

Subdivided Module Catalogue for the Subject

Keine PO-STG-Zuordnung vorhanden

Responsible: JMU Würzburg

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.

The subject is divided into

Abbreviation	Module title	ECTS credits	Method of grading	page
Compulsory Courses (90 ECTS credits)				
General Remedial, Special and Inclusive Education (10 ECTS credits)				
o6-I-SoWi-202-m01	Special Education as a Science	5	NUM	55
o6-I-Soz-202-m01	Sociology of special needs education	5	NUM	56
Education for Visual Impairments and Related Sciences (30 ECTS credits)				
o6-B-EPBS-VQ-262-m01	Introduction to special pedagogy in the context of visual impairment and blindness	5	NUM	10
o6-B-MEDI-VQ-262-m01	Visual impairment and blindness from a medical perspective	5	NUM	14
o6-I-WiMe-202-m01	Introduction to the philosophy of science and methods	5	NUM	58
o6-B-SEHM-V-262-m01	Multiple disabilities including visual impairment	5	NUM	22
o6-B-TEIL-V-232-m01	Self-determination and participation	5	NUM	24
o6-B-AKTU-V-262-m01	Current discourses in the context of visual impairment and blindness	5	NUM	6
Didactics in the Special Needs Area of Vision (30 ECTS credits)				
o6-B-DIDI-VQ-262-m01	General didactics in the context of visual impairment and blindness	5	NUM	9
o6-B-PRAK-V-232-m01	Supervision of the internship in special education	5	NUM	21
o6-B-FADI-VQ-262-m01	Subject-specific didactics in the context of visual impairment and blindness	5	NUM	11
o6-B-OMOB-V-232-m01	Orientation and mobility	5	NUM	15
o6-B-AFF-V-232-m01	Independent living skills	5	NUM	5
o6-B-ASTE-VQ-232-m01	Technology in the context of visual impairment and blindness	5	NUM	7
Psychology in the Special Needs Area of Visual Impairment, including Diagnostic Impairment Assessment (20 ECTS credits)				
o6-I-Testth-202-m01	Introduction to psychometrics and standardized tests	5	NUM	57
o6-B-FSEH-VQ-262-m01	Functional vision assessment	5	NUM	12
o6-B-PB-V-232-m01	Pedagogical-psychological reporting and assessment	5	NUM	16
o6-I-SoBe-202-m01	Counseling in special needs education	5	NUM	54
Course-related Teaching Placement in Education for People with Special Educational Needs (5 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).				
o6-B-PRA-1-V-212-m01	Course-related internship 1 in special pedagogy in the context of visual impairment and blindness - major subject	2	B/NB	18
o6-B-PRA-2-V-212-m01	Course-related internship 2 in special pedagogy in the context of visual impairment or blindness - major subject	1	B/NB	19
o6-B-PRA-3-V-212-m01	Internship in special pedagogy in the context of visual impairment and blindness - major subject	2	B/NB	20
Additive Module (4 ECTS credits)				
Students studying for a teaching degree in special education must complete a "additives Modul". This module is offered by the respective studied special education subject. The module is grouped and the ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 4 LASPO (general academic and examination regulations for teaching-degree programmes).				
o6-B-DEPR-V-262-m01	Disability-related simulation as a lesson-planning strategy	4	B/NB	8
Freier Bereich (general as well as subject-specific electives)				
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 (vertieft) - 2026		page 3 / 58

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below.
Freier Bereich -- interdisciplinary: The interdisciplinary additional offer for a teaching degree can be found in the respective Annex "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt".

