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: 2015
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education
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<td>Thesis</td>
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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:

**LASPO2015**

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


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.
Scientific Discipline

(120 ECTS credits)
Compulsory Courses
(104 ECTS credits)
Heil- und sonderpädagogische Grundlagen
(15 ECTS credits)
## Module Catalogue for the Subject
Educational Science of Developmental and Intellectual Disabilities

### Module title
Special Education as a Science 1

### Abbreviation
06-I-So-Wi1-152-m01

### Module coordinator
Managing Director of the Institute of Special Education

### Module offered by
Institute of Special Education

### ECTS
5

### Method of grading
numerical grade

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### 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
(type, number of weekly contact hours, language — if other than German)
V (2) + V (2)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages)

### Allocated 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>
Module title

Special Education as a Science 2

Abbreviation

06-I-So-Wi2-152-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)

V (2) + S (1)

Method of assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages) or 6) portfolio (approx. 15 pages)

creditable for bonus

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 I Nr. 1
§ 96 I Nr. 1
§ 97 I Nr. 1
§ 100 I Nr. 1


JMU Würzburg • generated 20-jul-2022 • exam. reg. data record

Lehramt Sonderpädagogik Geistigbehindertenpädagogik - 2015
Introduction to child and adolescent psychiatry

Abbreviation
06-I-KJP-152-m01

Module coordinator
Managing Director of the Institute of Special Education

Module offered by
Institute of Special Education

ECTS
5

Method of grading
Numerical grade

Duration
2 semester

Module level
Undergraduate

Other prerequisites
--

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 somatoform 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 (type, number of weekly contact hours, language — if other than German)
V (2) + V (2)

Method of assessment (type, scope, language — if other than German, examination offered — If not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

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 I Nr. 1
§ 97 I Nr. 4
§ 100 I Nr. 1
Pädagogik bei Geistiger Behinderung
(36 ECTS credits)
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<td>Introduction to education in the context of Developmental and Intellectual Disabilities</td>
<td>06-G-Päd-152-m01</td>
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**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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<td>7</td>
<td>numerical grade</td>
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**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
--

**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; mind- sets 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 (2) + S (2) + Ü (1)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or 2) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 3) presentation (approx. 40 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 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 I Nr. 2
Module title | Abbreviation
--- | ---
Introduction to the philosophy of science and methods | 06-l-WiMe-152-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)
--- | --- | ---
5 | numerical grade | --

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

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 (2) + S (1)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

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 I Nr. 2
§ 96 I Nr. 1
§ 97 I Nr. 1
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§ 100 I Nr. 1
### Module Catalogue for the Subject

**Educational Science of Developmental and Intellectual Disabilities**

**LA Sonderpädagogik**

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<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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<tr>
<td>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.</td>
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</tbody>
</table>

### 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)

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<thead>
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<th>Type</th>
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<th>Language</th>
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### Method of assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) or 6) project (approx. 30 hours) and project study (approx. 10 pages)

creditable for bonus

### 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 I Nr. 2
Module title | Counseling in Special Education
---|---
Abbreviation | 06-I-SoBe-152-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)
umerical grade | --

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

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 (2) + S (1)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

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 l Nr. 2
§ 96 l Nr. 2
§ 97 l Nr. 2
§ 99 l Nr. 5
§ 100 l Nr. 2
# Module Catalogue for the Subject

**Educational Science of Developmental and Intellectual Disabilities**

**LA Sonderpädagogik**

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<th>Module title</th>
<th>Abbreviation</th>
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<td>Current issues and developments</td>
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<th>Module coordinator</th>
<th>Module offered by</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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<td>1 semester</td>
<td>undergraduate</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 ortho-paedagogical 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 (1) + S (1) + S (1)

## Method of assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 40 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, 10 minutes per candidate) or 6) term paper (approx. 15 pages)

creditable for bonus

## Allocation of places

--

## Additional information

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

§ 95 I Nr. 2
Module title | Abbreviation
---|---
Promoting communication | 06-GK-UK-152-m01

