

Please note that only the German version of the modules is official and legally binding. The English version is for informative purposes only.

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03-MA-IPE-G1	Including Education	1 st sem.	8 CP
Module	Including Education		
Module code	03-MA-IPE-G1		
Faculty/Subject/ Department	FB03/Education Sciences/Institute for Curative and Special Education		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> gain knowledge of pedagogical theory and concepts of pedagogical methods which are targeted toward meeting the needs of mixed learning groups in both in-school and out-of-school contexts. Students will also consider questions in relation to setting objectives, and to methodical and organisational approaches, gain skills in implementing and evaluating concepts and models of inclusive education. 		
Module content	<ul style="list-style-type: none"> Heterogeneity as a challenge in pluralistic societies Inclusive education theory Inclusive education research General pedagogical and special education skills in learning groups with mixed demographics Implementation and evaluation of concepts and models of inclusive education 		
Form(s) of instruction	G 1.1 Lecture G 1.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	240 hours = 8 ECTS credits		
Consisting of: A Courses	G 1.1 Lecture	G 1.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	40	40	
B Autonomous work	50	50	
Method(s) of assessment	<p>G 1.1: Short written examinations (the number of examinations and their length will be discussed at the start of the course). The mark for the lecture portion of the module will be the average of the marks received in the short examinations.</p> <p>G 1.2: Written assignment The module-components must be individually passed.</p> <p><u>Module-component retake examination:</u> Students may retake any failed module-component examination and may submit a revised version of a failed written assignment within 14 days.</p> <p><u>Module retake examination:</u> 30-minute oral examination covering content from the entire module.</p>		
Final mark	G 1.1: 50% G 1.2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the winter semester; Duration: 1 semester		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

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03-MA-IPE-G2	Teaching and Learning in Heterogeneous Groups	1 st - 2 nd sem.	8 CP
Module	Teaching and Learning in Heterogeneous Groups		
Module code	03-MA-IPE-G2		
Faculty/Subject/ Department	FB03/Education Sciences/School Pedagogy and Didactics in the Social Sciences		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st and 2 nd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be familiar with forms of heterogeneity in learning groups and in the classroom, • receive an overview of fundamental questions of didactic concepts and methods, • recognise heterogeneity as a necessity and opportunity when structuring learning processes, • be familiar with and learn to evaluate concepts and approaches to organising different methods of instruction, • develop their own concepts and approaches for use in teaching, and be able to evaluate their success, • rate curricula and teaching materials for their effectiveness in creating heterogeneity in the classroom. 		
Module content	<ul style="list-style-type: none"> • Studies on diversity education • Sociological and pedagogical research on heterogeneity • Pedagogical approaches to describing and evaluating heterogeneity • Approaches to creating heterogeneity in the classroom and to using it as a teaching resource • Theory of teaching and learning accompanied by practical demonstrations • Theory of and practice in analysing curricula and teaching materials • Didactic theory 		
Form(s) of instruction	Lecture and seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	240 hours = 8 ECTS credits		
Consisting of: A Courses	G 2.1 Lecture	G 2.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	40	40	
B Autonomous work	50	50	
Method(s) of assessment	<p>G 2.1: Written examination (90 minutes) G 2.2: Written assignment</p> <p>The module-components must be individually passed.</p> <p><u>Module-component retake examination:</u> Students may retake a failed module-component examination and may submit a revised version of a failed written assignment within 14 days. The mark for the module-component examinations will be the average of the marks from both attempts at the examination.</p> <p><u>Module retake examination:</u> 30-minute oral examination covering content from the entire module.</p>		
Final mark	<p>G 2.1: 50% G 2.2: 50%</p>		
Frequency, Duration in Semesters	<p>Annually; Duration: 2 semesters</p>		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