Education for People with Developmental and Intellectual Disabilities

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

o6-I-KJP-202-m01	Basic questions of child and adolescent psychiatry	5	NUM	51
o6-I-FB-Anw1-202-m01	Practice-related aspects in Special Education 1	2	B/NB	25
o6-I-FB-Anw2-202-m01	Practice-related aspects in Special Education 2	2	B/NB	26
o6-I-FB-Anw3-202-m01	Practice-related aspects in Special Education 3	3	B/NB	27
o6-I-FB-Anw4-202-m01	Practice-related aspects in Special Education 4	3	B/NB	28
o6-I-FB-Anw5-202-m01	Practice-related aspects in Special Education 5	5	B/NB	29
o6-I-FB-Anw6-202-m01	Practice-related aspects in Special Education 6	5	B/NB	30
o6-I-FB-Ber1-202-m01	Profession-related aspects in Special Education 1	2	B/NB	31
o6-I-FB-Ber2-202-m01	Profession-related aspects in Special Education 2	2	B/NB	32
o6-I-FB-Ber3-202-m01	Profession-related aspects in Special Education 3	3	B/NB	33
o6-I-FB-Ber4-202-m01	Profession-related aspects in Special Education 4	3	B/NB	34
o6-I-FB-Ber5-202-m01	Profession-related aspects in Special Education 5	5	B/NB	35
o6-I-FB-Ber6-202-m01	Profession-related aspects in Special Education 6	5	B/NB	36
o6-I-FB-For1-202-m01	Research-related aspects in Special Education 1	2	B/NB	37
o6-I-FB-For2-202-m01	Research-related aspects in Special Education 2	2	B/NB	38
o6-I-FB-For3-202-m01	Research-related aspects in Special Education 3	3	B/NB	39
o6-I-FB-For4-202-m01	Research-related aspects in Special Education 4	3	B/NB	40
o6-I-FB-For5-202-m01	Research-related aspects in Special Education 5	5	B/NB	41
o6-I-FB-For6-202-m01	Research-related aspects in Special Education 6	5	B/NB	42
o6-I-FB-Lws-MA-202-m01	Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups	4	B/NB	44
o6-I-FB-Lws-RSch-202-m01	Studyworkshop: Spelling education in heterogeneous learning groups	3	B/NB	46
o6-I-FB-Lws-SE-202-m01	Studyworkshop: Literacy development in heterogeneous learning groups	3	B/NB	47
o6-I-FB-Lws-SU-202-m01	Studyworkshop: Inquiry based education in science and social studies	4	B/NB	49
o6-I-Lws-202-m01	Studyworkshop	4	B/NB	53
o6-I-FB-Lws-Soft-202-m01	Studyworkshop: Software in special education	4	B/NB	48
o6-I-FB-Lws-OGl-202-m01	Studyworkshop: Open education and inclusive learning	5	B/NB	45
o6-I-FB-Lws-Gem-sU-202-m01	Studyworkshop: Inclusive learning in heterogeneous learning groups	5	B/NB	43
o6-Ik-Komp-202-m01	Intercultural competences	5	B/NB	52
o6-Ik-Hf-202-m01	Intercultural spheres of activities	5	B/NB	50

Hausarbeit (thesis) (10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). In accordance with the provisions of Section 29 LPO I, students studying for a teaching degree Sonderpädagogik may write this thesis in the subject they selected as sonderpädagogische Fachrichtung (special education specialization). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.

o6-B-HAUS-V-212-m01	Thesis in special pedagogy in the context of visual impairment and blindness - major subject	10	NUM	13
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Module title		Abbreviation
Independent living skills		o6-B-AFF-V-232-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		
Basic aspects of everyday practical abilities and skills as a pivotal guiding principle in the pedagogy of visual impairments and blindness; observation of the traditional pedagogical perspective on everyday practical abilities and skills from the perspective of disability studies; dealing with everyday discrimination, discrediting and intrusive actions; examination of traditional LPF approaches; approaches to creating disability-sensitive living spaces; (electronic) aids and assistive technologies in everyday practical contexts for private use in particular; comparative approaches and strategies in the areas of household managing and self supply; comparative approaches to the realisation of cultural participation particularly from the areas of leisure activities, gastronomy, and travel; people with visual impairments in media and film; self-portrayal of people with visual impairment on social media; examination of the perspective of visual impairment as a didactical instrument;		
Intended learning outcomes		
Students are able to identify and explain possible special challenges in the context of everyday practical abilities; they are able to analyse challenges of everyday life with visual impairment from the perspective of disability studies; they are able to recognise and appreciate precise individual strategies and broaden their didactic repertoire on this basis; they are able to plan individualised and group-oriented lessons on everyday practical skills and abilities and justify their decisions; they are able to explain the choice of aids in the everyday practical context in a person-centred way, introduce their use and justify their decisions.		
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 can be chosen to earn a bonus)		
1) portfolio (approx. 15 pages) or 2) 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		

