

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

JMU Würzburg • generated 18-Jun-2025 • exam. reg. data record MB|k34|-|-|H|2024

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The subject is divided into

section / sub-section	starting page
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Abbreviations used

Course types: \mathbf{E} = field trip, \mathbf{K} = colloquium, \mathbf{O} = conversatorium, \mathbf{P} = placement/lab course, \mathbf{R} = project, \mathbf{S} = seminar, \mathbf{T} = tutorial, $\ddot{\mathbf{U}}$ = exercise, \mathbf{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)



o9-Jun-2021 (2021-58) 22-Dec-2021 (2021-85) o5-Jul-2022 (2022-52) 31-Jan-2023 (2022-86) 15-Jun-2023 (2023-58) 13-Dec-2023 (2023-107) o7-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)

moau	le title				Abbreviation
Subje	ct-speci	fic didactics in the co	ntext of visual impairme	ent and blindness	o6-B-FADI-VQ-232-mo1
Modul	le coord	linator		Module offered by	
holdeı	r of the	Chair of Special Educa	ation VI		lucation in the Context of Blind- on and Inclusive Education
ECTS	Meth	od of grading	Only after succ. cor	mpl. of module(s)	
5	nume	rical grade			
Durati	ion	Module level	Other prerequisites	5	
1 seme	ester	undergraduate			
Conte	nts	•	·		
condit on; sp port th cial fo stic ec	tions; ap becific co ne unde cus on v ducatior	oproaches to support oncepts for mathemat rstanding of scientific vision; subject-specifi	the acquisition of mathe ics in higher grades with and technical phenome c didactics of foreign lar on vision; concepts to s	ematical competence h a special focus on ena; special aspects nguage teaching; sp	rimary education under difficult es with primarily tactile orientati vision; didactic concepts to sup- of physical education with a spe ecial aspects of musical and arti nding of social interaction proce
		ning outcomes			
matica cal ed	nts are a al comp ucation	able to qualitatively ic etence; they are able ; they know strategies	to plan and justify indivision to overcome typical sul	idualised learning of bject-related aversio	itions in the acquisition of mathe ffers to support basic mathemati ons in mathematic class; they are
matica cal ed able to enviro foreign	nts are a al comp ucation o plan a onments n langua	able to qualitatively ic etence; they are able ; they know strategies nd evaluate the use o ; they know basic sub ages, musical-artistic	to plan and justify indivi to overcome typical sul f tactile models, verbali ject-didactic approache teaching as well as soci	idualised learning of bject-related aversio sations, sound recor es in scientific-techni al interaction proces	ffers to support basic mathemations in mathematic class; they are rds, etc. and develop fitting work ical teaching, physical education
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Module	title				Abbreviation
Functio	nal vis	ion assessment			o6-B-FSEH-VQ-232-m01
M - J.J.		• • • • • •			
Module			n \/l	Module offered by	ucation in the Contaxt of Plind
		Chair of Special Educatio	F	ness and Low Visio	ucation in the Context of Blind- n and Inclusive Education
ECTS		od of grading	Only after succ. com	npl. of module(s)	
5		rical grade			
Duratio	n	Module level	Other prerequisites		
1 semes		undergraduate			
Content					
ergonor sual cha ment wi troducti deration ment; ro with vis CVI; psy Intende Student sion, co compre design, and jus sights in and usa derstan stify ba	mic pla aracter ith spe ion to t n of mu eading sual pe ychoso ed learn ts are a ontrast chensiv orient tify the nto a c age of a ad poss	icement for the improver of learning situations and cial consideration of vision the use of optical, electron ultiple visual impairment with a visual impairment reception in children; diag cial peculiarities in child ning outcomes able to apply test method and colour vision as well we way; they are able to con- ation possibilities and vision for decisions in a theory-op- ertificate; they are able to aids in a learning and ev- sible consequences and	nent of individual visu and spaces; concepts for ual aspects; creation onic and non-electron s; possible psychoso t as well as aspects of gnostic principles with the visual complexity with driven and practical m o give advice to learn eryday context and ju behavioural ways tha	ual performance; me for high accessibility of high accessibility ic aids; functional di cial developmental p of dual usage of writin th CVI; visual and cog with CVI and class/ any situations to deter ervations and assess th special attention th high accessibility an nanner; they are able ers with visual impa stify their results in a t indicate CVI; they a	nent, complexity reduction and ethods for the analysis of the vi- creation of the spatial environ- digital materials (for class); in- iagnostic of vision with consi- peculiarities with visual impair- ng; epidemiology of difficulties gnitive profiles of children with 'school; mine visual acuity, field of vi- ments and interpret them in a to lighting, colour and contrast ad consideration of impairments to transfer their diagnostic in- irments considering the choice a pedagogical manner; they un- are able to derive, execute and ju- stic procedures in the context of
CVI.	S (type in	umber of weekly contact hours,	language — if other than Ger	man)	
S (2) + S					
Method	l of ass	s essment (type, scope, langua le for bonus)	age — if other than German, e	examination offered — if no	ot every semester, information on whether
	examin	mination (approx. 60 min ation of one candidate e bonus	-	ites)	
Allocati	ion of p	olaces			
Additio	nal inf	ormation			
Worklo	ad				
150 h					
Teachin	ng cycl	e			
Referre	d to in	LPOI (examination regulation	s for teaching-degree progra	mmes)	
§ 98a l § 107a l					
Special ped	lagogy in	the context of visual impair-	JMU Würzburg • generated 18	-Jun-2025 • exam. reg. data r	record MB k34 - - H 2024 page 8 / 16
ment and bl	lindness (2024)			

