

Abbreviation
06-G-KultLern-092-m01

Module coordinator
holder of the Chair of Special Education IV

Module offered by
Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

ECTS
6

Method of grading
numerical grade

Only after succ. compl. of module(s)
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Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
In this module, we discuss literacy acquisition and maths as well as their adaptation to the individual needs of pupils. In doing so, we focus on didactic, curricular, theoretical and research-oriented aspects of Special Education.

Intended learning outcomes
The students know the scientific discourse of cultural techniques, learning requirements in the support focus area of mental development, organisational framework conditions of the different types of school, didactic methods and media suitable for reaching content-related subject-didactic goals as well as the corresponding state of research.

Courses (type, number of weekly contact hours, language — if other than German)
This module has 2 components; information on courses listed separately for each component.

- 06-G-KultHS-1-092: V + S (no information on language and number of weekly contact hours available)
- 06-G-LernberGS-1-092: S + S (no information on language and number of weekly contact hours available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
This module has the following 2 assessment components. To pass the module as a whole students must pass the assessment component which belongs to the teaching degree choosen.

Assessment component to module component 06-G-KultHS-1-092: Kulturtechniken im Förderschwerpunkt geistige Entwicklung

- 6 ECTS credits, method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of on candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

Assessment component to module component 06-G-LernberGS-1-092: Lernbereiche im Förderschwerpunkt geistige Entwicklung

- 6 ECTS credits, method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of on candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

Allocation of Places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 95 (1) 3. Geistigbehindertenpäd. Didaktik bei geistiger Behinderung SO
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<td>Unrestricted Learning and integrative didactics</td>
<td>06-G-IntPrakt-092-m01</td>
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<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<td>1 semester</td>
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**Contents**

Principles of inclusive pedagogy and didactics for learning in heterogeneous groups; implementation in school (including preschool); subject-didactic insights into learning areas relevant to Special Education; analysis and structuring of teaching material; combination of theoretical considerations and practical exercises; different forms of open learning for individualised and differentiated learning

**Intended learning outcomes**

The students know different approaches to group learning for disabled and non-disabled children and juveniles and are able to assess and explain the advantages and disadvantages. The students know possibilities and materials for individualised and differentiated classes. They are able to analyse and organise school and preschool learning areas. They know organisation forms and pedagogical implications of learning in heterogeneous groups. The students are able to organise work groups. They are able to work in teams, share responsibilities and discuss the presentation of results. The students can present theory-driven contexts of justification. They are able to transfer results of scientific work to school processes, evaluate the use of means in school and create own learning materials.

**Courses** (type, number of weekly contact hours, language — if other than German)

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- **06-G-IntPrakt-2-092:** S (no information on SWS (weekly contact hours) and course language available)
- **06-G-IntPrakt-1-092:** S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

**Assessment in module component 06-G-IntPrakt-2-092:** Studyworkshop

- 4 ECTS, Method of grading: numerical grade
- a) presentation (approx. 20 minutes) with written elaboration (approx. 12 pages) or b) presentation of materials (materials and approx. 10 minutes)

**Assessment in module component 06-G-IntPrakt-1-092:** (Integrative) Learning in heterogenous groups

- 2 ECTS, Method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 15 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

**Allocation of places**

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**Additional information**

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§ 95 (1) 3. Geistigbehindertenpäd. Didaktik bei geistiger Behinderung SO
### Module title

**Education during the lifespan**

### Abbreviation

06-G-Leben-092-m01

### Module coordinator

holder of the Chair of Special Education IV

### Module offered by

Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

### ECTS

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### Contents

Schooling and education in extracurricular fields of action; principles and organisation of transitions; interdisciplinary work and cooperation between different occupational groups; legal and sociological aspects

### Intended learning outcomes

The students are familiar with preschool and extracurricular fields of action and know about the importance of interdisciplinary teamwork. They understand the historical and socio-political variability of educational institutions. They are able to examine and design preschool and extracurricular organisation forms. The students can take on communicative and cooperative responsibility and can work together in various ways.