Module title		Abbreviation
Current discourses in the context of visual impairment and blindness		o6-B-AKTU-V-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		
Repetition and consolidation of scientific ways of working and methods; pedagogical, didactic, and psychological developments and challenges of the pedagogy of visual impairments and blindness in the context of upbringing, education, work, leisure time, family, age, and society. Formulation, practice, and solution of complex tasks from the subject area; scientific supervision of the independent work of current topics from the subject area.		
Intended learning outcomes		
Students are able to adopt current questions and related discourses of pedagogy of visual impairments and blindness and their related sciences; they are able to prepare questions driven by theory and from the required distance and discuss them in a scientifically appropriate manner; they are familiar with the typical complex tasks of the subject area and the according strategies to solving them.		
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 can be chosen to earn a 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		o6-B-ASTE-VQ-232-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		
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 can be chosen to earn a 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		

Module title		Abbreviation
Disability-related simulation as a lesson-planning strategy		o6-B-DEPR-V-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)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Definition and aims of disability-related simulation; insider-outsider perspective; positive and negative aspects of disability-related simulation; representation and analysis of disability-related simulation in the media; disability-related simulation as teaching content; alternatives to disability-related simulation; analysis of teaching materials containing simulation elements; visual simulation and deprivation as a tool for lesson planning in visual impairment education; playful exercises in auditory vigilance; playful exercises in reconstructing complex visually dominated situations; blind tasting; deprivation in challenging and curious situations (examples: club, dirty rooms, strong wind, rain, large open spaces).		
Intended learning outcomes		
Students are able to evaluate simulation and deprivation with regard to their pedagogical benefit in a theory-based and distanced manner; they can document, evaluate and discuss their own experiences; they are able to plan and carry out simulation and deprivation exercises, taking into account relevant safety aspects; they are able to use simulation and deprivation as a tool for lesson planning.		
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 can be chosen to earn a bonus)		
1) portfolio (approx. 15 pages) or 2) 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		
120 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32		

Module title		Abbreviation
General didactics in the context of visual impairment and blindness		o6-B-DIDI-VQ-262-m01
Module coordinator		Module offered by
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blind- ness 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		
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).		
Intended learning outcomes		
Students are able to analyse and evaluate individualised teaching-learning concepts of the subject focus vision in a theory-driven manner; they are able to 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.		
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 can be chosen to earn a 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		
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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
Introduction to special pedagogy in the context of visual impairment and blindness			o6-B-EPBS-VQ-262-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			
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 can be chosen to earn a 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			
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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 § 107a I Nr. 1			

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			
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)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
1) portfolio (approx. 15 pages) 2) written examination (approx. 60 minutes) 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		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 Blind- ness 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 (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) 2) portfolio (approx. 20 pages) a) oral examination of one candidate each (approx. 10 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		
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Module title		Abbreviation
Thesis in special pedagogy in the context of visual impairment and blindness - major subject		o6-B-HAUS-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)
10	numerical grade	--
Duration	Module level	Other prerequisites
	undergraduate	--
Contents		
Students work on a topic independently related to special pedagogy in the context of visual impairment and blindness. The topic is chosen in consultation with the supervisor and the aim is to write a scientific thesis.		
Intended learning outcomes		
The students are able to familiarise themselves independently with a predetermined question regarding special pedagogy in the context of visual impairment and blindness and use literature relevant to the topic to answer the question. They apply the knowledge and methods they have gathered during the teaching degree programme. They are capable of representing the results of their work in written form according to scientific standards.		
Courses (type, number of weekly contact hours, language — if other than German)		
No courses assigned to module		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
term paper as specified in Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 50 pages) Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)		
Allocation of places		
--		
Additional information		
--		
Workload		
300 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 29		

Module title			Abbreviation
Visual impairment and blindness from a medical perspective			o6-B-MEDI-VQ-262-mo1
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 can be chosen to earn a 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			

Module title		Abbreviation
Orientation and mobility		o6-B-OMOB-V-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		
Basic aspects of orientation and mobility in the case of visual impairment and blindness (VIB); spatial perception under difficult conditions; body protection techniques; slide technique; lesson planning with special consideration of relevant safety aspects; tactile maps; search techniques; strategies for orientation in known/unknown, closed and open spaces; concrete mobility techniques such as long cane techniques, strategies for crossing streets, etc.; (electronic) aids; didactic approaches to the planning, implementation and documentation of teaching units in orientation and mobility; aspects of structural and spatial accessibility.		
Intended learning outcomes		
Students understand the particular importance of self-determined orientation and mobility in realizing participation; they can identify and explain possible special challenges for people with VIB in specific spatial settings; they are able to analyse and evaluate specific orientation and mobility situations of people with VIB; they can plan individualised and group-oriented lessons in orientation and mobility with special consideration of relevant safety aspects and justify their decisions; they are able to simulate, analyse and evaluate planned lessons in intervention simulations.		
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 can be chosen to earn a bonus)		
1) portfolio (approx. 15 pages) or 2) 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. 3		

Module title		Abbreviation
Pedagogical-psychological reporting and assessment		o6-B-PB-V-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		
Social and school law framework conditions in educational assessment; basics of the procedure in the social law context; construction basics of justifications and statements in the context of education and occupation; contents of ophthalmological findings and diagnoses as a starting point for the preparation of an educational assessment; test procedures of visual perception for different age groups; Test procedures and adaptation possibilities for the assessment of the sensory, motor, verbal or emotional situation as well as the assessment of the spatial awareness and intelligence of visually impaired persons; criteria and structural model for the preparatory advisory assessment; assessment in the case of special educational needs; compensation for disadvantages in school and studies; differentiation of goals; assessment as a recommendation for a certain type of school; statement and assessment in the context of the provision of auxiliary aids; statement and assessment in the context of auxiliary services and benefits for participation in working life; educational assessment and achievement testing in the classroom; learning progress diagnostics; critical reflection diagnostic intervention and diagnostic practice.		
Intended learning outcomes		
Students understand the relevant social and school law frameworks and can cite them appropriately; they can evaluate assessments and reconstruct the argumentation structure; they can draft and justify an effective system for a diagnostic process; they can analyse ophthalmological diagnostic reports and assessments; they can perform simple tests methods for visual perception in different age groups and analyse the results; They can evaluate and apply basic standardised and qualitative test procedures to characterise the sensory, motor, verbal or emotional situation of visually impaired learners; They can describe and apply possibilities and limitations of intelligence diagnostics; they can process diagnostic assessment data; they can make recommendations in accordance with individual learning and educational goals for a specific school form, special educational needs and disadvantage compensation; they can write and evaluate assessments on the effectiveness, efficiency and necessity of services for participation; they can explain the results of the educational assessment to the person being assessed, teachers, parents, etc. they can recommend, explain and justify a course of action based on the assessment; they can draft an educational plan based on the assessment; they can adapt test procedures in the context of visual impairments and advise professionals; they can explain the theoretical basis of specific test methods; they can analyse the use of test methods in the context of visual impairments in terms of their validity.		
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 can be chosen to earn a bonus)		
1) portfolio (approx. 10 pages) or 2) preparing an assessment of special educational need (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload
150 h
Teaching cycle
--
Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 98a I Nr. 4