	e title				Abbreviation
Visual	impair	ment and blindness fron	n a medical perspecti	ve	06-B-MEDI-V-212-m01
Modul	e coord	inator		Module offered b	y
holder	ofthe	Chair of Special Education	on VI		ducation in the Context of Blind- ion and Inclusive Education
ECTS	Meth	od of grading	Only after succ. cor	mpl. of module(s)	
5	nume	rical grade			
Duratio	on	Module level	Other prerequisites	5	
1 seme	ester	undergraduate			
Conter	nts				
of visu diagno flectior	al impa ostic pro n of one	irment, especially in chi ocedures and diagnostic e's own diagnostic action	Idhood and adolesce instruments; ophtha	nce; specific comm	nent of visual perception; causes ion causes of visual impairment; letters and reports; critical self-re
		ning outcomes			lours; they can justify and explain
pairme are abl	ent in cl le to rea	nildhood and adolescen	ce in terms of their ca mological doctor's let	uses, symptoms ar tters; they are famil	uses of blindness and visual im- nd pedagogical implications; they iar with ways to research.
V (2) +	Ü (1)				
Metho					
	is creditat	sessment (type, scope, langu ole for bonus)	age — if other than German,	examination offered — if	not every semester, information on whether
module i 1) writt 2) port 3) oral	ten exa tfolio (a examir	ole for bonus) mination (approx. 60 mi pprox. 10 pages) or nation of one candidate	nutes) or		not every semester, information on whether
module i 1) writt 2) port 3) oral credita	ten exa tfolio (a	ole for bonus) mination (approx. 60 mi pprox. 10 pages) or nation of one candidate bonus	nutes) or		not every semester, information on whether
module i 1) writt 2) port 3) oral credita	ten exa tfolio (a examir able for	ole for bonus) mination (approx. 60 mi pprox. 10 pages) or nation of one candidate bonus	nutes) or		not every semester, information on whether
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Module	e title				Abbreviation	
Techno	ology in the co	ntext of visual im	npairment and blindn	ess	o6-B-ASTE-VQ-232	-m01
Module	e coordinator			Module offered by		
holder	of the Chair of	Special Educatio	on VI		ucation in the Conte on and Inclusive Edu	
ECTS	Method of gr	ading	Only after succ. cor	npl. of module(s)		
5	numerical gra	ade				
Duratio	on Modul	le level	Other prerequisites	6		
1 seme	ster underg	graduate				
Conten	Its					
gital mo establis fields o methoo basics	edia to increas sh the compet of action; troub ds; possibilitie of graphical us	se the accessibili ences in the han bleshooting in the es and limitations ser interfaces; di	ssistive technologies ty of learning content dling of digital media e context of digital me s in the usage of digita sability-specific input cessing and spreadsh	for learners with VIE and assistive techn edia and technology al media and techno and output of data;	B; approaches and st ology of the different technology-support logies; screen reade	trategies to t pedagogica ted didactic r technology;
Intende	ed learning ou	tcomes				
			ne accessibility of digi ad people regarding th	ital documents; they		typical assi-
stive te able to recomm the use of funct derstar der tecl	echnologies for give learners nendation; the of assistive to tionality and c nd the basic fu hnology and a	r visually impaire and their surroun ey are able to pla echnology; they k ompatibility of te inctionality of a g re able to analys	ne accessibility of digi	ital documents; they neir functionality and ne choice of appropr ate individualised a lving typical challen ble to analyse respe e; they understand t ical application in a	are able to explain the demonstrate their unit demonstrate their unit demonstrate technology and nd group-oriented le ges regarding the est detive practical proble the functionality of the	typical assi- use; they are justify their sson units or tablishment ems; they un- he screen rea
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Summer Term 2025