### Courses

(S + S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

(a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 95 (1) 3. Geistigbehindertenpäd. Didaktik bei geistiger Behinderung SO
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**Contents**

Scientific-theoretical and methodological knowledge of special educational psychological diagnostics, practice-oriented examination of qualitative and quantitative methods.

**Intended learning outcomes**

Knowledge of the scientific-theoretical principles of diagnostic methods of human and social sciences; advanced knowledge of statistical and methodological principles of diagnostics; basic knowledge and orientational knowledge of special educational diagnostic work; knowledge of phenomenological and hermeneutic techniques in the context of educational sciences and psychology; ability of self-reflection regarding the requirements of diagnostic work in special educational contexts.

**Courses**

(V + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

a) written examination (approx. 60 minutes) or b) presentation (approx. 20 minutes) and written elaboration (approx. 10 pages) or c) written examination (approx. 30 minutes) and presentation (approx. 30 minutes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 100 (1) 4. Pädagogik bei Verhaltensstörungen Psychologie bei Verhaltensstörungen SO
§ 95 (1) 4. Geistigbehindertenpäd. Psychologie bei geistiger Behinderung SO
§ 96 (1) 4. Körperbehindertenpäd. Psychologie im Förderschwerpunkt körperliche und motorische Entwicklung SO
§ 97 (1) 4. Lernbehindertenpäd. Psychologie bei Lernbeeinträchtigungen SO
§ 99 (1) 2. Sprachheilpäd. diagnostisches Hintergrundwissen und spezifische Diagnostik in den Förderschwerpunkten Sprache, Lernen, emotionale und soziale Entwicklung SO
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<td>Introduction to didactics and psychology of learning in the context of Developmental and Intellectual Disabilities 2</td>
<td>06-G-PsyDi2-092-m01</td>
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## Contents

Further didactic models based on the knowledge already acquired, specific teaching concepts as well as questions of planning and realising classes in the support focus area of mental development. Principles of developmental psychology, psychology of learning and social psychology in the context of mental disabilities.

## Intended learning outcomes

The students are able to deal with fundamental questions of didactics and psychology in the context of mental disabilities. They have advanced basic knowledge and orientational knowledge of didactics and are able to compare, evaluate and apply the meaning of basic didactic concepts, didactic models and teaching concepts for teaching and learning in the support focus area of mental development. The students apply basic and orientational knowledge of psychology to current questions of everyday working life. They are able to link psychological terms to individual theories and to use these terms in scientific works.

## Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 06-G-PsyDi2-1-092: S (no information on SWS (weekly contact hours) and course language available)
- 06-G-PsyDi2-2-092: S (no information on SWS (weekly contact hours) and course language available)

## Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

### Assessment in module component 06-G-PsyDi2-1-092: Learning and teaching in the context of Developmental and Intellectual Disabilities

- 3 ECTS, Method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

### Assessment in module component 06-G-PsyDi2-2-092: Basics of developmental psychology, educational psychology and social psychology - introduction

- 4 ECTS, Method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

## Allocation of places

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### Additional information

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### Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 95 (1) 4. Geistigbehindertenpäd. Psychologie bei geistiger Behinderung SO
### Module title
Clinical diagnostics, syndroms and interventions 1

### Abbreviation
06-G-Diagn1-092-m01

### Module coordinator
holder of the Chair of Special Education IV

### Module offered by
Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

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<tr>
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<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents
Clinical pictures and syndromes of people with developmental and intellectual disabilities. Knowledge of psychological explanatory and therapeutic approaches as well as types of therapy. Selected observation and test methods of development and intelligence diagnostics.

### Intended learning outcomes
The students know special behaviour patterns that can occur in people with developmental and intellectual disabilities. They have basic knowledge of individual intervention procedures, application possibilities and limits of intervention measures in everyday school life. They are able to develop observation plans and evaluate and apply individual test methods.