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

**Module offered by**
Institute of Special Education

<table>
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<th>ECTS</th>
<th>Method of grading</th>
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<tr>
<th>Duration</th>
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<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</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 (2) + S (1)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

**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 I Nr. 2
§ 96 I Nr. 6
Didaktik bei Geistiger Behinderung
(24 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Introduction to didactics of learning in the context of Developmental and Intellectual Disabilities</td>
<td>06-G-Di-152-m01</td>
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<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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<tbody>
<tr>
<td>2 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

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

**Intended learning outcomes**

The students have basic knowledge and orientational knowledge of didactics for people with developmental and intellectual disabilities. They know the theoretical foundations and historical roots of didactic terms.

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

| S (2) + S (2) |

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 3) presentation (approx. 40 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages)

creditable for bonus

**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 I Nr. 3
<table>
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<td>Mentoring of the work placement in special education</td>
<td>06-G-PrBegl-152-m01</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### 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 counseling 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 (type, number of weekly contact hours, language — if other than German)
S (2)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) placement report (approx. 20 pages) and 2) outlines for 5 classes (3 pages each) and 3) written preparation of 2 classes (10 pages each) and 4) presentation of classes during seminar (approx. 20 minutes) creditable for bonus

### Allocation of places
--

### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 95 I Nr. 3
Module title | Abbreviation
---|---
(Inclusive) Learning in heterogeneous groups | 06-G-IntPrakt-152-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

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

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

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)

S (2) + S (1)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

Allocation of places

--

Additional information

--

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

§ 95 I Nr. 3
## 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>Education during the lifespan</td>
<td>06-G-Leben-152-m01</td>
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</table>

### 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>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### 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

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

S (2) + S (2)

### Method of assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages)

creditable for bonus

### 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 I Nr. 3
Psychologie bei Geistiger Behinderung (einschließlich Diagnostik)
(23 ECTS credits)
<table>
<thead>
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<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Introduction to psychometrics and standardized tests</td>
<td>06-I-Testth-152-m01</td>
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<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

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

S (1) + V (2)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

**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 I Nr. 4
§ 97 I Nr. 4
§ 99 I Nr. 2
§ 100 I Nr. 4
## Module Title

**Basics of developmental psychology, educational psychology and social psychology - introduction**

**Abbreviation**: 06-G-Psy-152-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

<table>
<thead>
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<th>Duration</th>
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<tbody>
<tr>
<td>2 semester</td>
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## Method of Grading

Only after succ. compl. of module(s)

## Method of Assessment

1) written examination (approx. 60 minutes) or 2) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 3) presentation (approx. 40 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages) creditable for bonus

## Intended Learning Outcomes

The students know different theoretical approaches and models of psychology and didactics. They are able to compare and evaluate different approaches.

## Courses

S (2) + S (2)

## Contents

Principles and basic terms of psychology in the context of mental disabilities. The main schools of thought of psychology (e.g.: psychoanalysis, behaviourism, humanistic approaches) and their impulses for Special Education or Education for People with Developmental and Intellectual Disabilities. Different research and application areas of psychology and their relevance for working with people with developmental and intellectual disabilities.

## Referred to in LPO I

§ 95 I Nr. 4
**Module title** | Abbreviation
---|---
Clinical diagnostics, syndromes and interventions 1 | 06-G-Diagn1-152-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

<table>
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<tr>
<td>1 semester</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 (2) + S (1)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

**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 I Nr. 4
### Module Title

**Clinical diagnostics, syndromes and interventions 2**

**Abbreviation:** 06-G-Diagn2-152-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

<table>
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<tr>
<td>1 semester</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 (2)

### Method of Assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

### 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 I Nr. 4
Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen (Sprachheilpädagogik)
(6 ECTS credits)
### Module title

**Introduction to speech and language pathology**

**Abbreviation**

06-S-FFRGK-152-m01

### Module coordinator

holder of the Chair of Special Education III

### Module offered by

Chair of Special Education III: Speech and Language Pathology

<table>
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<td>1 semester</td>
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### Content

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 (2) + S (1)

