Syllabus

Course Description

Course Title	Inclusive education: compensation, metacognition and cooperation in teaching and learning processes - part 2
Course Code	80874
Course Title Additional	
Scientific-Disciplinary Sector	M-PED/03
Language	German
Degree Course	Specialisation course for the teaching of children with special educational needs - German section
Other Degree Courses (Loaned)	
Lecturers	Dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	2
Teaching Hours	15
Lab Hours	0
Individual Study Hours	35
Planned Office Hours	0
Contents Summary	Part 2 of the course builds on the content of Part 1 and delves deeper into the aspect of inclusive planning of educational units, taking into account compensation, metacognition and cooperation. The specific focus is on subject-specificity in the sense of accessibility of lesson content for all learners in conjunction with social inclusion and individual challenges for all learners. Particular attention is paid to didactic participation in open learning environments.

Course Topics	- Current approaches to inclusive didactics - Metacognition and participation in the context of open, inclusive learning environments - Cooperation in (interprofessional) teams
Keywords	inclusive didactics, accommodation, metacognition, cooperation
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture combined with short work phases (cooperative and active learning formats, problem-based learning) to promote understanding of the course content, stimulate critical reflection processes, and initiate a transfer from theory to practice.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Reflective action knowledge on the accessibility of learning environments and learning content as well as on the preparation of individually challenging learning materials within open learning environments Critical reflection in relation to (own) pedagogical practice in the context of inclusion-related quality requirements. Development of different formats of inclusive teaching and learning. Knowledge and understanding Students know and understand - the theoretical foundations of current approaches to inclusive didactics and open learning environments - Metacognitive strategies - Fundamentals of cooperation in (interprofessional) teams Application of knowledge and understanding Students will be able to - Plan and critically reflect on inclusive teaching on a team basis - develop didactic materials for open learning environments based on individual learning challenges and participation - cooperate in a team to implement these in practice Making judgements Students can

	- critically analyse and question the planning of educational activities according to theoretical principles and with a view to inclusion. - assess the conditions for implementing the planning of educational activities, taking into account the context and the specific needs of individual students. Communication Students can - communicate in (interprofessional) teams and discuss constructively (e.g. communication about different didactic approaches). - carry out theoretically based changes of perspective in the context of communication. Learning strategies The students - are able to independently research information and content from reliable and scientific sources and thus continuously expand their own profession-related knowledge repertoire.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Knowledge and competences are assessed through an individual written portfolio, which includes the following elements: - the lesson plan for the relative school level from Part 1 of the lecture, revised and expanded using Universal Design for Learning (UDL) - a final critical reflection on the developed lesson plan and/or the adapted materials, based on the theoretical principles of inclusive didactics
Evaluation Criteria	The final evaluation of the individual portfolio is based on the following overarching criteria: - integration of the subject-specific knowledge conveyed in the course with practical application; - clarity, consistency, and coherence; - accuracy of the theoretical foundations and correct use of discipline-specific terminology

Required Readings	Biewer, G. (2022). Universal Design for Learning (UDL) als Entwicklungsperspektive für einen inklusiven Unterricht. In J. Frohn, A. Bengel, A. Piezunka, T. Simon & T. Dietze (Hrsg.), *Inklusionsorientierte Schulentwicklung: Interdisziplinäre Rückblicke, Einblicke und Ausblicke* (S. 221–230). Klinkhardt. Schütt, M.-L. (2020). Universal Design for Learning – ein Lösungsansatz für gelingende Partizipation aller Schüler*innen am inklusiven Unterricht!? In I. Boban & A. Hinz (Hrsg.), *Inklusion und Partizipation in Schule und Gesellschaft: Erfahrungen, Methoden, Analysen* (S.151–165). Beltz Juventa.
Supplementary Readings	Will be announced at the beginning of the semester and published on Teams.
Further Information	
Sustainable Development Goals (SDGs)	Quality education