Module Catalogue for the Subject

Special pedagogy in the context of visual impairment and blindness

as Qualifizierungsstudium einer sonderpädagogischen 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: 2021
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education
## Contents

**The subject is divided into**

Abbreviations used, Conventions, Notes, In accordance with  

Compulsory Courses

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**Didaktik im Förderschwerpunkt Sehen**

General didactics in the context of visual impairment and blindness  
Subject-specific didactics in the context of visual impairment and blindness  
Technology in the context of visual impairment and blindness

**Course-related Teaching Placement in Education for People with Developmental and Intellectual Disabilities (accompanies study 1)**

Internship in special pedagogy in the context of visual impairment and blindness - minor subject

**Freier Bereich (general as well as subject-specific electives)**

**Education for People in the context of visual impairment and blindness**

Practice-related aspects in Special Education 1  
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Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups  
Studyworkshop: Spelling education in heterogeneous learning groups  
Studyworkshop: Literacy development in heterogeneous learning groups  
Studyworkshop: Inquiry based education in science and social studies  
Studyworkshop: Software in special education  
Studyworkshop: Open education and inclusive learning  
Studyworkshop: Inclusive learning in heterogeneous learning groups  
Intercultural competences  
Intercultural spheres of activities
The subject is divided into

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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)):

**09-Jun-2021 (2021-38)**

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.
Compulsory Courses
(30 ECTS credits)
Pädagogik bei Sehbeeinträchtigungen und Bezugswissenschaften

(15 ECTS credits)
Module title: Introduction to special pedagogy in the context of visual impairment and blindness  
Abbreviation: 06-B-EPBS-VQ-212-m01

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**Contents**

Historical and political basics of the pedagogy of visual impairments and blindness (VIB); basic concepts of the subject; pedagogy of VIB in an international comparison; scholastic and extracurricular institutions and fields of action related to the subject; basic pedagogical principles of the educational work; basic biographical aspects related to developmental and learning processes under the condition of VIB; visual accompaniment; handling of Braille typewriters; Braille grade 1 (full version of Braille).

**Intended learning outcomes**

Students are able to analyse the pedagogical institutionalisation of pedagogy of VIB historically and politically; they have a conceptual knowledge in the subject area and know important terms in German and English; they are able to differentiate between important pedagogical categories on the basis of their fundamental differences; they know important pedagogical fields of action of the subject area; they are able to explain the importance of the improvement of perception, the forming of concepts, and the education of movement as vital pedagogical principles of the subject area; they know the commercial models of Braille typewriters and are able to explain their functions and differences; they know other ways of producing and displaying Braille-like languages; they are able to read Braille grade 1 in a visually oriented way; they are able to write texts in Braille using a Braille typewriter.

**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) portfolio (approx. 10 pages) or  
3) oral examination of one candidate each (approx. 20 minutes)

creditable for bonus

**Additional information**

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

§ 98a I Nr. 2
Module title | Abbreviation
---|---
Special educational diagnostics of low vision or blindness | 06-B-FBS-Q-212-m01

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

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

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

Contents
Diagnostics of functional vision; magnification, illumination, contrast enhancement, complexity reduction, and ergonomic placement to improve individual visual performance; procedures for analysing the visual character of learning situations and spaces; concepts for high accessibility design of a spatial environment with special consideration of visual aspects; introduction to the use of optical, electronic, and non-electronic aids; possible psychosocial developmental peculiarities of visual impairment; remedial diagnostic aspects of specific manifestations of blindness; developmental peculiarities of blindness with consideration of perceptual and communicative conditions, spatial imagination, and language; developmental diagnostic procedures of sensory perception, motor skills, spatial imagination, and language with primarily tactile orientation; strategies for the adaptation of visually oriented standardised test procedures; specific test procedures of visual perception in infancy; development of everyday practical skills and abilities as an action-guiding remedial-diagnostic principle; specific remedial-diagnostic concepts for primarily tactile orientation; creation of pedagogical reports and certificates with a focus on blindness for the accompaniment of developmental and learning processes as well as the preparation of pedagogical decisions; pedagogical-psychological aspects in the area of conflict between low vision and blindness.

Intended learning outcomes
Students are able to apply test methods oriented to everyday situations to determine visual acuity, field of vision, contrast and colour vision as well as behavioural observations and assessments, and interpret them in a comprehensive way; they are able to create study rooms with special attention to lighting, colour and contrast design, orientation possibilities and visual complexity with high accessibility and justify their decisions in a theory-driven and practical manner; they are able to advise visually impaired learners on the selection and use of aids related to learning and everyday life and transfer their results into a certificate; they are able to distinguish and explain specific manifestations of blindness; they are able to explain and justify possible developmental peculiarities in blindness; they can apply standardised and qualitative test procedures to further describe the sensory, motor, linguistic and emotional situation of learners with primarily tactile orientation and interpret them in a comprehensive way; they can transfer their diagnostic insights into a certificate; they know explicit and implicit remedial diagnostic approaches with primarily tactile orientation and can justify their significance for education and learning processes.