### Method of assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

### 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 I Nr. 5
§ 96 I Nr. 6
Compulsory Electives 1
(10 ECTS credits)
Compulsory Electives 1 UB
(10 ECTS credits)
<table>
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<tr>
<td>Introduction to speech and language pathology and otorhinolaryngology</td>
<td>06-S-FFRC-152-m01</td>
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<tbody>
<tr>
<td>holder of the Chair of Special Education III</td>
<td>Chair of Special Education III: Speech and Language Pathology</td>
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<td>1 semester</td>
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</table>

**Contents**

Basic knowledge of classification, aetiology, pathogenesis and symptomatology of language, speech and communication disorders; basic knowledge of linguistics, provided that it is relevant for the identification, scientific explanation, diagnostics and therapy of disorders.

**Intended learning outcomes**

Self- and social competence: The students have acquired subject-specific knowledge from various disciplines (mainly speech therapy). They are able to 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 (2) + V (2)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

**Allocation of places**

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**Additional information**

Students who did NOT take modules 06-S-Gr, 06-S-FFRC and 06-S-Stör3 in the area of mandatory electives may select these modules in the area of subject-specific transferable skills (FSQ).

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

§ 95 I Nr. 5
§ 96 I Nr. 6
### Module title
Living and Learning with physical and complex disabilities - introduction

### Abbreviation
06-K-FFR1-152-m01

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

### Module offered by
- LA Sonderpädagogik

### ECTS
5

### Method of grading
- numerical grade

### Only after succ. compl. of module(s)
- --

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
- --

### 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
(type, number of weekly contact hours, language — if other than German)
- V (2) + S (2)

### 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) or c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 10 pages) or f) portfolio (approx. 15 pages)

### Allocation of places
- --

### Additional information
- --

### Referred to in LPO I
(examination regulations for teaching-degree programmes)
- § 95 I Nr. 5
### Module Title

**Educational aspects of physical and complex disabilities - introduction 2**

### Module Coordinator

holder of the Chair of Special Education II

### ECTS

5

### Method of Grading

- Only after succ. compl. of module(s)
- Numerical grade: --

### Duration

1 semester

### Module Level

undergraduate

### Other Prerequisites

--

### Contents

In the corresponding module components, the students become acquainted with the essential approaches of the neighbouring disciplines psychology and ethics and evaluate their theoretical and practical relevance for Education for People with Physical and Complex Disabilities.

### Intended Learning Outcomes

The students gain basic knowledge of the psychological and ethical theories relevant to Education for People with Physical and Complex Disabilities. In the field of psychology, they acquire profound knowledge of different important and common psychological approaches in the context of physical impairments and are able to estimate their relevance for the development of children, juveniles and adults with physical impairments and multiple disabilities. They can carry out and evaluate analyses of possible individual requirements and deduce possible support measures. In the field of ethics, the students acquire basic knowledge of theories about ethical action and decision making. They can assess and evaluate their own actions in view of these theories.

### Courses

- **S (2) + S (2)**

### Method of Assessment

- **a)** written examination (approx. 60 minutes) or **b)** presentation (approx. 45 minutes) or **c)** presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or **d)** oral examination of one candidate each (approx. 30 minutes) or **e)** term paper (approx. 10 pages) or **f)** portfolio (approx. 15 pages)

### Allocation of Places

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### Additional Information

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### Referred to in LPO I

§ 95 I Nr. 5
Module title | Abbreviation
---|---
Pedagogy in connection with learning impairment | 06-L-Päd-152-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
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 (1) + S (2)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

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 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 2
§ 99 I Nr. 1 (5 ECTS credits)
§ 100 I Nr. 5
# 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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<tr>
<td>Specific aspects of teaching with learning disabilities</td>
<td>06-L-SpDid-152-m01</td>
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<th>Module offered by</th>
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<tr>
<td>holder of the Chair of Special Education I</td>
<td>AA Sonderpädagogik</td>
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<tr>
<th>Module level</th>
<th>Other prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>undergraduate</td>
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</tbody>
</table>

### 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)
  - S (2) + S (1)

### Method of assessment

- (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
  - 1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 8 pages)