### Courses (type, number of weekly contact hours, language — if other than German)
S + S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 95 (1) 4. Geistigbehindertenpäd. Psychologie bei geistiger Behinderung SO
<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
<tr>
<td>Clinical diagnostics, syndroms and interventions 2</td>
<td>06-G-Diagn2-092-m01</td>
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<thead>
<tr>
<th>Module coordinator</th>
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<tbody>
<tr>
<td>holder of the Chair of Special Education IV</td>
<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<th>ECTS</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

Test methods and other diagnostic methods for people with developmental and intellectual disabilities. Establishing of diagnoses and drawing up of medical reports. Questions of using tests in the case of specific clinical pictures.

### Intended learning outcomes

The students know suitable diagnostic procedures and methods and are able to combine and apply these appropriately. They are able to independently conduct tests and draw up medical reports.

### Courses

(type, number of weekly contact hours, language — if other than German)

S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 45 minutes) and presentation (approx. 15 minutes). The grade of the written examination alone constitutes the grade of the module component.

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 95 (1) 4. Geistigbehindertenpäd. Psychologie bei geistiger Behinderung SO
Module title

Introduction to Speech and Language Pathology

Abbreviation

06-S-FFRGK-102-m01

Module coordinator

holder of the Chair of Special Education III

Module offered by

Chair of Special Education III: Speech and Language Pathology

ECTS

6

Method of grading

numerical grade

Only after succ. compl. of module(s)

Duration

1 semester

Module level

undergraduate

Other prerequisites

Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 85% of sessions offered).

Contents

Knowledge of the historical development of Speech and Language Pathology; advanced knowledge of the pre-conditions of language and speech; principles of language acquisition and theories; introduction to the main clinical pictures of language and speech in the context of cognitive and mental disabilities

Intended learning outcomes

Self- and social competence: The students concentrate on studying contents of Speech and Language Pathology and neighbouring disciplines. Methodological competence: The students methodically acquire professional knowledge of Speech and Language Pathology and neighbouring disciplines and critically evaluate these disciplines in view of their application possibilities and requirements in theory and practice. Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary. They especially learn about pronunciation (respiration, phonation, articulation) and forms of dysarthria relevant to Speech and Language Pathology. Based on these principles, the students acquire knowledge of speech disorders in the context of cognitive and mental disabilities.

Courses

(type, number of weekly contact hours, language — if other than German)

V + S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or d) presentation (approx. 30 minutes) and written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate)

Allocation of places

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Additional information

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Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. b) Körperbehindertenpäd. Grundlagen der Sprachheilpädagogik SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
Compulsory Electives
(10 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Living and Learning with physical and complex disabilities - introduction</td>
<td>06-K-FFRA-092-m01</td>
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<tr>
<th>Module coordinator</th>
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<tr>
<td>holder of the Chair of Special Education II</td>
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<td>5</td>
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<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>By way of exception, additional prerequisites are listed in the section on assessments.</td>
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</table>

Contents

Selected contents from the following key disciplines:
- Philosophical principles of Education for People with Physical and Complex Disabilities
- Historical, sociological, socio-political and medical aspects of the situation of physically disabled persons
- Central aspects of didactics and teaching:
  - Didactic models of general education and Education for People with Physical and Complex Disabilities
  - Teaching models
  - Therapy and caregiving

Intended learning outcomes

The students know essential aspects from central branches of didactics and Education for People with Physical and Complex Disabilities and are able to evaluate them. They can describe the essential aspects as well as the didactic basics and models of the subject in a differentiated manner.

Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 06-K-FFRA-1-092: V (no information on SWS (weekly contact hours) and course language available)
- 06-K-FFRA-2-092: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-K-FFRA-1-092: Living and Learning with physical and complex disabilities - introduction

- 3 ECTS, Method of grading: numerical grade
- a) written examination (approx. 40 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (20 to 40 minutes) or d) presentation (approx. 20 minutes) and written examination (approx. 20 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 per candidate) or g) term paper (10 to 15 pages)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 85% of sessions offered).