(ECTS credits)

	le title				Abbreviation
Subje	ect-spec	ific didactics in the conte	ext of visual impairme	ent and blindness	06-B-FADI-VQ-232-m01
Modu	ule coord	linator		Module offered by	
holde	er of the	Chair of Special Educatio	n VI		lucation in the Context of Blind- on and Inclusive Education
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	
5	nume	erical grade		-	
Durat		Module level	Other prerequisites	;	
1 serr	nester	undergraduate			
Conte	ents		1		
condi on; sı port t cial fo stic e	itions; a pecific c he unde ocus on ducation	pproaches to support the oncepts for mathematics erstanding of scientific an vision; subject-specific d	acquisition of mathe in higher grades with d technical phenome idactics of foreign lar vision; concepts to su	ematical competence n a special focus on ena; special aspects nguage teaching; sp	rimary education under difficult es with primarily tactile orientati vision; didactic concepts to sup- of physical education with a spe ecial aspects of musical and arti nding of social interaction proce
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Module	title				Abbreviation	
Functio	nal vis	ion assessment			06-B-FSEH-VQ-232-m01	
Module			<u>, , , , , , , , , , , , , , , , , , , </u>	Module offered by		
holder	of the (Chair of Special Educatio	n VI		ucation in the Context of Blin n and Inclusive Education	d-
ECTS	Metho	od of grading	Only after succ. com	pl. of module(s)		
5		rical grade				
Duratio	n	Module level	Other prerequisites			
1 semes	ster	undergraduate				
Content	ts					
ergonor sual cha ment wi troducti deration ment; ro with vis CVI; psy Intende Student sion, co compre design, and jus sights in and usa derstan stify ba	mic pla aracter ith spe ion to t n of mu eading sual pe ychoso ed learn ts are a ontrast hensiv orient tify the nto a c age of a ad poss	cement for the improver of learning situations and cial consideration of vision he use of optical, electro ultiple visual impairment with a visual impairment reception in children; diag cial peculiarities in child hing outcomes able to apply test method and colour vision as well e way; they are able to contain ation possibilities and vision ir decisions in a theory-of ertificate; they are able to aids in a learning and evo- ible consequences and	nent of individual visu nd spaces; concepts f ual aspects; creation onic and non-electron s; possible psychoso it as well as aspects o gnostic principles with lren with CVI; childrer ds oriented to everyda l as behavioural obse reate study rooms with sual complexity with driven and practical m o give advice to learn eryday context and ju behavioural ways tha	ual performance; me for high accessibility of high accessibility ic aids; functional di cial developmental p of dual usage of writin th CVI; visual and cog with CVI and class/ any situations to deter ervations and assess th special attention th high accessibility an nanner; they are able ers with visual impa stify their results in a t indicate CVI; they a	nent, complexity reduction ar ethods for the analysis of the creation of the spatial enviro digital materials (for class); i iagnostic of vision with consi beculiarities with visual impa- ng; epidemiology of difficulti gnitive profiles of children with school; mine visual acuity, field of vi- ments and interpret them in to lighting, colour and contras- id consideration of impairme to transfer their diagnostic i irments considering the choi a pedagogical manner; they u are able to derive, execute an stic procedures in the context	vi- on- in- - iir- es :h i- a st nts n- ce un- d ju-
CVI.	5 (type, n	umber of weekly contact hours,	- language — if other than Ger	man)		
S (2) + S	S (2)					
		s essment (type, scope, langua le for bonus)	age — if other than German, e	examination offered — if no	t every semester, information on whet	her
-	examin	nination (approx. 60 mir ation of one candidate e bonus		ites)		
Allocati	ion of p	olaces				
Additio	nal inf	ormation				
Workloa	ad					
150 h						
Teachin	ng cycl	e				
Referre	d to in	LPO I (examination regulation	s for teaching-degree progra	mmes)		
§ 98a l § 107a l						
Special ped	lagogy in	the context of visual impair-	JMU Würzburg • generated 18	-Jun-2025 • exam. reg. data r	record MB k34 - - H 2024 page 13 ,	/ 16
ment and bl	lindness (2024)				