03-MA-IPE-G3		Counselling	1 st -3 rd sem.	12 CP
Module	Counselling			
Module code	03-MA-IPE-G3			
Faculty/Subject/Department	FB03/Education Sciences /School Pedagogy			
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st – 3 rd semester			
Module coordinator	cf. German version			
Prerequisites	None			
Learning outcomes	Students will: <ul style="list-style-type: none"> • be familiar with the structure and academic backgrounds of different concepts in counselling, • be familiar with approaches in social counselling. They will gain some experience using these approaches and can reflect on them through practical counselling exercises, • be familiar with studies on the requirements, offerings and evaluation of counselling and various concepts of counselling; reflect critically upon those studies and can develop their own questions for academic study. 			
Module content	<ul style="list-style-type: none"> • Working with different counselling concepts and techniques, as well as their theoretical foundations • Reflection on test exercises in discussion and counselling within selected instances and topic areas (group/team counselling, parental counselling, school counselling, educational counselling, specialist counselling) • Institutional, organisational and legal conditions, challenges and central topics in counselling in different pedagogical areas • Working on the research topic of counselling by engaging with research methods and results concerning counselling and from independent research • Participation in the module “Research Studies” 			
Form(s) of instruction	3 Seminars, including a research workshop and block of courses over 3 semesters			
Method of assessment	Module-component examinations			
Total workload in hours/credit points	360 hours = 12 ECTS credits			
Consisting of: A Courses	G 3.1 Seminar	G 3.2 Seminar	G 3.3 Seminar	
Aa Contact hours	30	30	30	
Ab Preparation/revision	50	50	50	
B Autonomous work	40	40	40	
Method(s) of assessment	G 3.1: Work on a topic through group puzzles, short presentations and a written assignment G 3.2: Presentations, survey, poster presentation with written component G 3.3: Work on a research question and carrying out of a study in small groups (research work, report) <u>Module-component retake examination:</u> The module-components must be individually passed. If a module component is failed, students may take a 15-minute retake oral examination. The mark for the respective module component will be the average of the marks from both attempts at the examination. <u>Module retake examination:</u> 30-minute oral examination.			
Final mark	G 3.1: 33%, G 3.2: 33%, G 3.3: 33%			
Frequency, Duration in Semesters	Annually; Duration: 3 semesters			
Intake capacity	30			
Language of instruction	German			

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

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Please note that only the German version of the modules is official and legally binding. The English version is for informative purposes only.

03-MA-IPE-G4	Empirical Research Methods	2 nd – 3 rd sem.	8 CP
Module	Empirical Research Methods		
Module code	03-MA-IPE-G4		
Faculty/Subject/ Department	FB03/Education Sciences/School Pedagogy		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 2 nd and 3 rd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be familiar with qualitative and quantitative research methods and have the ability to apply them in respect to their selected topic areas, to research studies and their dissertation, • understand and evaluate various research approaches and research projects, • gain knowledge of and skills in applying research methods to their preparations for their own research projects. 		
Module content	<p>In the course, students will:</p> <ul style="list-style-type: none"> • develop and operationalize academic inquiries • plan and form a basis for research design • recognise the relation of questions, theoretical relevance, and choice of method • apply quantitative methods to research (for example: creating and organising results from questionnaires using statistical analysis) • become familiar with qualitative methods of research (e.g. observation, interviewing children, experimental techniques, group discussion, journaling methods, etc.) • put into use several examples of methods of acquiring data • discuss methods of analysing results, assess the scope of the method, debate problems of practical approaches to carrying out research, etc. • use computer programming to analyse data 		
Form(s) of instruction	2 seminars; A and B (2 hours/week each)		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	240 hours = 8 ECTS credits		
Consisting of: A Courses	G 4.1 Seminar	G 4.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	40	40	
B Autonomous work	50	50	
Method(s) of assessment	<p>G 4.1: Presentation with handout, written assignments and 90-minute written examination G 4.2: Presentation with handout or a written assignment</p> <p>Module-component retake examination: The module-components must be individually passed. If a module-component is failed, students may take a 15-minute oral retake examination. The mark for the module-component examinations will be the average of the marks from both attempts at the examination.</p> <p>Module retake examination: 30-minute oral examination.</p>		
Final mark	G 4.1: 50%, G 4.2: 50%		
Frequency, Duration in Semesters	Annually; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