Assessment in module component 06-K-FFRA-2-092: Didactic aspects of physical and complex disabilities - introduction

- 2 ECTS, Method of grading: numerical grade
- a) written examination (approx. 40 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (20 to 40 minutes) or d) presentation (approx. 20 minutes) and written examination (approx. 20 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 per candidate) or g) term paper (10 to 15 pages)
- Other prerequisites: Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 85% of sessions offered).
### Allocation of places

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### Additional information

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
### Module title
**Ethical and philosophical aspects of physical and complex disabilities**

<table>
<thead>
<tr>
<th>Module title</th>
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<tr>
<td>Educational Science of Developmental and Intellectual Disabilities</td>
<td>06-K-Pä1-092-m01</td>
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### Module coordinator
holder of the Chair of Special Education II

### ECTS | Method of grading | Other prerequisites
--- | --- | ---
5 | numerical grade | only after successful completion of module(s) |

### Duration | Module level | Other prerequisites
--- | --- | ---
1 semester | undergraduate | admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 85% of sessions offered.)

### Contents

### Intended learning outcomes
The students know the essential stages and representatives of the historical development of Education for People with Physical and Complex Disabilities, Curative Education and Special Education. They evaluate the essential paradigms and are able to describe and critically evaluate their ethico-anthropological principles. They are able to describe exemplary international developments of Education for People with Physical and Complex Disabilities and can critically evaluate their relations to the subject-specific German tradition and current socio-political developments.

### Courses
S + S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment
a) written examination (approx. 40 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (20 to 40 minutes) or d) presentation (approx. 20 minutes) and written examination (approx. 20 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 per candidate) or g) term paper (10 to 15 pages)

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 2. Körperbehindertenpäd. Pädagogik im Förderschwerpunkt körperliche und motorische Entwicklung SO
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<tr>
<td>Pedagogy in connection with learning impairment</td>
<td>06-L-Päd-102-m01</td>
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<th>Module level</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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**Contents**

Terms and problems: historical and current; history of the subject (developments in pedagogy, didactics, forms of special educational support); current status of Education for People with Learning Disabilities; social circle: Aetiology and genesis, medical, psychological, sociological aspects; introduction to special educational work fields in the context of learning disabilities; general principles of didactics and methods of teaching in the context of learning disabilities; didactic models and teaching concepts; principles and forms of teaching in the context of learning disabilities; socialization background, child development and learning

**Intended learning outcomes**

Basic knowledge of education for people with learning difficulties; basic reflection competence in view of different disciplinary aspects; methodological competence: Examination of fundamental scientific texts of pedagogy (understanding central information, lines of argument and contexts).

**Courses** (type, number of weekly contact hours, language — if other than German)

V + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 60 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or f) term paper (maximum 15 pages) or g) written examination (approx. 30 minutes) and presentation (approx. 20 minutes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 100 (1) 5. Pädagogik bei Verhaltensstörungen Grundlagen der sonderpädagogischen Fachrichtungen Lernbehindertenpädagogik und Sprachheilpädagogik SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 2. Lernbehindertenpäd. Pädagogik bei Lernbeeinträchtigungen SO
§ 99 (1) 1. Sprachheilpäd. Sonderpädagogik und Bezugswissenschaften der Sprachheilpädagogik SO
Module title | Abbreviation
---|---
Specific aspects of teaching with learning disabilities | 06-L-SpDid-101-m01

Module coordinator | Module offered by
holder of the Chair of Special Education I |  
ECTS | Method of grading | Only after succ. compl. of module(s)
5 | numerical grade | --

Duration | Module level | Other prerequisites
1 semester | undergraduate | --

Contents
Selected teaching concepts in the context of learning disabilities (e.g. cooperative learning, autonomous work - EVA, discovery learning etc.); selected teaching principles in the context of learning disabilities (e.g. differentiation, structuring, activation, motivation etc.); specific subject-didactic aspects for teaching in the context of learning disabilities (e.g. in Maths, German, Science and Social Studies etc.)

Intended learning outcomes
Advanced knowledge of teaching and learning processes as well as competencies in organising and guiding learning processes for pupils with learning difficulties; advanced methodological competence in selecting different concepts and principles that are suitable for the respective situation; profound knowledge of exemplary subject-didactic principles of schooling and education regarding the special requirements of pupils with learning difficulties, ability to evaluate and adapt to individual learning support; advanced principles of intervention for specific learning difficulties (e.g. dyslexia, dyscalculia etc.).

