

Syllabus

Descrizione corso

Titolo insegnamento	Didattica speciale: compensazione, metacognizione e cooperazione - parte 2
Codice insegnamento	80874
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	M-PED/03
Lingua	Tedesco
Corso di Studio	Percorso di specializzazione per il sostegno agli alunni e alle alunne con disabilità della scuola dell'infanzia, della scuola primaria e della scuola di I e II grado - Sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313
Assistente	
Semestre	Primo semestre
Anno/i di corso	2
CFU	2
Ore didattica frontale	15
Ore di laboratorio	0
Ore di studio individuale	35
Ore di ricevimento previste	0
Sintesi contenuti	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.
Argomenti dell'insegnamento	<ul style="list-style-type: none"> - Current approaches to inclusive didactics - Metacognition and participation in the context of open, inclusive learning environments - Cooperation in (interprofessional) teams
Parole chiave	inclusive didactics, accommodation, metacognition, cooperation
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	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.
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	<p>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</p> <p>Critical reflection in relation to (own) pedagogical practice in the context of inclusion-related quality requirements.</p> <p>Development of different formats of inclusive teaching and learning.</p> <p>Knowledge and understanding</p> <p>Students know and understand</p> <ul style="list-style-type: none"> - the theoretical foundations of current approaches to inclusive didactics and open learning environments - Metacognitive strategies - Fundamentals of cooperation in (interprofessional) teams <p>Application of knowledge and understanding</p> <p>Students will be able to</p> <ul style="list-style-type: none"> - 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 <p>Making judgements</p>

	<p>Students can</p> <ul style="list-style-type: none"> - 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. <p>Communication</p> <p>Students can</p> <ul style="list-style-type: none"> - 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. <p>Learning strategies</p> <p>The students</p> <ul style="list-style-type: none"> - are able to independently research information and content from reliable and scientific sources and thus continuously expand their own profession-related knowledge repertoire.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	<p>Knowledge and competences are assessed through an individual written portfolio, which includes the following elements:</p> <ul style="list-style-type: none"> - 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
Criteri di valutazione	<p>The final evaluation of the individual portfolio is based on the following overarching criteria:</p> <ul style="list-style-type: none"> - 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

Bibliografia obbligatoria	<p>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.), <i>Inklusionsorientierte Schulentwicklung: Interdisziplinäre Rückblicke, Einblicke und Ausblicke</i> (S. 221–230). Klinkhardt.</p> <p>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.), <i>Inklusion und Partizipation in Schule und Gesellschaft: Erfahrungen, Methoden, Analysen</i> (S.151–165). Beltz Juventa.</p>
Bibliografia facoltativa	Will be announced at the beginning of the semester and published on Teams.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità