

Modultitel	Schulpädagogik bei einer erschwerten emotionalen und sozialen Entwicklung							
englischer Modultitel	Educating Students with Emotional, Social and Behavioral Needs							
Modul 1 Pflichtmodul 310451000	ECTS	Lehrangebot	Workload	davon Präsenzzeit	davon Selbststud.	Dauer	Turnus	Studien-abschnitt
	10	6 SWS	300 h	90 h	210 h	1 Semester	jedes Wintersemester	1. Semester
Course aims and requirements	<p>The students develop the basics of an attachment based pedagogy (Nurturing School), as it has been developed in Great Britain after Bowlby and has also been taken up and developed in the German-speaking area. The students also develop experience-oriented models of emotional and social learning (experiential education, outdoor education). Furthermore, the students work their way into the learning-theory-based systems of behavior control and behavior stabilization, i.e. function-based intervention, behavior management, multi-tier schoolwide positive behavior support, etc., which come from North America. Thirdly, the students deal with politically influenced, emancipation- and participation-oriented pedagogical approaches that refer to social disintegration and marginalization and are currently being developed in North America, Great Britain and Australia under keywords such as Student Voice, Student Participation, Teaching for Social Justice, Enabling Pedagogies, Place-Based Pedagogies, Urban Education, etc., and are also being echoed in German-speaking countries.</p> <p>Moreover, the aims of this course are: Sharpening the view of factual contexts. Recognizing, understanding and distinguishing the above-mentioned pedagogical currents. Recognize that these are partly good and proven, partly research-based pedagogical practices, but that they cannot yet be considered evidence-based in the narrower sense. Recognize what is evidence-based practice in the narrower sense, which can be considered proven by sufficiently extensive research. Recognize what politically motivated pedagogical currents are, to which socio-political backgrounds, conflicts and interests they refer. Recognize that each of the underlying paradigms has its limits, no matter what kind of pedagogy it is. To recognize what science and practice are, to recognize and question what politics is, and thus to depend on social majorities or the negotiation of conflicts of interest.</p> <p>The students work out the basics in order to apply and implement their own commitment-supported, experience-oriented, behaviour-controlling and behaviour-stabilizing as well as participative or emancipation-oriented pedagogical action models and strategies.</p> <p>The students practise their ability to reflect and criticise. They should arrive at their own conclusions regarding the above-mentioned pedagogical approaches and build up a constructive learning atmosphere in joint discourse and learning interaction with the other students.</p>							

Teilmodule

Nr.	Titel	Art	SWS	Pflicht/ Wahlpflicht	Prüfungs- form	benotet?	Geplante Gruppen- größe	Workload		
								Präsenz- zeit	Vor-/Nach- bereitg. LV	Prüfungsvorb. / Prüfungs- erarbeitung
1.	310451100 Attachment-Based Pedagogy, Social and Emotional Learning, Experiential Learning: Bindungsgestützte und erlebnisorientierte Modelle emotionalen und sozialen Lernens*	S/Ü	2	Pfl.	Theorie- Input	nein	15	30	45	15
2.	310451200 Schoolwide Positive Behavior Support: Evidenzbasierte Interventionen zur Prävention, zur Verhaltenssteuerung und zum Social Skills Training in inklusiven Settings*	S	2	Pfl.	Theorie- Input	nein	30	30	45	15
3.	310451300 Student Voice, Student Participation, Teaching for Social Justice: Politisch geprägte, emanzipations- und teilhabeorientierte pädagogische Ansätze bezugnehmend auf soziale Desintegration/Marginalisierung*	S	2	Pfl.	Theorie- Input	nein	30	30	45	15