

# Syllabus

## *Course Description*

<b>Course Title</b>	Languages and Techniques of Nonverbal Communication - LAB Middle School
<b>Course Code</b>	80970
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PSIC-02/A
<b>Language</b>	German
<b>Degree Course</b>	Specialisation course for the teaching of children with special educational needs - German section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Dott. Mag. Stefan Von Prondzinski, Stefan.Vonprondzinski@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/808">https://www.unibz.it/en/faculties/education/academic-staff/person/808</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	2
<b>CP</b>	1
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	20
<b>Individual Study Hours</b>	5
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	Students deal with the fundamental right to communication and the relevance of supported communication. They learn about suitable methods, techniques and tools that can strengthen the communication skills of non-speaking and less-fluently speaking young people in middle and high school, increase participation within the classroom and school life with peers and adults and improve their general quality of life.
<b>Course Topics</b>	- Communication, forms of communication, communication

	<p>functions and contents</p> <ul style="list-style-type: none"> <li>- Communication specifics and autism spectrum disorders in the bio-psycho-social perspective of the ICF</li> <li>- Importance of augmentative and alternative communication (AAC) and forms of communication in the context of inclusive teaching and school life in adolescence: physical, non-electronic and electronic aids and the importance for communication in peer groups and friendships, in the educational relationship with adults and in relation to curricular participation</li> <li>- Initiation and promotion of the AAC with individual students and in the class as a whole through rituals and routines, modelling, visual aids for learning and non-verbal problem solving, technical communication aids in relation to inclusion-related quality requirements.</li> <li>- Structuring systems and spatial design of the learning environment</li> </ul>
<b>Keywords</b>	Non-verbal communication, autism spectrum disorders, assisted communication (AAC), non-electronic and electronic communication aids
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Face-to-face laboratory, development of theoretical content with frequent and systematic activities related to project-based and operational teaching practice carried out in small groups, analysis of case studies, practical exercises in the production of non-verbal communication materials.
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Reflective knowledge of socialisation conditions, communication and learning with reference to autism spectrum disorders in adolescence. This includes the ability to develop, realise and reflect on inclusion-oriented primary school educational and pedagogical strategies.</p>
	<p>Knowledge and understanding: Knowledge of strategies and media of non-verbal communication in relation to autism spectrum disorders in adolescents in inclusive middle and secondary schools.</p>

	<p>Application of knowledge and understanding: Ability to reflect on AAC concepts and procedures in relation to their potential applications in inclusive school practice and teaching under inclusion-related quality requirements.</p> <p>Judgement: Ability to critically reflect on instruments and applications of AAC on a case-by-case basis under the aspects of participation.</p> <p>Communication: Ability to reflect on action strategies and instruments of AAC in the school on a team basis.</p> <p>Learning strategies: Skills for independent research, combined with the ability to relate acquired knowledge to cases and situations and to be able to reflect on it in terms of teamwork and (collegial) counselling.</p>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	Oral examination to check understanding and critical evaluation of the practical application of the course content.
<b>Evaluation Criteria</b>	<p>The following will be considered and assessed in the oral examination:</p> <p>Knowledge and understanding of the course content (20%)</p> <p>Ability to apply the knowledge (20%)</p> <p>Independent judgement and critical thinking (20%)</p> <p>Transfer of the acquired knowledge to practical contexts (40%)</p>
<b>Required Readings</b>	Schulratgeber Autismus-Spektrum - Ein Leitfaden für LehrerInnen, Brita Schirmer, 2016
<b>Supplementary Readings</b>	<p>Modelling in der unterstützten Kommunikation: ein Praxisbuch für Eltern, pädagogische Fachkräfte, Therapeuten und Interessierte, Claudio Castañeda, Nina Fröhlich, Monika Waigand, 2017,</p> <p>Visuelle Hilfen – Verstehen Unterstützen, Claudio Castañeda, Monika Waigand, UK-Couch.</p> <p><a href="https://uk-couch.de/download-kategorie/uk-ideenkiste/">https://uk-couch.de/download-kategorie/uk-ideenkiste/</a></p>
<b>Further Information</b>	

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<b>Sustainable Development Goals (SDGs)</b>	Quality education, Good health and well-being
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