Module title		Abbreviation
Course-related internship 1 in special pedagogy in the context of visual impairment and blindness - major subject		o6-B-PRA-1-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)
2	(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 can be chosen to earn a bonus)		
Proof of having completed placement (1 to 2 pages) Contents and duration of placement as specified in Section 93 I Nr. 5 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 93 I Nr. 5 LPO I in accordance with placement school.		
Allocation of places		
--		
Additional information		
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Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 5		

Module title		Abbreviation
Course-related internship 2 in special pedagogy in the context of visual impairment or blindness - major subject		o6-B-PRA-2-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)
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 can be chosen to earn a bonus)		
Proof of having completed placement (1 to 2 pages) Contents and duration of placement as specified in Section 93 I Nr. 5 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 93 I Nr. 5 LPO I in accordance with placement school.		
Allocation of places		
--		
Additional information		
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Workload		
30 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 5		

Module title		Abbreviation
Internship in special pedagogy in the context of visual impairment and blindness - major subject		o6-B-PRA-3-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)
2	(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 can be chosen to earn a bonus)		
Proof of having completed placement (1 to 2 pages) Contents and duration of placement as specified in Section 93 I Nr. 4 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 93 I Nr. 4 LPO I in accordance with placement school.		
Allocation of places		
--		
Additional information		
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Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 4		

Module title		Abbreviation
Supervision of the internship in special education		o6-B-PRAK-V-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		
Theory of the school and the foundations of the school system; structured planning, implementation and analysis of teaching with a special focus on vision; determining teaching content, didactically reducing and didactically analysing it; formulating learning objectives and competences; reflected use of methods, media and aids; exploration and analysis of the working field by observing and co-designing lessons and special pedagogical support offers; reflection of observed and own teaching actions; importance and development of the own teacher personality in the context of the profession-specific requirements; reflection of personal profession-related values and attitudes.		
Intended learning outcomes		
Students are able to plan subject-specific teaching units, prepare and justify their planning in a comprehensible manner and document their own teaching activities; they can demonstrate the pedagogical benefit of their actions and relate them to the general educational aspirations of all learners; they can observe and analyse basic concepts of upbringing, education, socialisation and learning in the practical field of action as well as reflect on and document them in a theory-based manner; they can justify their choice of profession in a reflective manner; they can identify their pedagogical convictions and attitudes and discuss them in the context of professional habitual thought patterns and practices.		
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 can be chosen to earn a bonus)		
1) portfolio (approx. 15 pages) or 2) 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. 3		

Module title		Abbreviation
Multiple disabilities including visual impairment		o6-B-SEHM-V-262-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		
Characterisation of the target group people with multiple disabilities with visual impairments; diagnostic challenges in case of multiple disabilities with visual impairments; concepts and methods of early intervention for people with multiple disabilities with visual impairments; construction of the living environment; basal stimulation as a concept for educational, nursing and therapeutic work for people with multiple disabilities with visual impairments; active learning and spatial experience; concepts for initiating and promoting of basal communication; Augmentative and Alternative Communication in case of multiple disabilities with visual impairment; considerations on the implementation of general school standards, beyond the practice of living techniques as a guiding principle; concepts to promote movement and support mobility in familiar and unfamiliar spaces; concepts and aids to increase the possibilities for action in coping with daily living tasks with special consideration of multiple disabilities with visual impairment; basic nursing knowledge (preservation of dignity and autonomy, basic care; secretion management, help with food intake, help with excretion, mobilisation and positioning, etc.); Multi-Sensory Impairment and deafblindness as an independent educational quality; history of deafblindness in Germany and the world; personal and developmental implications of Multi-Sensory Impairments; basics of communication and possibilities of communication in Multi-Sensory Impairment and deafblindness; approaches to support language acquisition in deafblindness.		
Intended learning outcomes		
Students are able to explain the different phenomena of multiple disabilities with visual impairments in a medically oriented way and to link them to basic pedagogical implications; they are able to plan sessions for early intervention and to justify their decisions in a theory-based way; they are able to assess individual conditions of perception and to design, implement, evaluate and document individualized pedagogical measures based on this; they are able to explain strategies for initiating and realising communication, daily living activities and movement under the condition of multiple disabilities with visual impairment; they know specific strategies for initiating and realising communication for deaf-blind people; they know specific approaches for Augmentative and Alternative Communication for people with multiple disabilities with visual impairment.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + Ü (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a 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		
--		
Additional information		
--		
Workload		
150 h		