03-MA-IPE-PRA	Practical Training Module	2 nd sem.	12 CP
Module	Practical Training		
Module code	03-MA-IPE-PRA		
Faculty/Subject/ Department	FB03/Education Sciences/School Pedagogy		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 2 nd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	Students will: <ul style="list-style-type: none"> • gain an insight into and beyond their selected topic area as well as insights into a related professional field, • apply knowledge from studies in their selected topic area to practice, • reflect on their work experiences after completion of the work placement (clarification and strengthening of their work outlook), • test whether their abilities are sufficient to meet the requirements in their future fields of work, • be able to observe the work from multiple perspectives in order to become aware of the multiple layers of organisation to the professional work and the logic of that profession's system, • be capable of determining a topic area on which they can focus their observation at the work placement, and to further study the area through independent research. 		
Module content	<ul style="list-style-type: none"> • Increased practical relevance of studies and help in orienting students for the transition from academic study to professional careers • Guidance towards different fields of work • Documenting the experiences from the work placement in a report • Apply knowledge from "Research Studies" course • Documentation and interpretation of children's' learning processes 		
Form(s) of instruction	Work placement		
Method of assessment	Final module examination		
Total workload in hours/credit points	360 hours = 12 ECTS credits		
Consisting of: A Courses	Work placement		
Aa Contact hours	180; 60 for preparation and revision		
Ab Preparation/revision	80 for work placement report		
B Autonomous work	40 through supplementary reading		
Method(s) of assessment	PRA: Work placement report <u>Module retake examination:</u> If the work placement report is failed, students may submit a revised version within 14 days.		
Final mark	Work placement report: 100%		
Frequency, Duration in Semesters	Annually; Duration: 6 weeks or accompanying a course of study		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

03-MA-IPE-P1.1-PBE	Educating Youths with Emotional and Social Development Problems	1 st – 2 nd sem.	10 CP
Parallel elective course (10ECTS)			
Module	Introduction to Education for Emotional and Social Development Problems		
Module code	03-MA-IPE-P1.1-PBE		
Faculty/Subject/Department	FB03/Education Sciences /Institute for Curative and Special Education		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st and 2 nd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	Students will: <ul style="list-style-type: none"> • be familiar with the structure, concepts and content of pedagogy for students with emotional and social development problems, • receive an insight into the terminology, models and theories specific to the subject, and also be able to reflect on their significance within the theoretical system for this subject, • have the ability to systematically interpret subject-specific content in terms of its societal and historical significance, • have the ability to describe and evaluate the essential content and methods in this field of study. 		
Module content	<ul style="list-style-type: none"> • Historical fundamentals • Significance of epistemological approaches to the specific concept of maladjustment • Pathology • Prevalence, epidemiology • Causes and conditioning factors • Research on resilience • Identifying the institutional, organisational and legal conditions which provide the framework for supporting young people with emotional and social development problems 		
Form(s) of instruction	P 1.1.1 Seminar, P 1.1.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours = 10 ECTS credits		
Consisting of: A Courses	P 1.1.1 Seminar	P 1.1.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60 supplemental reading	60 supplemental reading	
Method(s) of assessment	P 1.1.1: 90-minute written examination P 1.1.2: Presentation with written component, or a written assignment The module-components must be individually passed. <u>Module-component retake examination:</u> If a written examination, presentation, or written component is failed, the student may take a 15-minute oral retake examination. If a written assignment is failed, students may submit a revised version within 14 days. The mark for the module-component examinations will be the average of the marks from both attempts at the examination. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.		
Final mark	1: 50%, 2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the winter semester; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

03-MA-IPE-P1.2-PBE	Educating Youths with Emotional and Social Development Problems	2 nd – 3 rd sem.	10 CP
Module	Diagnostics and Intervention for People with Problems in Emotional and Social Development		
Module code	03-MA-IPE-P1.2-PBE		
Faculty/Subject/ Department	FB03/Education Sciences/Institute for Curative and Special Education		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 2 nd and 3 rd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	Students will: <ul style="list-style-type: none"> • learn and apply practical skills in the field of education for students with emotional and social development problems, • assess subject-specific and practical questions, methods, theories, research results and content in terms of their relevance to the professional field, • establish and illustrate interdisciplinary connections between different scientific fields, • familiarise themselves with new developments in the discipline and their relevance to the larger academic field, • gain skills working with media, • become capable of engaging questions in the discipline and to expand academic work on those questions through independent, empirical research. 		
Module content	<ul style="list-style-type: none"> • Theories, forms and techniques of professional work in diagnostics, including counselling, diagnostics through interaction, social skills and groups • Primary, secondary and tertiary prevention, training and support measures for every-day life • Therapeutic interventions, structural and psychodynamic concepts oriented towards specific cases or the system as a whole • Relationship between pedagogy and therapy • Forms of in-school and out-of-school support in the field of education for students with emotional and social development problems • Techniques from special education with relevance to the field of education for students with emotional and social development problems 		
Form(s) of instruction	P 1.2.1 Seminar, P 1.2.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours = 10 ECTS credits		
Consisting of: A Courses	P 1.2.1 Seminar	P 1.2.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60	60	
Method(s) of assessment	P 1.2.1: Presentation with written component, or a written assignment P 1.2.2: Presentation with written component, or a written assignment, or a 15-minute oral examination The module-components must be individually passed. <u>Module-component retake examination:</u> If a written examination, presentation, or written component is failed, the student may take a 15-minute oral retake examination. If a written assignment is failed, students may submit a revised version within 14 days. The mark for the module-component examinations will be the average of the marks from both attempts at the examination. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.		
Final mark	1: 50%, 2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the summer semester; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

