

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: 2026
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education

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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)):

??-??-2026 (2026-??)

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)

Education for Visual Impairments and Related Sciences

(15 ECTS credits)

| | | |
|--|--------------------------|---|
| Module title | | Abbreviation |
| Introduction to special pedagogy in the context of visual impairment and blindness | | o6-B-EPBS-VQ-262-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Historical and political basics of the pedagogy of visual impairments and blindness (VIB); basic concepts of the subject; sensory-psychological and epistemological basics of the subject; pedagogy of VIB in an international comparison; scholastic and extracurricular institutions and fields of action related to the subject; 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 name and compare examples for possible education-related, professional and everyday practical challenges in the context of VIB; they are able to write with a Braille typewriter; 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. | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| V (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) 2) portfolio (approx. 10 pages) a) oral examination of one candidate each (approx. 15 minutes) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 98a I Nr. 2 § 107a I Nr. 1 | | |

| | | |
|---|---|---|
| Module title | | Abbreviation |
| Functional vision assessment | | o6-B-FSEH-VQ-262-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>Diagnostics of functional vision; magnification, illumination, contrast enhancement, complexity reduction and ergonomic placement for the improvement of individual visual performance; methods for the analysis of the visual character of learning situations and spaces; concepts for high accessibility creation of the spatial environment with special consideration of visual aspects; creation of high accessibility digital materials (for class); introduction to the use of optical, electronic and non-electronic aids; functional diagnostic of vision with consideration of multiple visual impairments; possible psychosocial developmental peculiarities with visual impairment; reading with a visual impairment as well as aspects of dual usage of writing; epidemiology of difficulties with visual perception in children; diagnostic principles with CVI; visual and cognitive profiles of children with CVI; psychosocial peculiarities in children with CVI; children with CVI and class/school;</p> | | |
| Intended learning outcomes | | |
| <p>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 consideration of impairments and justify their decisions in a theory-driven and practical manner; they are able to transfer their diagnostic insights into a certificate; they are able to give advice to learners with visual impairments considering the choice and usage of aids in a learning and everyday context and justify their results in a pedagogical manner; they understand possible consequences and behavioural ways that indicate CVI; they are able to derive, execute and justify basic pedagogical measures in the context of CVI; they know basic diagnostic procedures in the context of CVI.</p> | | |
| 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) | | |
| <p>1) written examination (approx. 60 minutes) 2) portfolio (approx. 20 pages) a) oral examination of one candidate each (approx. 10 minutes) creditable for bonus</p> | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 98a I Nr. 4 | | |
| LA Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2026) | JMU Würzburg • generated 24-Mär-2026 • exam. reg. data record Lehramt Sonderpädagogik Pädagogik bei Sehbeeinträchtigungen (Qualifizierungsstudium) - 2026 | page 9 / 47 |

| | | |
|--|--------------------------|---|
| Module title | | Abbreviation |
| Visual impairment and blindness from a medical perspective | | o6-B-MEDI-VQ-262-m01 |
| Module coordinator | | Module offered by |
| -- | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | -- | -- |
| Contents | | |
| -- | | |
| Intended learning outcomes | | |
| -- | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| V (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) 2) portfolio (approx. 10 pages) a) oral examination of one candidate each (approx. 20 minutes) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 98a I Nr. 2 § 107a I Nr. 1 | | |

Didactics in the Special Needs Area of Vision

(15 ECTS credits)

| | | |
|---|--------------------------|---|
| Module title | | Abbreviation |
| General didactics in the context of visual impairment and blindness | | o6-B-DIDI-VQ-262-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>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; concepts on visual, auditory, and tactile improvement of the sensory efficiency; tactile education with an introduction and optimisation of tactile strategies and depletion of tactile constraints; didactic concepts on supporting the concept development; 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; disabled social learning; 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).</p> | | |
| Intended learning outcomes | | |
| <p>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 evaluate and analyse strategies for explicit or implicit improvement of sensory efficiency, concept development, and movement education; they are able to analyse strategies for multi-sensory perception of complex issues; they are able to plan 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.</p> | | |
| Courses (type, number of weekly contact hours, language – if other than German) | | |
| V (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) | | |
| <p>1) written examination (approx. 60 minutes) 2) portfolio (approx. 10 pages) a) oral examination of one candidate each (approx. 20 minutes) creditable for bonus</p> | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| <p>§ 98a I Nr. 3 § 107a I Nr. 2</p> | | |

| | | |
|--|--------------------------|---|
| Module title | | Abbreviation |
| Subject-specific didactics in the context of visual impairment and blindness | | o6-B-FADI-VQ-262-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>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 diagnostical 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; Braille in the subject-specific context.</p> | | |
| Intended learning outcomes | | |
| <p>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 mathematic 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.</p> | | |
| 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) | | |
| <p>1) portfolio (approx. 15 pages) 2) written examination (approx. 60 minutes) 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus</p> | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| <p>§ 98a I Nr. 3 § 107a I Nr. 2</p> | | |

| | | |
|--|---|---|
| Module title | | Abbreviation |
| Technology in the context of visual impairment and blindness | | o6-B-ASTE-VQ-232-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>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; basics of text processing and spreadsheet.</p> | | |
| Intended learning outcomes | | |
| <p>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.</p> | | |
| 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) | | |
| <p>1) written examination (approx. 60 minutes) or 2) portfolio (approx. 15 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus</p> | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| <p>§ 98a I Nr. 3 § 107a I Nr. 2</p> | | |
| LA Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2026) | JMU Würzburg • generated 24-Mär-2026 • exam. reg. data record Lehramt Sonderpädagogik Pädagogik bei Sehbeeinträchtigungen (Qualifizierungsstudium) - 2026 | page 15 / 47 |