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) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 20 minutes)
creditable for bonus

Allocation of places
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Additional information
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Module Catalogue for the Subject
Special pedagogy in the context of visual impairment and blindness
LA Sonderpädagogik

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 107a I Nr. 1
## Module Catalogue for the Subject

### Special pedagogy in the context of visual impairment and blindness

**LA Sonderpädagogik**

### Module title

**Multiple disabilities including visual impairment**

### Abbreviation

06-B-SEHM-VQ-212-m01

### Module coordinator

holder of the Chair of Special Education VI

### ECTS

5

### Method of grading

Only after succ. compl. of module(s)

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Neurological and neuroscientific basics in the context of visual and auditory perception as well as motor and cognitive development; specific manifestations of cerebrally induced visual impairment and related pedagogical implications; auditory visual impairment and deaf-blindness as an own pedagogical quality; basic nursing knowledge; considerations on the implementation of the general educational requirement, beyond the practice of life technique as a guiding principle; development of individual support concepts and interdisciplinary interventions; concepts and methods of prevention and early intervention in multiple disabilities including visual impairment; concepts to promote movement and support mobility in known and unfamiliar spaces; concepts to increase the possibilities of action in coping with everyday practical tasks; selection and adaptation of individual aids; approaches to support language acquisition with deaf-blindness; communication possibilities with hearing and visual impairment or deaf-blindness; concepts for initiating and promoting basal communication; supported communication with multiple disabilities including visual impairment.

### Intended learning outcomes

Students are able to explain the different phenomena of multiple disabilities including visual impairment in a medically oriented way and connect them with basic pedagogical implications; they are able to plan units for early intervention and justify their decisions in a theory-based way; they are able to appreciate individual conditions of perception and design, execute, evaluate, and document individualised educational offers on this basis; they are able to explain strategies for initiating and realising communication and movement under the condition of multiple disabilities including visual impairment; they know specific strategies for initiating and realising communication for deaf-blind people; they know specific approaches to aided communication with multiple disabilities including visual impairment.

### Courses

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

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. 20 minutes) with term paper (approx. 8 pages) or 3) oral examination of one candidate each (approx. 20 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)

§ 98a I Nr. 3
§ 107a I Nr. 1
Didaktik im Förderschwerpunkt Sehen
(15 ECTS credits)
Module title: General didactics in the context of visual impairment and blindness
Abbreviation: 06-B-DIDI-VQ-212-m01

Module coordinator: holder of the Chair of Special Education VI
Module offered by:

**ECTS:** 5
**Method of grading:** Only after succ. compl. of module(s)
**Numerical grade:** --

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

**Contents**
Learning-theoretical and general didactic basics; design of educational processes in heterogeneous study groups; organisation of teaching; teamwork and pedagogical decision-making in the subject area; pedagogical diagnostics in the pedagogy of visual impairments; concepts on visual, auditory, and tactile improvement of perception; tactile education with an introduction and optimisation of tactile strategies and depletion of tactile constraints; didactic concepts on supporting the development of terms; didactics of movement education under difficult conditions; concepts of supporting the performance of identification; tactile teaching media; preparation and improvement of visual media; strategies on sensory parallelisation; basics of the acquisition of written language; concepts on the development of preparing skills for learning Braille; didactics of the written Braille language; Braille grade 2 (shortened version of Braille).

**Intended learning outcomes**
Students are able to analyse and evaluate individualised teaching-learning concepts of the subject focus vision in a theory-driven manner; they are able to analyse and evaluate methods of pedagogical diagnostics for visually impaired learners; they are able to evaluate and analyse strategies for explicit or implicit improvement of perception, development of terms, and movement education; they are able to analyse strategies for multisensory perception of complex issues; they are able to plan, create, and critically evaluate tactile media used in lessons; they are able to tailor visual media for lessons to the individual needs of the learners and justify their decisions; they are able to evaluate approaches of the acquisition of learning Braille; they are able to understand the system of Braille grade 2; they are able to read Braille grade 2 with an abbreviation chart in a visually oriented way; they know ways to produce media related to Braille.