	e title				Abbreviation
Visual	impair	ment and blindness from	a medical perspectiv	ve	06-B-MEDI-V-212-m01
Modul	e coord	linator		Module offered by	,
holder	ofthe	Chair of Special Educatio	n VI		lucation in the Context of Blind- on and Inclusive Education
ECTS	Meth	od of grading	Only after succ. con	npl. of module(s)	
5	nume	rical grade			
Durati	on	Module level	Other prerequisites	i	
1 seme	ester	undergraduate			
Conter	nts				
of visu diagno flection	al impa ostic pro n of one	airment, especially in chil ocedures and diagnostic e's own diagnostic action	dhood and adolesce instruments; ophthal	nce; specific comm	ent of visual perception; causes on causes of visual impairment; letters and reports; critical self-re
Intend	ed lear	ning outcomes			
logical	proces	ses: they are able to trac	e the developmental		ure of the eye and related physio erception with regard to develop-
menta pairme	l visual ent in cl	impairments; they are al	ole to explain and eva ce in terms of their ca	process of visual pe aluate the main cau uses, symptoms an	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they
menta pairme are ab Course	l visual ent in cl le to rea es (type, r	impairments; they are al nildhood and adolescend	ole to explain and eva e in terms of their ca nological doctor's let	process of visual p aluate the main cau uses, symptoms an ters; they are famili	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they
menta pairme are abl Course V (2) +	l visual ent in cl le to rea es (type, r Ü (1)	impairments; they are al nildhood and adolescenc ad and evaluate ophthalr number of weekly contact hours,	ole to explain and eva te in terms of their ca nological doctor's let language — if other than Ger	process of visual process of visual process of visual probability aluate the main cau uses, symptoms and ters; they are famili rman)	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they ar with ways to research.
menta pairme are ab Course V (2) + Metho	l visual ent in cl le to rea es (type, 1 Ü (1) d of as	impairments; they are al nildhood and adolescenc ad and evaluate ophthalr number of weekly contact hours,	ole to explain and eva te in terms of their ca nological doctor's let language — if other than Ger	process of visual process of visual process of visual probability aluate the main cau uses, symptoms and ters; they are famili rman)	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they
menta pairme are ab Course V (2) + Metho module i 1) writt 2) port 3) oral	l visual ent in cl le to rea es (type, r Ü (1) d of ass is credital ten exa folio (a	impairments; they are all nildhood and adolescend ad and evaluate ophthalr number of weekly contact hours, sessment (type, scope, langua ole for bonus) mination (approx. 60 min pprox. 10 pages) or nation of one candidate e	ole to explain and eva te in terms of their ca nological doctor's let language — if other than Ger age — if other than German, nutes) or	process of visual process of visual process of visual process aluate the main cau uses, symptoms and ters; they are famili rman) examination offered — if n	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they ar with ways to research.
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menta pairme are abl Course V (2) + Metho module i 1) writt 2) port 3) oral credita Allocat Additio Worklo 150 h	l visual ent in cl le to rea es (type, 1 Ü (1) d of as: is credital ten exa folio (a examin able for tion of onal inf	impairments; they are al nildhood and adolescend ad and evaluate ophthalr number of weekly contact hours, sessment (type, scope, langua ble for bonus) mination (approx. 60 mir pprox. 10 pages) or nation of one candidate e bonus places	ole to explain and eva te in terms of their ca nological doctor's let language — if other than Ger age — if other than German, nutes) or	process of visual process of visual process of visual process aluate the main cau uses, symptoms and ters; they are famili rman) examination offered — if n	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they ar with ways to research.
menta pairme are abl Course V (2) + Metho module i 1) writt 2) port 3) oral credita Allocat Additio Teachi 	l visual ent in cl le to rea es (type, i Ü (1) d of as: is creditat is creditat	impairments; they are al nildhood and adolescend ad and evaluate ophthalr number of weekly contact hours, sessment (type, scope, langua ble for bonus) mination (approx. 60 mir pprox. 10 pages) or nation of one candidate e bonus places	ole to explain and eva te in terms of their ca nological doctor's let language — if other than Ger age — if other than German, nutes) or each (approx. 20 minu	process of visual process of visual praluate the main cau uses, symptoms and ters; they are famili rman) examination offered — if n utes)	erception with regard to develop- ses of blindness and visual im- d pedagogical implications; they ar with ways to research.