### Allocation of places

- --

### Additional information

- --

### Referred to in LPO I

- (examination regulations for teaching-degree programmes)
  - § 95 I Nr. 5
  - § 96 I Nr. 6
  - § 97 I Nr. 3
  - § 100 I Nr. 5
### 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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<tr>
<td>Introduction to educational science of emotional and behavioral disorders 1</td>
<td>06-V-PBV1-152-m01</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</tbody>
</table>

### 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 (2) + S (2) |

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

### 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 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 5
§ 99 I Nr. 1 (5 ECTS credits)
Module title | Abbreviation
---|---
Introduction to educational science of emotional and behavioral disorders 2 | 06-V-PBV2-152-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

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 in children and juveniles; to classify and understand behavioural disorders in children and juveniles; and to develop first ideas for dealing with behavioural disorders in children and juveniles (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 (2) + S (2)

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

1) written examination (approx. 60 minutes) or 2) term paper (approx. 20 pages) or 3) presentation (approx. 60 minutes) with written elaboration (approx. 10 pages) or 4) portfolio (approx. 25 pages) or 5) oral examination of one candidate each (approx. 30 minutes) creditable for bonus

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 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 5
Compulsory Electives 2
(6 ECTS credits)
Compulsory Electives 2 UB
(6 ECTS credits)
### Module Catalogue for the Subject
Educational Science of Developmental and Intellectual Disabilities

**Module title**
Areas of learning in the context of Developmental and Intellectual Disabilities

**Abbreviation**
06-G-LernberGS-152-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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<td>1 semester</td>
<td>undergraduate</td>
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**Contents**
In this module, we discuss literacy acquisition and maths as well as an exemplary selection of various subjects which are taught in the support focus area of mental development. Furthermore, we talk about the adaptation of these subjects 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, students of Didactics for Grundschule also know the scientific discourse of other exemplary, important learning areas/subject didactics. They know 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)

S (2) + S (1)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

**Allocation of places**
--

**Additional information**
Students studying for a teaching degree Grundschule must take module 06-G-LernberGS, students studying for a teaching degree Hauptschule must take module 06-G-KultHS.

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

§ 95 I Nr. 3
<table>
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<td>Reading, writing and arithmetic in the context of Developmental and Intellec-</td>
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<th>Module offered by</th>
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<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**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)

V (2) + S (2)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages)

creditable for bonus

**Allocation of places**

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**Additional information**

Students studying for a teaching degree Grundschule must take module 06-G-LernberGS, students studying for a teaching degree Hauptschule must take module 06-G-KultHS.

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

§ 95 I Nr. 3
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 Catalogue for the Subject
**Educational Science of Developmental and Intellectual Disabilities**

**LA Sonderpädagogik**

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<td>Course-related placement 1 in education with intellectual disabilities</td>
<td>06-G-Prakt1-152-m01</td>
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<tr>
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<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### 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

<table>
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<tr>
<th>type, number of weekly contact hours, language — if other than German</th>
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### Method of assessment

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

Proof of having completed placement (1 to 2 pages)
Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.

### 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 I Nr. 5
## Module Catalogue for the Subject
### Educational Science of Developmental and Intellectual Disabilities

**LA Sonderpädagogik**

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<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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<td>undergraduate</td>
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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

<table>
<thead>
<tr>
<th>(type, number of weekly contact hours, language — if other than German)</th>
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<td>P (0) + S (1)</td>
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### Method of assessment

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<td>Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.</td>
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### 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 I Nr. 5
Module title
Course-related placement 3 in education with intellectual disabilities

Abbreviation
06-G-Prakt3-152-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))

Only after (not) successfully completed

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 (0) + S (1)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
Proof of having completed placement (1 to 2 pages)
Contents and duration of placement as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.