**Courses**
V (2) + Ü (1)

**Method of assessment**
1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus

**Allocation of places**
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**Additional information**
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### Contents
Basics of the acquisition of mathematical competences under difficult conditions; educational standards and basic mathematical education with a special focus on vision; approaches to the promotion of mathematical precursor skills with visual impairments; qualitative diagnostic methods for the assessment of arithmetic difficulties; didactic concepts for the development of mathematical competences in primary education under difficult conditions; approaches to support the acquisition of mathematical competences with primarily tactile orientation; specific concepts for mathematics in higher grades with a special focus on vision; didactic concepts to support the understanding of scientific and technical phenomena; special aspects of physical education with a special focus on vision; subject-specific didactics of foreign language teaching; special aspects of musical and artistic education with a special focus on vision; concepts to support the understanding of social interaction processes.

### Intended learning outcomes
Students are able to qualitatively identify and document difficult learning conditions in the acquisition of mathematical competence; they are able to plan and justify individualised learning offers to support basic mathematical education; they know strategies to overcome typical subject-related aversions in mathematics class; they are able to plan and evaluate the use of tactile models, verbalisations, sound records, etc. and develop fitting work environments; they know basic subject-didactic approaches in scientific-technical teaching, physical education, foreign languages, musical-artistic teaching as well as social interaction processes.

### 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 term paper (approx. 8 pages) or 3) oral examination of one candidate each (approx. 20 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)

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

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### Contents
Universal design; accessibility and assistive technologies in the pedagogy of visual impairments and blindness (VIB); basic functionalities of typical assistive technologies in the context of VIB; usage of easily accessible digital media to increase the accessibility of learning content for learners with VIB; approaches and strategies to establish the competences in the handling of digital media and assistive technology of the different pedagogical fields of action; troubleshooting in the context of digital media and technology; technology-supported didactic methods; possibilities and limitations in the usage of digital media and technologies; screen reader technology; basics of graphical user interfaces; disability-specific input and output of data; mobile devices in the context of visual impairments.

### Intended learning outcomes
Students have a basic orientation knowledge concerning the limitations and possibilities of technology in the context of disability and are able to position themselves critically; they are able to create easily accessible digital media and analyse and evaluate the accessibility of digital documents; they are able to explain typical assistive technologies for visually impaired people regarding their functionality and demonstrate their use; they are able to give learners and their surroundings advice about the choice of appropriate technology and justify their recommendation; they are able to plan, execute, and evaluate individualised and group-oriented lesson units on the use of assistive technology; they know strategies for solving typical challenges regarding the establishment of functionality and compatibility of technologies and are able to analyse respective practical problems; they understand the basic functionality of a graphical user interface; they understand the functionality of the screen reader technology and are able to analyse aspects of the practical application in a visually oriented manner.

### Courses
(type, number of weekly contact hours, language — if other than German)
- § (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. 20 minutes) with term paper (approx. 8 pages) or 3) oral examination of one candidate each (approx. 20 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)
- § 98a I Nr. 3
- § 107a I Nr. 2
Course-related Teaching Placement in Education for People with Developmental and Intellectual Disabilities (accompanied study 1) (1 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

**Special pedagogy in the context of visual impairment and blindness**

**LA Sonderpädagogik**

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### Contents

Exploration of the school field of activity and the special educational task spectrum in the remedial focus of vision; observation of the subject practice in different forms of support, subjects, and grades; planning, design and execution of own lessons and special educational remedial measures; individualised assessment procedures of special educational remedial needs and individual educational planning.

### Intended learning outcomes

Students are able to observe practice in a theory-guided manner, document their insights and discuss and evaluate them from the required distance; they know different special pedagogical tasks and forms of support and are able to analyse and evaluate them with regard to their possibilities and limits; they are able to plan and execute lessons and retrospectively reflect on the teaching critically; they are able to analyse relevant documents of school organisation, diagnostics and educational planning and expand them in a professionally correct manner; they know the organisational and collegial structures and routines of everyday school life and are able to contribute or also withdraw to the required extent.

### Courses

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

- **P (0)**

### 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)

### Allocation of places

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### Additional information

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### Referred to in LPO I

*(examination regulations for teaching-degree programmes)*

§ 102 I
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 in the context of visual impairment and blindness

(ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)
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<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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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**

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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. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 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 II Nr. 4 i)
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**Contents**

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

**Intended learning outcomes**

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

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

S (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 term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages) creditable for bonus

**Allocation of places**

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**Additional information**

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

**Module offered by**
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**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
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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)
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**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
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3) portfolio (approx. 8 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 II Nr. 4 i)
## Module title

Practice-related aspects in Special Education 5

## Abbreviation

06-I-FB-Anw5-202-m01

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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 (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 term paper (approx. 8 pages) or  
3) portfolio (approx. 10 pages)  
credible for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO 1

(examination regulations for teaching-degree programmes)

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### 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
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creditable for bonus

### Allocation of places

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### Additional information

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

**Module offered by**
Institute of Special Education

**ECTS**
2

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

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
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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**
(1)

**Method of assessment**
(1) written examination (approx. 30 minutes) or
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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)

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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**Additional information**