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03-MA-IPE-P2.1-PSB	Teaching Children with Language Disorders	1 st – 2 nd sem.	10 CP
Parallel elective (10 ECTS)			
Module	Educational Principles for People with Speech and Language Disorders		
Module code	03-MA-IPE-P2.1-PSB		
Faculty/Subject/ Department	FB03/Education Sciences/Institute for Curative and Special Education		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st – 2 nd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the forms and causes of language, speech, vocal and communication impairments, • have the ability to analyse speech and communication barriers to learning and growth (diversity management), • develop their own academic questions in the field of language education, support for students with speech problems, and speech therapy, and become familiar with any relevant fields of study or work, • learn the relevant fundamentals of related subjects, including medicine, linguistics and psychology. 		
Module content	<ul style="list-style-type: none"> • Psychological, medical, linguistic, and sociological models of language, speech, and communication • Theories and approaches to tracking progress in language acquisition • Causes and forms of developmentally conditioned or acquired language, speech, vocal, and communication impairments in children, young people and adults • The relationship of the above-mentioned issues to impairments of cognitive and social/emotional development 		
Form(s) of instruction	P 2.1.1 Seminar, P 2.1.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours = 10 ECTS credits		
Consisting of: A Courses	P 2.1.1 Seminar for internal Gießen BA- Graduates P 2.1.1 Lecture for external BA-Graduates	P 2.1.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60	60	
Method(s) of assessment	<p>P 2.1.1: Presentation in the seminar or written examination in the lecture P 2.1.2: Written assignment The module components must be individually passed.</p> <p><u>Module-component retake examination:</u> If a presentation or written examination is failed, students may take a 15-minute oral retake examination. If a written assignment is failed, students may submit a revised version within 14 days.</p> <p><u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.</p>		
Final mark	P 2.1.1: 50% P 2.1.2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the winter semester; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

03-MA-IPE-P 2.2-PSB	Education for People with Speech Disorders	2 nd – 3 rd sem.	10 CP
Module	Diagnostics and Intervention for Speech and Language Disorders		
Module code	03-MA-IPE-P 2.2-PSB		
Faculty/Subject/ Department	FB03/Education Sciences/Institute for Curative and Special Education		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 2 nd – 3 rd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	Students will: <ul style="list-style-type: none"> • have knowledge of and be able to apply methods of diagnosis, support services and therapy for developmental or acquired language, speech, vocal, and communication impairments, • discuss, plan and assess the quality of research methods, diagnostics, support, and therapy concepts, • be familiar with curative education, logopaedic and patholinguistic approaches and methods and be able to discuss them in terms of their relevance for use in counselling and supporting learning and development processes, • be able to evaluate techniques of making diagnoses, providing support services and offering therapy, • consider how to apply these techniques in their respective institutional contexts in terms of prospects for clients' development, • be able to plan and assess institutional and pedagogical opportunities for involvement. 		
Module content	<ul style="list-style-type: none"> • Issues, objectives, requirements, establishment of institutions and professional groups for speech education, support, therapy and rehabilitation • Anthropological, ethical and legal fundamentals of speech support services, therapy and rehabilitation • Preventative measures and concepts in the areas of speech education, support, and rehabilitation • Organisations and areas of activity in pedagogical research and speech therapy and how they are linked together • Essential knowledge for diagnostics, counselling and planning support services as well as conducting evaluations in the following areas: phonetic-phonologic, semantic-lexical, syntactic-morphological, communicative-pragmatic, organic-functionally conditioned, as well as pervasive and psycho-reactive speech fluency impairments 		
Form(s) of instruction	P 2.2.1 Seminar, P 2.2.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours = 10 ECTS credits		
Consisting of:	1 Seminar	2 Seminar	
A Courses			
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60	60	
Method(s) of assessment	P 2.2.1: Presentation with written component or written assignment P 2.2.2: Presentation with written component or written assignment or 15-minute oral examination. The module-components must be individually passed <u>Module-component retake examination:</u> If a presentation or written examination is failed, students may take a 15-minute oral retake examination. If a written assignment is failed, students may submit a revised version within 14 days. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.		
Final mark	1: 50%, 2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the summer semester; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

