

## Dealing with Gender, Identity, Culture, and Minority Issues when it Comes to Emotional and Social Needs

Module Type	Module Number	ECTS	Hours per week	Semester	Frequency	Attendance Time	Self-Study	Total Workload
Obligatory	910450200	5	4	1 <sup>st</sup> semester	Every autumn semester	30 h	120 h	150 h
<b>Qualification Goal:</b>					<p>This module goes into a kind of dialectical countermovement to the previous Module 1 by again questioning diagnostic categories and processes of organised data collection.</p> <p>After successful participation in this module, students will be able to, give an overview of social science background theories and pedagogical and didactic models that specifically address issues of gender, identity, culture and social marginalisation, as opposed to a clinical-psychological perspective that mostly looks for "behavioural disorders", which, however, have little relevance for content-related, pedagogical and didactical work.</p> <p>Furthermore, the students are able to plan and design pedagogical and didactic units which and didactic units that make questions of gender, identity, culture and social marginalisation accessible and workable in a socio-critical perspective, thus enabling children and young people to come to terms with these issues, which also shape their behaviour, and in this way enable children and young people to deal with these issues, which also shape their behaviour. The contents of the Bachelor's module 1 are taken up again here in order to continue and deepen them and to bring them to a more complex level of processing.</p>			
<b>Professional Competence:</b>					<p>The students are able to understand the nationally and internationally effective scientific paradigms in the field of emotional and social development and internationally in the field of emotional and social development and to question and criticise the dominant theories and models of action in the debate between the medical/psychiatric model and the social/cultural model, which is far from over, they are able to name arguments and counter-arguments and to introduce and represent them in discussions.</p>			

	Furthermore, they are able to plan and design lessons and other pedagogical units in terms of the social/cultural model.
<b>Methods Expertise:</b>	Students practise critical discourse analysis, but also problem-solving and developing, design thinking and documenting their increasingly complex thoughts and conclusions within the framework of the written term paper, which functions here as an examination performance. Since a high proportion of the research literature to be consulted is in English, the students also train their foreign language skills in English.
<b>Social and Self-competence</b>	The students can take their own position in the critical debate between the medical-psychiatric model vs. the social/cultural model and argue their position. In the course of this debate, they further develop their ethical awareness and their individual values and bring them into the pedagogical debate.
<b>Learning Methods:</b>	Reading and analysis of texts, digital knowledge maps, etc.; group discussion, i.e. active exchange of ideas with other students.; inspiration from the lecturer, on-site in the course and on online platforms; clarification of one's own thoughts and reflections within the framework of the written assignment.
<b>Module Coordinator:</b>	Prof. Dr. habil. Joachim Bröcher
<b>Prerequisite for Participation:</b>	none
<b>Module Category:</b>	M.Ed. Teacher's Certificate in Special Education, partial course of study in Pedagogy and Didactics for the Promotion of Emotional and Social Development: Focus on primary level, focus on secondary level in SV 2
<b>Notes:</b>	The English-language titles serve on the one hand to make it easier for international students to find their way around, and on the other hand they are an indication of the leading role of international research communities and theories in the field of emotional and social development. the leading role of international research communities and theories in the field of emotional and social development.

	social development. Depending on the module/sub-module, very high proportions of English-language specialist literature are used.
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## Module Components

### Module Component 1- Dealing with Gender, Identity, Culture, and Minority Issues when it Comes to Emotional and Social Needs

<b>Module Number:</b>	910450210	<b>Learning Method:</b>	Seminar/ tutorial
<b>Hours per week:</b>	2	<b>Attendance Time:</b>	30 h
<b>Types of Module:</b>	mandatory	<b>Self-study:</b>	90 h
<b>Minimum Group Size:</b>	15	<b>Total Workload:</b>	120 h

### Exam

<b>Module Number:</b>	910450250	<b>Notes</b>	-
<b>Type of Examination:</b>	Term paper	<b>Exam Preparation:</b>	30 h
<b>Graded Examination:</b>	no	<b>Exam Length</b>	*4-6 pages