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 title | | Abbreviation |
| Internship in special pedagogy in the context of visual impairment and blindness - minor subject | | o6-B-PRA-Q-212-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 1 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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 (o) | | |
| 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 102 I LPO I (examination regulations for teaching-degree programmes). Participation in mandatory teaching practice, completion of all set tasks and study goals as specified in Section 102 I LPO I in conjunction with Section 93 I Nr. 4 LPO I in accordance with placement school. | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 30 h | | |
| Teaching cycle | | |
| -- | | |
| 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)

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Practice-related aspects in Special Education 1 | | o6-I-FB-Anw1-202-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) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice). | | |
| Intended learning outcomes | | |
| Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education. | | |
| Courses (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) | | |
| 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 | | |
| -- | | |
| Additional information | | |
| Qualification goal: employability skills | | |
| Workload | | |
| 60 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Practice-related aspects in Special Education 2 | | o6-I-FB-Anw2-202-mo1 |
| 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) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice). | | |
| Intended learning outcomes | | |
| Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education. | | |
| Courses (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 60 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Practice-related aspects in Special Education 3 | | o6-l-FB-Anw3-202-mo1 |
| 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) |
| 3 | (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) | | |
| 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 | | |
| -- | | |
| Additional information | | |
| Qualification goal: employability skills | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Practice-related aspects in Special Education 4 | | o6-l-FB-Anw4-202-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) |
| 3 | (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 (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Practice-related aspects in Special Education 5 | | o6-l-FB-Anw5-202-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 | (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 (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) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| Qualification goal: employability skills | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Practice-related aspects in Special Education 6 | | o6-l-FB-Anw6-202-mo1 |
| 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 | (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Profession-related aspects in Special Education 1 | | o6-l-FB-Ber1-202-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) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice). | | |
| Intended learning outcomes | | |
| Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education. | | |
| Courses (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) | | |
| 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 | | |
| -- | | |
| Additional information | | |
| Qualification goal: employability skills | | |
| Workload | | |
| 60 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Profession-related aspects in Special Education 2 | | o6-l-FB-Ber2-202-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) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice). | | |
| Intended learning outcomes | | |
| Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education. | | |
| Courses (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 60 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Profession-related aspects in Special Education 3 | | o6-l-FB-Ber3-202-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) |
| 3 | (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) | | |
| 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 | | |
| -- | | |
| Additional information | | |
| Qualification goal: employability skills | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Profession-related aspects in Special Education 4 | | o6-l-FB-Ber4-202-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) |
| 3 | (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 (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Profession-related aspects in Special Education 5 | | o6-l-FB-Ber5-202-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 | (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 (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) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| Qualification goal: employability skills | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Profession-related aspects in Special Education 6 | | o6-l-FB-Ber6-202-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 | (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Research-related aspects in Special Education 1 | | o6-l-FB-For1-202-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) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice). | | |
| Intended learning outcomes | | |
| Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education. | | |
| Courses (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) | | |
| 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 | | |
| -- | | |
| Additional information | | |
| Qualification goal: scientific competences | | |
| Workload | | |
| 60 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Research-related aspects in Special Education 2 | | o6-l-FB-For2-202-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) |
| 2 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice). | | |
| Intended learning outcomes | | |
| Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education. | | |
| Courses (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 60 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Research-related aspects in Special Education 3 | | o6-l-FB-For3-202-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) |
| 3 | (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) | | |
| 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 | | |
| -- | | |
| Additional information | | |
| Qualification goal: scientific competences | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Research-related aspects in Special Education 4 | | 06-I-FB-For4-202-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) |
| 3 | (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 (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Research-related aspects in Special Education 5 | | o6-l-FB-For5-202-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 | (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 (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) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| Qualification goal: scientific competences | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Research-related aspects in Special Education 6 | | o6-l-FB-For6-202-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 | (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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|--|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups | | o6-l-FB-Lws-MA-202-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) |
| 4 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 120 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|--|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Spelling education in heterogeneous learning groups | | o6-l-FB-Lws-RSch-202-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) |
| 3 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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) 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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Literacy development in heterogeneous learning groups | | o6-l-FB-Lws-SE-202-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) |
| 3 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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) | | |
| a) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or b) written examination (approx. 45 minutes) or c) term paper (approx. 10 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 90 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Inquiry based education in science and social studies | | o6-l-FB-Lws-SU-202-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) |
| 4 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 120 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop | | 06-I-LWS-202-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) |
| 4 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 120 h | | |
| Teaching cycle | | |
| Teaching cycle: In the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|--|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Software in special education | | o6-l-FB-Lws-Soft-202-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) |
| 4 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 120 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|--|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Open education and inclusive learning | | o6-l-FB-Lws-OGl-202-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 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|--|------------------------------|---|
| Module title | | Abbreviation |
| Studyworkshop: Inclusive learning in heterogeneous learning groups | | o6-I-FB-Lws-GemsU-202-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 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| 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 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus | | |
| Allocation of places | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: in the semester in which the course is offered | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|--|------------------------------|--|
| Module title | | Abbreviation |
| Intercultural competences | | o6-lk-Komp-202-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Education of behavioral disorder | | Chair of Special Education in the Context of Emotional and Behavioural Disorders |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | (not) successfully completed | -- |
| Duration | Module level | Other prerequisites |
| 2 semester | undergraduate | -- |
| 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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |

| | | |
|---|------------------------------|--|
| Module title | | Abbreviation |
| Intercultural spheres of activities | | o6-lk-Hf-202-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Education of behavioral disorder | | Chair of Special Education in the Context of Emotional and Behavioural Disorders |
| 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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| Teaching cycle: usually every year | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 22 II Nr. 4 i) | | |