03-MA-IPE-P3.1-PRB	Education and Rehabilitation for People with Mental Disabilities	1 st – 2 nd sem.	10 CP
Parallel elective (10 ECTS)			
Module	Educational Principles and Rehabilitating People with Mental Disabilities		
Module code	03-MA-IPE-P3.1-PRB		
Faculty/Subject/Department	FB03/Education Sciences/Institute for Curative and Special Education		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st – 2 nd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be familiar with the structure, concepts and content of the discipline (specific knowledge regarding the target group, development, biological/sociological causes, forms of syndromes, prevalence/incidence of disorders), • understand and evaluate subject-specific terms, models, theories, systematic and critical reflection on definitions and paradigms undergoing historical shifts, and be able to apply this knowledge to the study of contemporary socio-political developments, • systematically study the educational relevance of this field of study and subject-specific material in terms of their historical significance, • have the ability to draw connections between subject-specific and practical questions, methods, theories (on topics such as requirements for supporting mentally challenged students, determining students' developmental states, etc.) and be able to study them critically and apply them. 		
Module content	<ul style="list-style-type: none"> • Issues, goals and requirements of education for students with mental disabilities • Historical development and contemporary paradigms of education for students with mental disabilities • Integrative, inclusive and cooperative concepts of out-of-school education for students with mental disabilities • Forms of mental disorders and differing conditions for development (Down's syndrome, autism, severely disabled students, etc.) • Institutions and areas of work and study in the field of education for students with mental disabilities • Social surroundings (e.g. family, free time, housing/accommodations, relationships, etc.) 		
Form(s) of instruction	P 3.1.1 Seminar, P 3.1.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours = 10 ECTS credits		
Consisting of: A Courses	1 Seminar	2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60	60	
Method(s) of assessment	P 3.1.1: 90-minute written examination or portfolio P 3.1.2: Presentation or portfolio Each module component must receive at least a passing mark. <u>Module-component retake examination:</u> 15-minute oral examination. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.		
Final mark	1: 50%, 2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the winter semester; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

03-MA-IPE-P3.2-PRB	Education and Rehabilitation for People with Mental Disabilities		2 nd – 3 rd sem.	10 CP
Module	Participation and Rehabilitation for People with Mental Disabilities			
Module code	03-MA-IPE-P3.2-PRB			
Faculty/Subject/Department	FB03/Education Sciences/Institute for Curative and Special Education			
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 2 nd – 3 rd semester			
Module coordinator	cf. German version			
Prerequisites	None			
Learning outcomes	Students will: <ul style="list-style-type: none"> • become familiar with contemporary academic questions in the field as well as educational measures and concepts pertaining to mentally challenged students' lives outside the classroom on both the individual and institutional level and learn to plan, coordinate and evaluate these measures, • learn to draw relevant connections between independently developed academic inquiries and already existing approaches to education and support services for students with mental disabilities, • apply and critically evaluate the above-mentioned approaches in terms of their individual and institutional interests. 			
Module content	<ul style="list-style-type: none"> • Development and education processes in different areas of life and at different age levels for people with mental disabilities • Forms of individual and institutional support for people with mental disabilities • Concepts and methods of supportive services that are aimed at participation and improved quality of life (i.e. traffic and transportation education, supported communication, etc.) • Interdisciplinary cooperative work within a professional/academic network involved in assisting the disabled • Conceptually designing scholarly questions and experience working on independent research projects 			
Form(s) of instruction	P 3.2.1 Seminar, P 3.2.2 Seminar			
Method of assessment	Module-component examinations			
Total workload in hours/credit points	300 hours = 10 ECTS credits			
Consisting of: A Courses	1 Seminar	2 Seminar		
Aa Contact hours	30	30		
Ab Preparation/revision	60	60		
B Autonomous work	60	60		
Method(s) of assessment	P 3.2.1: Presentation or portfolio P 3.2.2: 15-minute oral examination or portfolio Each module component must receive at least a passing mark. <u>Module-component retake examination:</u> If either seminar is failed, students may take a 15-minute oral retake examination. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.			
Final mark	1: 50% 2: 50%			
Frequency, Duration in Semesters	Annually, beginning in the summer semester; Duration: 2 semesters			
Intake capacity	30			
Language of instruction	German			