Teaching cycle
--
Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 98a I Nr. 2

Module title		Abbreviation
Self-determination and participation		o6-B-TEIL-V-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		
Accessibility and Universal Design; legal and political parameters for the realisation of scholastic, professional, social and cultural participation; concepts for the support of career orientation and transition into employment; - basics of profession-related rehabilitation with special consideration of people with acquired VIB; approaches to individualised leisure activities with VIB (sports, music, art, travel, reading, etc.); disability studies in the context of VIB; VIB and visual culture; disabled identity; intersectional approaches between disability, gender, migration and sexual orientation from the perspective of VIB.		
Intended learning outcomes		
Students are able to explain the process of emancipation of disabled people within the civil rights movement and establish interdisciplinary connections to the reference sciences; they can give sound advice to visually impaired people on their career orientation and justify their recommendations; they are able to explain and compare possibilities for profession-related rehabilitation; they know differentiated possibilities for leisure activities; they can advise people with VIB on leisure activities and point out possibilities for initiation; they appreciate disability and impairment in their situational complexity and link them in a theory-based way to approaches of disability studies.		
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 can be chosen to earn a 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		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 98a I Nr. 2		

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 can be chosen to earn a 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-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 can be chosen to earn a 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-I-FB-Anw3-202-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 can be chosen to earn a 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-I-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 can be chosen to earn a 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-I-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 can be chosen to earn a 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-I-FB-Anw6-202-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 can be chosen to earn a 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-I-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 can be chosen to earn a 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-I-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 can be chosen to earn a bonus)		
1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
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Additional information		
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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 can be chosen to earn a 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 can be chosen to earn a bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
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Additional information		
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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-I-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 can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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-I-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 can be chosen to earn a 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		
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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 can be chosen to earn a 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-I-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 can be chosen to earn a 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 can be chosen to earn a 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		o6-l-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 can be chosen to earn a bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
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Additional information		
--		
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 can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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-I-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 can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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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-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		
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 can be chosen to earn a 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		
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Additional information		
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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-I-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 can be chosen to earn a 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		
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Additional information		
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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-I-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 can be chosen to earn a 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		
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Additional information		
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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: Spelling education in heterogeneous learning groups		o6-I-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 can be chosen to earn a bonus)		
1) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 2) written examination (approx. 45 minutes) or 3) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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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-I-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 can be chosen to earn a 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		
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Additional information		
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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: Software in special education		o6-I-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 can be chosen to earn a 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		
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Additional information		
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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: Inquiry based education in science and social studies		o6-I-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 can be chosen to earn a 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
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 can be chosen to earn a bonus)		
1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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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
Basic questions of child and adolescent psychiatry		o6-I-KJP-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	numerical grade	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Principles and fundamental questions of child and adolescent psychiatry as well as psychotherapy; psychopharmacotherapy; ADHD; tic disorder & ADHD II; conduct disorder and addiction; depression and bipolar disorders; suicide, attempted suicide and self-injuring behaviour; personality disorders; dyslexia, dyscalculia, speech and motor development disorders; eating disorders; compulsion; anxiety disorders; dissociative and somatoform disorders; posttraumatic stress disorder, acute stress disorder, adaptive disorder; autism; mental disability; epilepsy and organic brain syndrome; psychoses; elimination disorders; sexual abuse and assessment of credibility; deprivation, attachment disorders and assessment of child access and custody.		
Intended learning outcomes		
The students acquire knowledge of epidemiology, aetiology, diagnosis, therapy and prognosis of mental disorders in childhood and adolescence. They know theories on the development of mental disorders in childhood and adolescence, they are able to identify these disorders and to adequately deal with them in class and in their future occupational field and can set up an appropriate therapy if necessary.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 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)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 100 I Nr. 1		