Courses (type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.
- 06-L-SpDid-1-101: S (no information on SWS (weekly contact hours) and course language available)
- 06-L-SpDid-2-101: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-L-SpDid-1-101: Teaching concepts and principles for teaching with learning disabilities
- 2 ECTS, Method of grading: numerical grade
  - a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages)

Assessment in module component 06-L-SpDid-2-101: Specific aspects of teaching with learning disabilities
- 3 ECTS, Method of grading: numerical grade
  - a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 100 (1) 5. Pädagogik bei Verhaltensstörungen Grundlagen der sonderpädagogischen Fachrichtungen Lernbehindertenpädagogik und Sprachheilpädagogik SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 3. Lernbehindertenpäd. Didaktik bei Lernbeeinträchtigungen SO
Module title | Abbreviation
---|---
Introduction to speech and language pathology and otorhinolaryngology | 06-S-FFRC-102-m01

Module coordinator | Module offered by
holder of the Chair of Special Education III | Chair of Special Education III: Speech and Language Pathology

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<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

Contents
Basic knowledge of classification, aetiology, pathogenesis and symptomatology of language, speech and communication disorders

Intended learning outcomes
Self- and social competence: The students acquire subject-specific knowledge from various disciplines (mainly speech therapy). They examine the topic by critically evaluating models and theories. Methodological competence: The students analyse scientific texts in a hermeneutic way and critically discuss them in the plenum as well as in groups. Subject and professional competence: The students gain a detailed and interdisciplinary overview of language, speech, and communication disorders which are a topic of Speech and Language Pathology. They particularly acquire professional medical knowledge as a basis for scientific work and action in diagnostic/therapeutic practice.

Courses (type, number of weekly contact hours, language — if other than German)
V + V (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) written examination (approx. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or d) presentation (approx. 30 minutes) and written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 minutes per candidate)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. b) Körperbehindertenpäd. Grundlagen der Sprachheilpädagogik SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
Module title | LA Sonderpädagogik
---|---
Introduction to educational science of emotional and behavioral disorders 1 | 06-V-PBV1-092-m01

Module coordinator | Module offered by
holder of the Chair of Special Education V | 

ECTS | Method of grading | Only after succ. compl. of module(s)
5 | numerical grade | --

Duration | Module level | Other prerequisites
1 semester | undergraduate | --

Contents
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).

Intended learning outcomes
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, self-competence). The students 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 gain first competencies in dealing with behavioural disorders (self-competence).

Courses (type, number of weekly contact hours, language — if other than German)
V + S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
written examination (approx. 90 minutes)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 5. Lernbehindertenpäd. Grundlagen der sonderpädagogischen Fachrichtungen Sprachheilpädagogik und Pädagogik bei Verhaltensstörungen SO
§ 99 (1) 1. Sprachheilpäd. Sonderpädagogik und Bezugswissenschaften der Sprachheilpädagogik SO
Module title

Introduction to educational science of emotional and behavioral disorders 2

Abbreviation
06-V-PBV2-092-m01

Module coordinator
holder of the Chair of Special Education V

Module offered by

ECTS
5

Method of grading
Only after succ. compl. of module(s)

Numerical grade
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents

Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects; key and selected phenomena in the context of behavioural disorders; introduction to scientific work.

Intended learning outcomes

The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioural disorders in children and juveniles and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence). The students have basic knowledge and skills in acquiring, selecting and processing information in the context of scientific work; they can apply their knowledge and skills to the utilization of study group resources (professional competence, methodological competence, social competence).