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

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03-MA-IPE-P4.1-FK	Early Childhood	1 st – 2 nd sem.	10 CP
Parallel elective (10 ECTS)			
Module	Early Childhood: Observing, Understanding and Fostering Educational and Developmental Processes		
Module code	03-MA-IPE-P4.1-FK		
Faculty/Subject/ Department	FB03/Education Sciences/ School Pedagogy		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 1 st – 2 nd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be able to observe and interpret particular educational and developmental processes in pre-school children, • learn to develop individualised methods of support, apply these methods, and evaluate their effectiveness, • recognise children's individual potential for self-development and be able to supportively and encouragingly react to that recognition, • be familiar with different methods of observation and documentation for recording educational and developmental processes. 		
Module content	<ul style="list-style-type: none"> • Documenting educational and developmental processes adequately (i.e. individual and group observation, observation with a specific objective or general observation, participatory and non-participatory observation) • Guidance in different methods of documentation • Advanced knowledge of developmental psychology in the following areas: a child's cognitive development, language acquisition, emotional and social development, moral development, and aesthetic experiences • Fostering children's development and knowledgeably supporting and advising parents • Develop concepts for individual support in coordination with requirements necessary to educational planning • Observing students' self-development and help provide them a basis on which to do so using academic knowledge; recognising and understanding aesthetic educational processes • Develop questions in terms of the connection between self-developmental processes and the requirements of educational planning • The 2-semester course prepares students for a work placement as well as for their research projects 		
Form(s) of instruction	P 4.1.1 Seminar, P 4.1.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours = 10 ECTS credits		
Consisting of:	1 Seminar	2 Seminar	
A Courses			
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60	60	
Method(s) of assessment	<p>P 4.1.1: Film documentation P 4.1.2: Written assignment Each module component must receive at least a passing mark. <u>Module-component retake examination:</u> If the film documentation is failed, students may submit a revised version within 14 days or take a 15-minute oral retake examination. If a written assignment is failed, students may submit a revised version within 14 days. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.</p>		
Final mark	1: 50%, 2: 50%		
Frequency, Duration in Semesters	Annually; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

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03-MA-IPE-P4.2-FK	Early Childhood	2 nd – 3 rd sem.	10 CP
Module	Early Childhood: Education, Support and Concepts in Early Childhood Education		
Module code	03-MA-IPE-P4.2-FK		
Faculty/Subject/ Department	FB03/Education Sciences/School Pedagogy		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 2 nd – 3 rd semester		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • become familiar with research results from various academic disciplines of infant and nursery school education, • gain anthropological, development psychology and psychoanalytical knowledge regarding children aged 0-3, • become familiar with international comparisons of societal and institutional requirements, conditional limitations and concepts of infant and nursery school education and be able to analyse them comparatively, • have knowledge of and be able to apply techniques of scholarly work, • be able to grasp scholarly questions and to expand upon them through independent, empirical research. 		
Module content	<ul style="list-style-type: none"> • Identity formation, developmental milestones and aspects of development in infants (fundamentals of neuroscience, developmental psychology and socialisation necessary) • Reflection on research results from various academic disciplines with respect to pedagogical requirements • Research on the significance of aesthetic developmental processes during childhood • Scope and procedure of research on aesthetics and children • National and international concepts of infant and nursery school education • Students independently investigate conceptual experience with infant and nursery school education and analyse these in their relation to research questions and already existing knowledge • Depiction of the interconnections between societal conditions and economic, educational policy, and pedagogical decisions in this area • Development of an independent research questions and development of an independent research project (Research Study) 		
Form(s) of instruction	P 4.2.1 Seminar, P 4.2.2 Seminar		
Method of assessment	Module-component examinations		
Total workload in hours/credit points	300 hours=10 ECTS credits		
Consisting of: A Courses	P 4.2.1 Seminar	P 4.2.2 Seminar	
Aa Contact hours	30	30	
Ab Preparation/revision	60	60	
B Autonomous work	60	60	
Method(s) of assessment	<p>P 4.2.1: Presentation with written component or written assignment P 4.2.2: Presentation with written component or written assignment Each module component must receive at least a passing mark. <u>Module-component retake examination:</u> If a presentation or written component is failed, students may take a 30-minute oral retake examination. If a written assignment is failed, students may submit a revised version within 14 days. <u>Module retake examination:</u> 30-minute oral examination covering material from the entire module.</p>		
Final mark	P1: 50%, P2: 50%		
Frequency, Duration in Semesters	Annually, beginning in the summer semester; Duration: 2 semesters		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board