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**Duration**
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**Module level**
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**Other prerequisites**
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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)
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**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)

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**Allocation of places**

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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)

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**Allocation of places**

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**Additional information**

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### Intended learning outcomes

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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)

§ 22 II Nr. 4 i)
### Module Catalogue for the Subject

**Special pedagogy in the context of visual impairment and blindness**

**LA Sonderpädagogik**

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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. 30 minutes) or  
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or  
3) portfolio (approx. 8 pages)  
creditable for bonus

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

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**Contents**

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

**Intended learning outcomes**

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

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

S (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 term paper (approx. 5 pages) or
3) portfolio (approx. 8 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)

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 term paper (approx. 5 pages) or
3) portfolio (approx. 8 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 II Nr. 4 i)
### Module Title

**Research-related aspects in Special Education 5**

### Abbreviation

06-I-FB-For5-202-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)

### Duration

1 semester

### Module Level

Undergraduate

### Other Prerequisites

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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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### 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 term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

creditable for bonus

### Allocation of Places

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### Additional Information

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### Referred to in LPO 1

(Examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
**Module title** | **Abbreviation**
---|---
Research-related aspects in Special Education 6 | 06-I-FB-For6-202-m01

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

**Module offered by**
Institute of Special Education

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

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

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

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

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

S (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 term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

creditable for bonus

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

§ 22 II Nr. 4 i)
**Module title**  
Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups

**Abbreviation**  
06-I-FB-Lws-MA-202-m01

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

**Module offered by**  
Institute of Special Education

**ECTS**  
4

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

**Duration**  
1 semester

**Module level**  
undergraduate

**Other prerequisites**  
--

### 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) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) 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)

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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)

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<td>S</td>
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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) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
2) written examination (approx. 45 minutes) or
3) 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 II Nr. 4 i)
# Module Catalogue for the Subject

## Special pedagogy in the context of visual impairment and blindness

### LA Sonderpädagogik

<table>
<thead>
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<th>Module title</th>
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<td>Studyworkshop: Literacy development in heterogeneous learning groups</td>
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<tbody>
<tr>
<td>1 semester</td>
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</table>

### 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

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

presentation (approx. 15 minutes) with term paper (approx. 5 pages) or written examination (approx. 45 minutes) or 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 II Nr. 4 i)
## Module Catalogue for the Subject

### Special pedagogy in the context of visual impairment and blindness

**LA Sonderpädagogik**

### Module title

**Studyworkshop: Inquiry based education in science and social studies**

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### Module coordinator

Managing Director of the Institute of Special Education

### Module offered by

Institute of Special Education

### ECTS

| 4 |

### Method of grading

Only after succ. compl. of module(s)

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

--

### 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) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) 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)

§ 22 II Nr. 4 i)
Module title: Studyworkshop

Abbreviation: 06-I-Lws-202-m01

Module coordinator: Managing Director of the Institute of Special Education

Module offered by: Institute of Special Education

ECTS: 4

Method of grading: Only after successfully completed module(s)

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

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 organization 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) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) 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)

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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) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) 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)

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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) |

**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) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) 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)

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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) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) 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)

§ 22 II Nr. 4 i)
### Module title

<table>
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<th>Intercultural competences</th>
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### Module coordinator

holder of the Chair of Education of behavioral disorder

### ECTS

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### Duration

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### Contents

Principles and theories of intercultural competence, acquisition of basic terms, intercultural communication and conflicts (in theory and practice), intercultural competence training, multifactorial backgrounds of "migration-induced behavioural abnormalities", prevention and intervention measures against racism and xenophobia.

### Intended learning outcomes

The students have basic knowledge of intercultural action and can independently apply theoretical principles of multicultural work in a reflected manner. In doing so, the students develop awareness of the effects of social changes and framework conditions on migrants and of interpersonal relationships and professional work in heterogeneous, intercultural fields of action.

### 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) term paper (approx. 12 pages) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) written examination (approx. 60 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)

§ 22 II Nr. 4 i)
**Module title** | Abbreviation
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Intercultural spheres of activities | 06-Ik-Hf-202-m01

**Module coordinator**

holder of the Chair of Education of behavioral disorder

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

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

**Contents**
Theoretical basics of integration and acculturation of people with a migrant background as well as biculturally socialised children and juveniles, introduction of multicultural fields of practice and action, especially those relevant to pedagogy, e.g. intercultural education in educational and extracurricular institutions as well as intercultural counselling.

**Intended learning outcomes**
The students are aware of potential migration-induced behavioural abnormalities as well as psychosocial stress reactions in migrants and are able to critically think, reflect and independently apply their knowledge in practice. Furthermore, they are able to apply and refine existing concepts.

**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) term paper (approx. 12 pages) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) written examination (approx. 60 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)

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