

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:

SPO+ASPO2015

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

??-???-2024 (2024-??)

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 (40 ECTS credits) | | | | |
| o6-B-EPBS-VQ-232-m01 | Introduction to special pedagogy in the context of visual impairment and blindness | 5 | NUM | 9 |
| o6-B-MEDI-V-212-m01 | Visual impairment and blindness from a medical perspective | 5 | NUM | 14 |
| o6-B-DIDI-VQ-232-m01 | General didactics in the context of visual impairment and blindness | 5 | NUM | 7 |
| o6-B-FADI-VQ-232-m01 | Subject-specific didactics in the context of visual impairment and blindness | 5 | NUM | 10 |
| o6-B-OMOB-V-232-m01 | Orientation and mobility | 5 | NUM | 15 |
| o6-B-AFF-V-232-m01 | Independent living skills | 5 | NUM | 4 |
| o6-B-ASTE-VQ-232-m01 | Technology in the context of visual impairment and blindness | 5 | NUM | 5 |
| o6-B-FSEH-VQ-232-m01 | Functional vision assessment | 5 | NUM | 12 |

| | | |
|---|--------------------------|---|
| 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 | | |
| 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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 98a I Nr. 3 | | |
| Module appears in | | |
| First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023) | | |

| | | |
|---|--|---|
| Module title | | Abbreviation |
| Technology in the context of visual impairment and blindness | | o6-B-ASTE-VQ-232-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | |
| 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 | | |
| -- | | |
| Additional information | | |
| -- | | |
| Workload | | |
| 150 h | | |
| Teaching cycle | | |
| -- | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | |
| § 98a I Nr. 3 § 107a I Nr. 2 | | |
| Module appears in | | |
| (2024) | JMU Würzburg • generated 30-Mär-2024 • exam. reg. data record Zusatzstudium Zusatzqualifizierung inklusive Pädagogik bei Sehbeeinträchtigungen für Lehrkräfte an Förder-, allgemeinbildenden oder beruflichen Schulen - 2024 | page 5 / 15 |

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023)
First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2023)
Module studies (Bachelor) Special pedagogy in the context of visual impairment and blindness (2024)

| Module title | | Abbreviation |
|--|--|--------------------------------------|
| General didactics in the context of visual impairment and blindness | | o6-B-DIDI-VQ-232-m01 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| 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. 45 minutes) and practical examination (15 to 30 minutes) or 2) oral examination of one candidate each (approx. 20 minutes) and practical examination (15 to 30 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 § 107a I Nr. 2 | | |
| Module appears in | | |
| First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023) | | |
| (2024) | JMU Würzburg • generated 30-Mär-2024 • exam. reg. data record Zusatzstudium Zusatzqualifizierung inklusive Pädagogik bei Sehbeeinträchtigungen für Lehrkräfte an Förder-, allgemeinbildenden oder beruflichen Schulen - 2024 | page 7 / 15 |

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2023)
Bachelor's degree (2 majors) Special Education (2023)

| Module title | | | Abbreviation |
|--|---|--------------------------------------|----------------------|
| Introduction to special pedagogy in the context of visual impairment and blindness | | | o6-B-EPBS-VQ-232-m01 |
| Module coordinator | | Module offered by | |
| holder of the Chair of Special Education VI | | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) | |
| 5 | numerical grade | -- | |
| Duration | Module level | Other prerequisites | |
| 1 semester | undergraduate | -- | |
| Contents | | | |
| 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 political-ly; 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 dif-ferences; they know important pedagogical fields of action of the subject area; they are able to name and com-pare 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-li-ke 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 seme-ster, information on whether module can be chosen to earn a bonus) | | | |
| written examination (approx. 45 minutes) and practical examination (15 to 30 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 appears in | | | |
| First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual im-pairment and blindness (2023) First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual im-pairment and blindness (Minor, 2023) Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2023) Bachelor's degree (2 majors) Special Education (2023) | | | |
| (2024) | JMU Würzburg • generated 30-Mär-2024 • exam. reg. data record Zusatzstudi-um Zusatzqualifizierung inklusive Pädagogik bei Sehbeeinträchtigungen für Lehrkräfte an Förder-, allgemeinbildenden oder beruflichen Schulen - 2024 | | page 9 / 15 |