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03-MA-IPE-FS	Research in Study	3 rd sem.	10 CP
Module	Research in Study		
Module code	03-MA-IPE-FS		
Faculty/Subject/ Department	FB03		
Associated degree course(s)/Semester taken	FB03/Education Sciences/School Pedagogy		
Module coordinator	cf. German version		
Prerequisites	None		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> reflect on fundamental questions of their research, methodological approaches or evaluation of results (depending on work status) in a research colloquium be enabled to develop their autonomous research question regarding a topic of the fundamental- or specialisation area. methodologically work on the research question in an adequate way independently perform and reflect the research practical implementation evaluate the gained data and experiences and outline it in an autonomous research report describe an autonomous research process critically and meta-reflexively 		
Module content	<p>Students will:</p> <ul style="list-style-type: none"> apply social-scientific methods with which they become familiar in the module "Empirical Research Methods" implement a structured approach of a research project (development, planning, implementation, evaluation and presentation of result) theoretically and research practically deal with questions of their specialisation and elective area arrange the results of their research project in the scientific context of discussion of the respective spectrum of subjects reflect on the research process and the applied research method with regard to limits and progression present and reflect their research work in the research colloquium according to the respective stage of the research work 		
Form(s) of instruction	Seminar/Research Colloquium		
Total workload in hours/credit points	360 hours=12 ECTS credits		
Consisting of: A Courses	Seminar/Research Colloquium		
Aa Contact hours	30		
Ab Preparation/revision	60		
B Autonomous work	270h Completion of an independent research work; p.r.n. equivalent research proposal		
Method(s) of assessment	<p><u>Module-component retake examination</u>: If the research work is failed, students may submit a revised within 30 days</p> <p><u>Repetition</u>: Module retake examination and newly written research work</p>		
Final mark	<u>Exam/Grade</u> : Research report or research proposal 100%		
Frequency, Duration in Semesters	Annually, Duration: 1 semester		
Intake capacity	30		
Language of instruction	German		

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03-MA-IPE-TH	Master's Thesis	4 th sem.	30 CP
Module	Master's Thesis		
Module code	03-MA-IPE-TH		
Faculty/Subject/ Department	FB03/Education Sciences/School Pedagogy/Institute for Curative and Special Education/School Pedagogy and Didactics in the Social Sciences		
Associated degree course(s)/Semester taken	MA Inclusive Education and Elementary Education, 4 th semester		
Module coordinator	cf. German version		
Prerequisites	Successful completion of modules in core studies and in the area of specialisation		
Learning outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • use the skills and knowledge gained in the fundamental studies modules and from their area of specialisation, • independently carry out research work, • apply appropriate methods and techniques, • conduct research work on a question within the context of contemporary research results, • development of practical skills in conducting research. 		
Module content	<ul style="list-style-type: none"> • Independent development of a relevant research or practical question • Selection and application of appropriate research methods • In-depth study of a specific topic from the chosen area of specialisation • Independent work on a relevant question using scientific methods 		
Form(s) of instruction	None		
Method of assessment	Final module examination		
Total workload in hours/credit points	900 hours = 30 ECTS credits		
Method(s) of assessment	<p>Completion of the master's thesis</p> <p><u>Module retake examination:</u> If the thesis is failed, students may submit a revised version according to §34, par. 2, sentence 2 <i>Allgemeine Bestimmung</i> (General Regulations)</p>		
Final mark	Master's thesis: 100%		
Frequency, Duration in Semesters	Annually; Duration: 1 semester		
Intake capacity	30		
Language of instruction	German		

Module **guidance:** see notice board **Date:** see course catalogue **Required Literature:** see notice board