Courses (type, number of weekly contact hours, language — if other than German)

V + S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

written examination (approx. 60 minutes)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 5. Lernbehindertenpäd. Grundlagen der sonderpädagogischen Fachrichtungen Sprachheilpädagogik und Pädagogik bei Verhaltensstörungen SO
Course-related Teaching Placement in Education for People with Developmental and Intellectual Disabilities (accompanied study 1)

(6 ECTS credits)

Students studying for a teaching degree in special education must complete placements pursuant to Section 93 Subsection 1 Nos. 4 and 5 LPO I (examination regulations for teaching-degree programmes). Students who successfully completed the respective modules are awarded ECTS credits that, pursuant to Section 22 Subsection 2 No. 5 Letter f) LPO I (examination regulations for teaching-degree programmes), are a prerequisite for admission to the Erste Staatsprüfung (First State Examination).
## Module title
Course related placement in special education (accompanies study 1)

### Abbreviation
06-G-Prakt1-102-m01

### Module coordinator
holder of the Chair of Special Education IV

### Module offered by
Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

### ECTS
2

### Method of grading
(only after successful completion of module(s))

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
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## Contents
The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

## Intended learning outcomes
Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially concerning Education for People with Developmental and Intellectual Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Developmental and Intellectual Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.

## Courses
(type, number of weekly contact hours, language — if other than German)
P (no information on SWS (weekly contact hours) and course language available)

## Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

prerequisite for successful completion: regular attendance of placement, participation in mandatory teaching practice, completion of all set tasks

Language of assessment: German, English

## Allocation of places
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## Additional information
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## Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 93 (1) 5. Studienbegleitendes sonderpädagogisches Praktikum
### Module Title
Block placement in special education

### Abbreviation
06-G-Prakt2-102-m01

### Module Coordinator
holder of the Chair of Special Education IV

### Module Offered by
Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

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### Duration
1 semester

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<th>Module Level</th>
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<tbody>
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### Contents
The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

### Intended Learning Outcomes
Self- and social competence: The students are able to discuss and evaluate their own and other students’ teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially concerning Education for People with Developmental and Intellectual Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Developmental and Intellectual Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.

### Courses
P (no information on SWS (weekly contact hours) and course language available)

### Method of Assessment
prerequisite for successful completion: regular attendance of placement, participation in mandatory teaching practice, completion of all set tasks

Language of assessment: German, English

### Allocation of Places
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### Additional Information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 93 (1) 4. Sonderpädagogisches Blockpraktikum
### Module title
Course related placement in special education (accompanied study 2)

### Abbreviation
06-G-Prakt3-112-m01

### Module coordinator
holder of the Chair of Special Education IV

### Module offered by
Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities

### ECTS
2

### Method of grading
Only after succ. compl. of module(s)

### (not) successfully completed
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### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

### Intended learning outcomes
Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially concerning Education for People with Developmental and Intellectual Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Developmental and Intellectual Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.

### Courses
(type, number of weekly contact hours, language — if other than German)

P (no information on SWS (weekly contact hours) and course language available)

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

prerequisite for successful completion: regular attendance of placement, participation in mandatory teaching practice, completion of all set tasks

Language of assessment: German, English

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 93 (1) 5. Studienbegleitendes sonderpädagogisches Praktikum
Freier Bereich (general as well as subject-specific electives)
(0-15 ECTS credits)

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below.

Freier Bereich -- interdisciplinary: The interdisciplinary additional offer for a teaching degree can be found in the respective Annex "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt".
Education for People with Developmental and Intellectual Disabilities

(ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)
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<td>Culture as a field of research</td>
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**Module coordinator**
holder of the Chair of European Ethnology

**Module offered by**
Chair of European Ethnology

**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)** |
----------|-----------------------|------------------------------------------|
3         | numerical grade       | --                                       |

**Duration** | **Module level** | **Other prerequisites** |
1 semester   | undergraduate       | --                        |

**Contents**
- Students gain an insight into cultural-scientific research and topic areas that are defined by the determinants tradition and modernity as well as by space and time.
- Overview of research approaches and theoretical positions of cultural historical work.
- Tradition situations, tradition carriers and modalities as well as phenomena and factors of the cultural change will be covered.
- Students will be provided with approaches and techniques of the cultural analysis.

**Intended learning outcomes**
- Students develop an understanding of historical and cultural contexts.
- The module provides students with historico-cultural knowledge.
- They gain insights into positions and research fields of the historico-cultural work.
- They are able to classify historical cultural heritage, cultural bodies and cultural mediators in time and space.
- The students are able to reflect the use of cultural analysis critically.