woodule	e title				Abbreviation	
Techno	ology in the context o	f visual im	pairment and blindn	ess	o6-B-ASTE-VQ-232	-m01
Module	e coordinator			Module offered by	/	
holder	of the Chair of Specia	l Educatio	on VI		ducation in the Conte on and Inclusive Edu	
ECTS	Method of grading		Only after succ. cor	npl. of module(s)		
5	numerical grade					
Duratio	on Module level		Other prerequisites	;		
1 seme	ster undergraduat	e				
Conten	its					
gital m establi fields c method basics	basic functionalities o edia to increase the a sh the competences i of action; troubleshoo ds; possibilities and l of graphical user inte impairments; basics o	ccessibilit n the hand ting in the imitations rfaces; dis	ty of learning content dling of digital media e context of digital me in the usage of digita sability-specific input	for learners with V and assistive tech edia and technology al media and techn and output of data	B; approaches and s nology of the differen y; technology-support ologies; screen reade	trategies to t pedagogica ted didactic er technology;
Intend	ed learning outcomes					
					y are able to explain t d demonstrate their i	
stive te able to recommended the use of func derstan der tec	dia and analyse and e echnologies for visual give learners and the mendation; they are a e of assistive technolo tionality and compati nd the basic functiona hnology and are able	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gu to analyse	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract	eir functionality an ne choice of approp ate individualised lving typical challe ble to analyse resp e; they understand ical application in a	d demonstrate their u riate technology and and group-oriented le nges regarding the es ective practical probl the functionality of tl	typical assi- use; they are justify their esson units or stablishment ems; they un- he screen rea
stive te able to recommended the use of func derstan der tec	echnologies for visual give learners and the mendation; they are a of assistive technolo tionality and compati nd the basic functiona hnology and are able	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gu to analyse	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract	eir functionality an ne choice of approp ate individualised lving typical challe ble to analyse resp e; they understand ical application in a	d demonstrate their u riate technology and and group-oriented le nges regarding the es ective practical probl the functionality of tl	typical assi- use; they are justify their esson units or stablishment ems; they un- he screen rea
stive te able to recommend of func derstan der tec Course S (2) + Metho	echnologies for visual give learners and the mendation; they are a of assistive technolo tionality and compati nd the basic functiona hnology and are able	ly impaired ir surroun ble to plar ogy; they k bility of te ality of a go to analyse ontact hours,	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract language — if other than Ge	eir functionality an ne choice of approp ate individualised a lving typical challe ble to analyse resp e; they understand ical application in a rman)	d demonstrate their u priate technology and and group-oriented le nges regarding the es ective practical probl the functionality of th a visually oriented ma	typical assi- use; they are justify their esson units or stablishment ems; they un- he screen rea anner.
stive te able to recommend of func derstan der tec Course S (2) + Methol 1) writt 2) port 3) oral	echnologies for visual give learners and the mendation; they are a of assistive technolo tionality and compati nd the basic functiona hnology and are able (type, number of weekly co Ü (1) d of assessment (type,	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gi to analyse ontact hours, scope, langua ox. 60 mir s) or	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract language — if other than Ge age — if other than German, nutes) or	eir functionality an ne choice of approp ate individualised a lving typical challe ble to analyse resp e; they understand ical application in a rman) examination offered — if	d demonstrate their u priate technology and and group-oriented le nges regarding the es ective practical probl the functionality of th a visually oriented ma	typical assi- use; they are justify their esson units or stablishment ems; they un- he screen rea anner.