Allocation of places
--

Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 93 I Nr. 4
Thesis
(4 ECTS credits)

Students studying for a teaching degree in special education must complete a "aditives Modul". This module is offered by the respective studied special education subject. The module is grouped and the ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 4 LASPO (general academic and examination regulations for teaching-degree programmes).
# Module Catalogue for the Subject Educational Science of Developmental and Intellectual Disabilities

**Module title**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Education and didactics in the context of intensive special needs</th>
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**Module coordinator**

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**Duration**

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<tr>
<td>1 semester</td>
<td>undergraduate</td>
</tr>
</tbody>
</table>

**Contents**

Types of intensive special educational needs, e.g. autism, profound multiple disabilities, challenging behaviour. Pedagogical principles, didactic implications and therapeutic interventions in the field of working with people with intensive special educational needs.

**Intended learning outcomes**

The students have knowledge of education and schooling for people with intensive special educational needs as well as specific pedagogical, didactic and therapeutic approaches. They know methods of providing the pupils with specific education offers in class. Furthermore, they know ways of dealing with extraordinary pedagogical and human challenges.

**Courses**

<table>
<thead>
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<th>(type, number of weekly contact hours, language — if other than German)</th>
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| S (2) |

**Method of assessment**

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| 1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus |

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

§ 22 (2) 5.a
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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**Contents**
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**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 (1) |

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

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**Allocation of places**
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**Additional information**
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**Intended learning outcomes**

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

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

S (1) + S (2)

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creditable for bonus

### Allocation of places
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**Intended learning outcomes**

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

S (2) + S (2)

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

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### Module title

**Profession-related aspects in Special Education 3**

### Abbreviation

06-I-FB-Ber3-152-m01

### Module coordinator

Managing Director of the Institute of Special Education

### Module offered by

Institute of Special Education

### ECTS

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### Method of grading

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### Duration

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### Other prerequisites

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### Contents

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### Additional information

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**Courses**

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### Courses

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

S (2) + S (2)

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus

**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)

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### Allocation of places

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### Additional information

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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 (2)

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

1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus

**Allocation of places**

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**Additional information**

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**Contents**

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**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 (2)

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

1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages)

**Allocation of places**

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**Additional information**

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**Contents**

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**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 (1) + S (1)

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

1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages)

**Allocation of places**

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**Additional information**

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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 (1) + S (2)

### Method of assessment

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages)

creditable for bonus

### Allocation of places

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### Additional information

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**Contents**

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**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 (2) + S (2)

**Method of assessment**

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

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages)

creditable for bonus

**Allocation of places**

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**Additional information**

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**Module coordinator**

head of studyworkshop of the Institute of Special Education

**Module offered by**

Institute of Special Education

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

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

**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)

S (2)

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

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus

**Allocation of places**

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**Additional information**

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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

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

S (2)

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

1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) creditable for bonus

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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 (2)

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

S (2)

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

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus

**Allocation of places**

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### Contents

Learning in heterogeneous groups; realisation possibilities in fields of action in the context of school; conflict area subject didactics - special educational needs. Analysis and structuring of teaching materials; creating teaching materials; combining theoretical considerations and practical exercises; different forms of open learning for individual and differentiated learning.

### Intended learning outcomes

Professional competence: 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. Social competence: The students are able to work in teams, share responsibilities and discuss the presentation of results. Self-competence: The students are able to transfer results of scientific work to school processes, evaluate the use of means in school and evaluate or create learning materials. They are able to present and defend their own work results.

### Courses

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

S (2)

### Method of assessment

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

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus

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<tr>
<th>Duration</th>
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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 (2)

**Method of assessment**

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

1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) creditable for bonus

**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>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Studyworkshop: Open education and inclusive learning</td>
<td>06-I-FB-Lws-OGL-152-m01</td>
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<tr>
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<tbody>
<tr>
<td>head of studyworkshop of the Institute of Special Education</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**

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

S (2) + S (2)

**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. 10 pages) creditable for bonus

**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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<tr>
<td>Studyworkshop: Inclusive learning on different stages of development in heterogeneous learning groups</td>
<td>06-I-FB-Lws-GemsU-152-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 (2)

**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) creditable for bonus

**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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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.
<table>
<thead>
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<td>Thesis in education with intellectual disabilities</td>
<td>06-G-H-152-m01</td>
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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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**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**

No courses assigned to module

**Method of assessment**

Hausarbeit (thesis) pursuant to Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 50 pages)

Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

Section 29

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