**Courses** (type, number of weekly contact hours, language — if other than German)
Ü (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
written examination (approx. 60 minutes) and introductory presentation (approx. 15 minutes) with handout (approx. 2 pages)

**Allocation of places**
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**Additional information**
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**Referred to in LPO I** (examination regulations for teaching-degree programmes)
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**Contents**

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

**Intended learning outcomes**

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

**Courses** (type, number of weekly contact hours, language — if other than German)

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

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**Contents**

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

**Intended learning outcomes**

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

**Courses** (type, number of weekly contact hours, language — if other than German)

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 30 minutes) or b) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 25 minutes) or d) oral examination of one candidate each (approx. 5 minutes) or e) oral examination in groups (groups of 6, approx. 5 minutes per candidate) or f) term paper (approx. 8 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

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## Module Catalogue for the Subject Educational Science of Developmental and Intellectual Disabilities

### LA Sonderpädagogik

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### Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).

### Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

### Courses

S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

(a) written examination (approx. 60 minutes) or (b) presentation (approx. 25 minutes) with written elaboration (approx. 10 pages) or (c) presentation (approx. 50 minutes) or (d) oral examination of one candidate each (approx. 15 minutes) or (e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or (f) term paper (approx. 12 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I (examination regulations for teaching-degree programmes)

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<table>
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## Contents
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

## Intended learning outcomes
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

## Courses
S (no information on SWS (weekly contact hours) and course language available)

## Method of assessment
(a) written examination (approx. 45 minutes) or (b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or (c) presentation (approx. 35 minutes) or (d) oral examination of one candidate each (approx. 10 minutes) or (e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or (f) term paper (approx. 10 pages)

## Allocation of places
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## Additional information
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## Referred to in LPO I
(examination regulations for teaching-degree programmes)

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### Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).

### Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

### Courses

S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

- a) written examination (approx. 60 minutes) or
- b) presentation (approx. 25 minutes) with written elaboration (approx. 10 pages) or
- c) presentation (approx. 50 minutes) or
- d) oral examination of one candidate each (approx. 15 minutes) or
- e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or
- f) term paper (approx. 12 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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Module title  | Abbreviation
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Practice related aspects in Special Education 6 | 06-I-FB-Anw6-092-m01

Module coordinator  | Module offered by
Managing Director of the Institute of Special Education | Institute of Special Education

ECTS | Method of grading | Only after succ. compl. of module(s)
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5 | (not) successfully completed | --

Duration  | Module level  | Other prerequisites
--- | --- | ---
1 semester | undergraduate | --

Contents
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 90 minutes) or d) oral examination of one candidate each (approx. 20 minutes) or e) oral examination in groups (groups of 3, approx. 20 minutes per candidate) or f) term paper (approx. 15 pages)

Allocation of places
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Additional information
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**Module coordinator**
Managing Director of the Institute of Special Education

**Module offered by**
Institute of Special Education

**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)** |
---|---|---|
2 | (not) successfully completed | -- |

**Duration** | **Module level** | **Other prerequisites** |
---|---|---|
1 semester | undergraduate | -- |

**Contents**
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

**Intended learning outcomes**
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

**Courses**
(no information on SWS (weekly contact hours) and course language available)

**Method of assessment**
(a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

**Allocation of places**
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**Additional information**
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**Referred to in LPO I**
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### Contents
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

### Intended learning outcomes
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

### Courses
(type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 30 minutes) or b) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 25 minutes) or d) oral examination of one candidate each (approx. 5 minutes) or e) oral examination in groups (groups of 6, approx. 5 minutes per candidate) or f) term paper (approx. 8 pages)

### Allocation of places
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### Additional information
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### Referred to in LPO 1
(examination regulations for teaching-degree programmes)
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**Allocation of places**

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**Additional information**

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(examination regulations for teaching-degree programmes)

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## Studyworkshop: Mathematical understanding and arithmetic operations of the prenumerical area up to the written arithmetic procedures