stive te able to recommend the use of func derstand der tec Course S (2) + Methoo module is 1) writt 2) port 3) oral credita	echnologies for visual give learners and the mendation; they are a e of assistive technolo tionality and compati nd the basic functiona hnology and are able is (type, number of weekly co Ü (1) d of assessment (type, s creditable for bonus) en examination (appr folio (approx. 15 page examination of one ca	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gi to analyse ontact hours, scope, langua ox. 60 mir s) or	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract language — if other than Ge age — if other than German, nutes) or	eir functionality an ne choice of approp ate individualised a lving typical challe ble to analyse resp e; they understand ical application in a rman) examination offered — if	d demonstrate their u priate technology and and group-oriented le nges regarding the es ective practical probl the functionality of th a visually oriented ma	typical assi- use; they are justify their esson units or stablishment ems; they un- he screen rea anner.
stive te able to recommend the use of func derstand der tec Course S (2) + Methoo module is 1) writt 2) portt 3) oral credita Allocat	echnologies for visual give learners and the mendation; they are a e of assistive technolo tionality and compati nd the basic functiona hnology and are able (type, number of weekly co Ü (1) d of assessment (type, s creditable for bonus) en examination (appr folio (approx. 15 page examination of one co ble for bonus tion of places	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gi to analyse ontact hours, scope, langua ox. 60 mir s) or	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract language — if other than Ge age — if other than German, nutes) or	eir functionality an ne choice of approp ate individualised a lving typical challe ble to analyse resp e; they understand ical application in a rman) examination offered — if	d demonstrate their u priate technology and and group-oriented le nges regarding the es ective practical probl the functionality of th a visually oriented ma	typical assi- use; they are justify their esson units or stablishment ems; they un- he screen rea anner.
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stive te able to recommend the use of func derstan der tec Course S (2) + Methoo module is 1) writt 2) port 3) oral credita Allocat Worklo 150 h	echnologies for visual give learners and the mendation; they are a e of assistive technolo tionality and compati nd the basic functiona hnology and are able is (type, number of weekly co Ü (1) d of assessment (type, s creditable for bonus) en examination (appr folio (approx. 15 page examination of one ca ble for bonus tion of places	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gi to analyse ontact hours, scope, langua ox. 60 mir s) or	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract language — if other than Ge age — if other than German, nutes) or	eir functionality an ne choice of approp ate individualised a lving typical challe ble to analyse resp e; they understand ical application in a rman) examination offered — if	d demonstrate their u priate technology and and group-oriented le nges regarding the es ective practical probl the functionality of th a visually oriented ma	typical assi- use; they are justify their esson units or stablishment ems; they un he screen rea anner.
stive te able to recomm the use of func derstar der tec Course S (2) + Metho module is 1) writt 2) port 3) oral credita Allocat Additic 150 h Teachi	echnologies for visual give learners and the mendation; they are a e of assistive technolo tionality and compati nd the basic functiona hnology and are able (type, number of weekly co Ü (1) d of assessment (type, s creditable for bonus) en examination (appr folio (approx. 15 page examination of one ca ble for bonus tion of places	ly impaired ir surroun ble to plan ogy; they k bility of te ality of a gi to analyse ontact hours, scope, langua ox. 60 mir s) or	d people regarding th dings advice about th n, execute, and evalu now strategies for so chnologies and are a raphical user interfac e aspects of the pract language — if other than Ge age — if other than German, nutes) or	eir functionality an ne choice of approp ate individualised a lving typical challe ble to analyse resp e; they understand ical application in a rman) examination offered — if	d demonstrate their u priate technology and and group-oriented le nges regarding the es ective practical probl the functionality of th a visually oriented ma	typical assi- use; they are justify their esson units or stablishment ems; they un he screen rea anner.
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Winter Term 2025

(ECTS credits)