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 can be chosen to earn a bonus)		
1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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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
Studyworkshop		o6-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 can be chosen to earn a 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		
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Additional information		
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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
Counseling in special needs education		o6-I-SoBe-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Communication theories, interaction and group dynamics, psychological basics of special educational counseling, elements of conversation techniques, counselling and cooperation, elements of conversation techniques when talking to people that have difficulties with verbal expression, collegial counselling and supervision, counselling concepts (e.g. cooperative, solution-oriented, psychology of learning, systemic ...), methods of cooperation, counselling in crisis situations, counselling in the course of education and life planning.		
Intended learning outcomes		
The students know basic aspects of human communication, conversation techniques, counselling and cooperation between the participants in the process of education and support, also especially regarding people that have difficulties with verbal expression. They acquire action and conversation competencies and are able to apply and observe conversation techniques, analyse conversation and counselling situations and develop proposals for continuation. They become acquainted with strategies to facilitate individual education and life planning and to overcome crisis situations of pedagogical importance.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) portfolio (approx. 10 pages) or c) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 2 § 98a I Nr. 4 § 99 I Nr. 4 § 100 I Nr. 2		

Module title		Abbreviation
Special Education as a Science		o6-I-SoWi-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
History, theories, institutions and subareas of Special Education, including Inclusion. Overview of the manifold and complex fields of action of Special Education in preschool, school and school age and adulthood.		
Intended learning outcomes		
Theoretical knowledge of the whole field of Special Education in an overview. Knowledge of Special Education practice on all levels.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 96 I Nr. 1 § 98a I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Sociology of special needs education		o6-l-Soz-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
2.2.1 Sociology of special needs education (o6-l-Soz-221) (e.g. social differentiation of society (e.g. milieus and lifestyle groups), individual and group (e.g. the results of research on attitude, peer pressure and compliance, prejudices and stereotypes)) 2.2.2 Sociological questions of special needs education (o6-l-Soz-222) (e.g. interaction in and between groups with impaired and not impaired people (also in relation to current political topics))		
Intended learning outcomes		
• Knowledge of central theories, terminology, practical methods and techniques of sociology as a reference sciences of special needs education; • Understanding of structures and connections within communities and living spaces of disabled and not disabled people; • Extension of the own view of disability / impairment and developing a position of heterogeneity / integration and inclusion; • into the research of living together in a society or in a community.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 96 I Nr. 1 § 97 I Nr. 4 § 98a I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Introduction to psychometrics and standardized tests		o6-I-Testth-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Basis of diagnostics in Special Education, psychological diagnostics, basics of statistics, quality criteria of (quantitative) investigation and their importance, differentiated diagnostics in Special Education, intelligence theory, diagnostics of school achievement		
Intended learning outcomes		
The students know the basics of diagnostics in Special Education, psychological diagnostics, its statistical basis and the quality criteria of (quantitative) investigation. They acquire knowledge about differentiated special education diagnostics, intelligence theory and the diagnostic of school achievement. They learn to reflect their diagnostic approach in Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 4 § 99 I Nr. 2 § 100 I Nr. 4		

Module title		Abbreviation
Introduction to the philosophy of science and methods		o6-I-WiMe-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Special Education as an academic discipline; subject and purpose of science and scientificity; theory and theory building; scientific methods and systems; central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as basics, methodology and principles of scientific work in research and practice -- also based on specific problems and topics of special educational theory, empirical research and practice.		
Intended learning outcomes		
Students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects (methodological, social and self-competence).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 2 § 98a I Nr. 2 § 100 I Nr. 1		