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### Contents

Overview of subject-didactic approaches in maths; active discovery learning in maths; structure- and level-oriented learning in maths; maths classes for heterogeneous groups; knowledge of the corresponding didactic means

### Intended learning outcomes

Subject and professional competence in teaching maths to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

### Courses

(type, number of weekly contact hours, language — if other than German)

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### Allocation of places

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### Additional information

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### Referred to in LPO I

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### Module Catalogue for the Subject

**Educational Science of Developmental and Intellectual Disabilities**

**LA Sonderpädagogik**

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### Contents

Overview of the models of spelling acquisition in pupils; detailed insights into selected models; promotion of spelling competencies; peculiarities of German spelling rules; spelling classes for heterogeneous groups; knowledge of the corresponding didactic means.

### Intended learning outcomes

Subject and professional competence in teaching spelling to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means.

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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### Module Catalogue for the Subject Educational Science of Developmental and Intellectual Disabilities

#### LA Sonderpädagogik

<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Studyworkshop: Literacy development in heterogeneous learning groups</td>
<td>06-I-FB-Lws-SE-102-m01</td>
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<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>head of studyworkshop of the Institute of Special Education</td>
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<tr>
<th>ECTS</th>
<th>Method of grading</th>
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<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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#### Contents

Overview of the models of literacy acquisition; detailed insights into selected models; preschool skills; peculiarities of the German language; literacy acquisition in heterogeneous groups; knowledge of the corresponding didactic means

#### Intended learning outcomes

Subject and professional competence in promoting literacy acquisition in children with and without special educational needs; organisation of learning processes for heterogeneous groups; possibilities of using didactic means

#### Courses (type, number of weekly contact hours, language — if other than German)

S (no information on SWS (weekly contact hours) and course language available)

#### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

#### Allocation of places

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

#### Additional information

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#### Referred to in LPO I (examination regulations for teaching-degree programmes)

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Module title
Studyworkshop: Inquiry based education in science and social studies

Abbreviation
06-I-FB-Lws-SU-102-m01

Module coordinator
head of studyworkshop of the Institute of Special Education

Module offered by
Institute of Special Education

ECTS
4

Method of grading
Only after succ. compl. of module(s)

(Not) successfully completed
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Duration
1 semester

Module level
undergraduate

Other prerequisites
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Contents
Overview of different topics of Science and Social Studies; experiments in Science and Social Studies; detailed insights into a selected topic area; inclusive learning in heterogeneous groups; knowledge of the corresponding didactic means; project offers for school groups

Intended learning outcomes
Subject and professional competence in teaching science and social studies to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means; organisation and implementation of project offers

Courses
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment
a) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or b) presentation (approx. 30 minutes) with contribution to project

Allocation of places
Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

Additional information
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<tr>
<td>Studyworkshop: Software in special education</td>
<td>06-I-FB-Lws-Soft-102-m01</td>
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**Contents**

Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

**Intended learning outcomes**

Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

**Courses** (type, number of weekly contact hours, language — if other than German)

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

**Additional information**

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<td>Studyworkshop: Open education and inclusive learning</td>
<td>06-I-FB-Lws-OGL-102-m01</td>
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## Contents

Principles of open learning; principles of inclusive learning; detailed insights into a selected topic area; evaluation and consideration of learners’ prior knowledge; creating and presenting didactic means; implementing didactic plans.

## Intended learning outcomes

Subject and professional competence in organising and modifying lessons; consideration of learners’ prior knowledge; planning of learning processes; planning and creation of didactic material.

## Courses

- **S + S** (no information on SWS (weekly contact hours) and course language available)

## Method of assessment

- **presentation** (approx. 40 minutes) with written elaboration (approx. 10 pages)

## Allocation of places

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

## Additional information

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<td>Studyworkshop: Inclusive learning on different stages of development in heterogeneous learning groups</td>
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**Intended learning outcomes**
Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

**Courses** (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
presentation (approx. 40 minutes) with written elaboration (approx. 12 pages)

**Allocation of places**
Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.

**Additional information**
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