| Module title | | | Abbreviation |
|---|--|--------------------------------------|----------------------|
| Subject-specific didactics in the context of visual impairment and blindness | | | o6-B-FADI-VQ-232-mo1 |
| Module coordinator | | Module offered by | |
| holder of the Chair of Special Education VI | | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) | |
| 5 | numerical grade | -- | |
| Duration | Module level | Other prerequisites | |
| 1 semester | undergraduate | -- | |
| Contents | | | |
| Basics of the acquisition of mathematical competences under difficult conditions; educational standards and basic mathematical education with a special focus on vision; approaches to the promotion of mathematical precursor skills with visual impairments; qualitative diagnostical methods for the assessment of arithmetic difficulties; didactic concepts for the development of mathematical competences in primary education under difficult conditions; approaches to support the acquisition of mathematical competences with primarily tactile orientation; specific concepts for mathematics in higher grades with a special focus on vision; didactic concepts to support the understanding of scientific and technical phenomena; special aspects of physical education with a special focus on vision; subject-specific didactics of foreign language teaching; special aspects of musical and artistic education with a special focus on vision; concepts to support the understanding of social interaction processes; Braille in the subject-specific context. | | | |
| Intended learning outcomes | | | |
| Students are able to qualitatively identify and document difficult learning conditions in the acquisition of mathematical competence; they are able to plan and justify individualised learning offers to support basic mathematical education; they know strategies to overcome typical subject-related aversions in mathematic class; they are able to plan and evaluate the use of tactile models, verbalisations, sound records, etc. and develop fitting work environments; they know basic subject-didactic approaches in scientific-technical teaching, physical education, foreign languages, musical-artistic teaching as well as social interaction processes. | | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | | |
| S (2) + S (1) + Ü (1) | | | |
| Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus) | | | |
| 1) portfolio (approx. 15 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus | | | |
| Allocation of places | | | |
| -- | | | |
| Additional information | | | |
| -- | | | |
| Workload | | | |
| 150 h | | | |
| Teaching cycle | | | |
| -- | | | |
| Referred to in LPO I (examination regulations for teaching-degree programmes) | | | |
| § 98a I Nr. 3 § 107a I Nr. 2 | | | |
| Module appears in | | | |
| First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023) | | | |
| (2024) | JMU Würzburg • generated 30-Mär-2024 • exam. reg. data record Zusatzstudium Zusatzqualifizierung inklusive Pädagogik bei Sehbeeinträchtigungen für Lehrkräfte an Förder-, allgemeinbildenden oder beruflichen Schulen - 2024 | | page 10 / 15 |

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2023)

Module studies (Bachelor) Special pedagogy in the context of visual impairment and blindness (2024)

| | | |
|--|--|---|
| Module title | | Abbreviation |
| Functional vision assessment | | o6-B-FSEH-VQ-232-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Diagnostics of functional vision; magnification, illumination, contrast enhancement, complexity reduction and ergonomic placement for the improvement of individual visual performance; methods for the analysis of the visual character of learning situations and spaces; concepts for high accessibility creation of the spatial environment with special consideration of visual aspects; creation of high accessibility digital materials (for class); introduction to the use of optical, electronic and non-electronic aids; functional diagnostic of vision with consideration of multiple visual impairments; possible psychosocial developmental peculiarities with visual impairment; reading with a visual impairment as well as aspects of dual usage of writing; epidemiology of difficulties with visual perception in children; diagnostic principles with CVI; visual and cognitive profiles of children with CVI; psychosocial peculiarities in children with CVI; children with CVI and class/school; | | |
| Intended learning outcomes | | |
| Students are able to apply test methods oriented to everyday situations to determine visual acuity, field of vision, contrast and colour vision as well as behavioural observations and assessments and interpret them in a comprehensive way; they are able to create study rooms with special attention to lighting, colour and contrast design, orientation possibilities and visual complexity with high accessibility and consideration of impairments and justify their decisions in a theory-driven and practical manner; they are able to transfer their diagnostic insights into a certificate; they are able to give advice to learners with visual impairments considering the choice and usage of aids in a learning and everyday context and justify their results in a pedagogical manner; they understand possible consequences and behavioural ways that indicate CVI; they are able to derive, execute and justify basic pedagogical measures in the context of CVI; they know basic diagnostic procedures in the context of CVI. | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| S (2) + S (2) | | |
| Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus) | | |
| 1) written examination (approx. 60 minutes) or 2) oral examination of one candidate each (approx. 20 minutes) creditable of 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. 4 § 107a I Nr. 1 | | |
| Module appears in | | |
| | | |
| (2024) | JMU Würzburg • generated 30-Mär-2024 • exam. reg. data record Zusatzstudium Zusatzqualifizierung inklusive Pädagogik bei Sehbeeinträchtigungen für Lehrkräfte an Förder-, allgemeinbildenden oder beruflichen Schulen - 2024 | page 12 / 15 |

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023)
First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2023)
Bachelor's degree (2 majors) Special Education (2023)
Module studies (Bachelor) Special pedagogy in the context of visual impairment and blindness (2024)

| | | |
|--|--------------------------|---|
| Module title | | Abbreviation |
| Visual impairment and blindness from a medical perspective | | o6-B-MEDI-V-212-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| Physical basics of light and colour perception; basics of optics and refraction; basic concepts of ophthalmology; anatomical structure of the eye and related physiological processes; development of visual perception; causes of visual impairment, especially in childhood and adolescence; specific common causes of visual impairment; diagnostic procedures and diagnostic instruments; ophthalmological medical letters and reports; critical self-reflection of one's own diagnostic actions. | | |
| Intended learning outcomes | | |
| Students are able to explain basic connections on the subjects of light and colours; they can justify and explain the effect of light-breaking media; they have comprehensive orientation knowledge in ophthalmology relevant to their specialisation; they are able to recite and explain the anatomical structure of the eye and related physiological processes; they are able to trace the developmental process of visual perception with regard to developmental visual impairments; they are able to explain and evaluate the main causes of blindness and visual impairment in childhood and adolescence in terms of their causes, symptoms and pedagogical implications; they are able to read and evaluate ophthalmological doctor's letters; they are familiar with ways to research. | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| V (2) + Ü (1) | | |
| Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module 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 appears in | | |
| First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2021) First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023) Module studies (Bachelor) Special pedagogy in the context of visual impairment and blindness (2024) | | |

| Module title | | Abbreviation |
|---|-------------------|--------------------------------------|
| Orientation and mobility | | o6-B-OMOB-V-232-mo1 |
| Module coordinator | | Module offered by |
| holder of the Chair of Special Education VI | | |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 5 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| 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 appears in | | |
| First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023) | | |