Julius-Maximilians-
UNIVERSITÄT
WÜRZBURG

Module Catalogue

for the Module studies (Bachelor)

Special pedagogy in the context of visual impairment and blindness

Examination regulations version: 2024
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education

Contents

The subject is divided into

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:

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

15-May-2019 (2019-36)

27-Jun-2019 (2019-41)

14-Nov-2019 (2019-52)

22-Jan-2020 (2020-13)

06-May-2020 (2020-39)

22-Jul-2020 (2020-57)

17-Dec-2020 (2020-110)

10-Mar-2021 (2021-17)

09-Jun-2021 (2021-58)

22-Dec-2021 (2021-85)

05-Jul-2022 (2022-52)

31-Jan-2023 (2022-86)

15-Jun-2023 (2023-58)

13-Dec-2023 (2023-107)

07-Aug-2024 (2024-82)

22-Jan-2025 (2025-1)

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.

Summer Term 2024

(ECTS credits)

Module title	Abbreviation
Subject-specific didactics in the context of visual impairment and blindness	06-B-FADI-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

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.

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 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.

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

S (2) + S (1) + 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) portfolio (approx. 15 pages) 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 3
§ 107a I Nr. 2

Module title	Abbreviation
Functional vision assessment	06-B-FSEH-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

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;

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 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.

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)

a) written examination (approx. 60 minutes) or
b) 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 4
§ 107a I Nr. 1

Module title	Abbreviation
Visual impairment and blindness from a medical perspective	06-B-MEDI-V-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)
5	numerical grade	--

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

Physical basics of light and colour perception; basics of optics and refraction; basic concepts of ophthalmology; anatomical structure of the eye and related physiological processes; development of visual perception; causes of visual impairment, especially in childhood and adolescence; specific common causes of visual impairment; diagnostic procedures and diagnostic instruments; ophthalmological medical letters and reports; critical self-reflection of one's own diagnostic actions.

Intended learning outcomes

Students are able to explain basic connections on the subjects of light and colours; they can justify and explain the effect of light-breaking media; they have comprehensive orientation knowledge in ophthalmology relevant to their specialisation; they are able to recite and explain the anatomical structure of the eye and related physiological processes; they are able to trace the developmental process of visual perception with regard to developmental visual impairments; they are able to explain and evaluate the main causes of blindness and visual impairment in childhood and adolescence in terms of their causes, symptoms and pedagogical implications; they are able to read and evaluate ophthalmological doctor's letters; they are familiar with ways to research.

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) 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 2

Module title	Abbreviation
Technology in the context of visual impairment and blindness	06-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

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.

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)

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) portfolio (approx. 15 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 3
§ 107a I Nr. 2

Summer Term 2025

(ECTS credits)

Module title	Abbreviation
Subject-specific didactics in the context of visual impairment and blindness	06-B-FADI-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

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.

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 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.

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

S (2) + S (1) + 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) portfolio (approx. 15 pages) 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 3
§ 107a I Nr. 2

Module title	Abbreviation
Functional vision assessment	06-B-FSEH-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

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;

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 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.

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)

a) written examination (approx. 60 minutes) or
b) 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 4
§ 107a I Nr. 1

Module title			Abbreviation
Visual impairment and blindness from a medical perspective			06-B-MEDI-V-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)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Physical basics of light and colour perception; basics of optics and refraction; basic concepts of ophthalmology; anatomical structure of the eye and related physiological processes; development of visual perception; causes of visual impairment, especially in childhood and adolescence; specific common causes of visual impairment; diagnostic procedures and diagnostic instruments; ophthalmological medical letters and reports; critical self-reflection of one's own diagnostic actions.

Intended learning outcomes

Students are able to explain basic connections on the subjects of light and colours; they can justify and explain the effect of light-breaking media; they have comprehensive orientation knowledge in ophthalmology relevant to their specialisation; they are able to recite and explain the anatomical structure of the eye and related physiological processes; they are able to trace the developmental process of visual perception with regard to developmental visual impairments; they are able to explain and evaluate the main causes of blindness and visual impairment in childhood and adolescence in terms of their causes, symptoms and pedagogical implications; they are able to read and evaluate ophthalmological doctor's letters; they are familiar with ways to research.

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) 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 2

Module title	Abbreviation
Technology in the context of visual impairment and blindness	06-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

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.

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)

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) portfolio (approx. 15 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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Workload

150 h

Teaching cycle

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

§ 98a I Nr. 3
§ 107a I Nr. 2

Winter Term 2025

(ECTS credits)