

# Syllabus

## *Kursbeschreibung*

<b>Titel der Lehrveranstaltung</b>	Didattica inclusiva
<b>Code der Lehrveranstaltung</b>	84007
<b>Zusätzlicher Titel der Lehrveranstaltung</b>	
<b>Wissenschaftlich-disziplinärer Bereich</b>	PAED-02/A
<b>Sprache</b>	Italienisch
<b>Studiengang</b>	Lehrgang für das Lehrbefähigungsverfahren
<b>Andere Studiengänge (gem. Lehrveranstaltung)</b>	
<b>Dozenten/Dozentinnen</b>	dr. Sara Baroni, Sara.Baroni@unibz.it <a href="https://www.unibz.it/en/home/research/competence-center-school-inclusion/team-and-body/person/35380">https://www.unibz.it/en/home/research/competence-center-school-inclusion/team-and-body/person/35380</a>
<b>Wissensch. Mitarbeiter/Mitarbeiterin</b>	
<b>Semester</b>	Erstes Semester
<b>Studienjahr/e</b>	1
<b>KP</b>	0
<b>Vorlesungsstunden</b>	12
<b>Laboratoriumsstunden</b>	0
<b>Stunden für individuelles Studium</b>	0
<b>Vorgesehene Sprechzeiten</b>	0
<b>Inhaltsangabe</b>	The course aims to guide teachers in the practical application of inclusive teaching, combining regulatory references with operational tools for inclusive differentiated instruction. Italian regulatory frameworks on inclusion, the design of Individualized Educational Plans (PEI) and Personalized Didactic Plans (PDP), and differentiated instruction based on Universal Design for Learning (UDL) will be explored.

	Through group activities, case study work, moments of discussion, and participatory lectures, teachers will acquire practical insights applicable to upper secondary school contexts, with particular attention to vocational institutes.
<b>Themen der Lehrveranstaltung</b>	<ul style="list-style-type: none"> <li>- Inclusion legislation in Italy: main legislative references (Law 104/92, Law 170/2010, BES Directive 2012, Legislative Decree 66/2017) and their practical implications.</li> <li>- Designing Individualised Education Plans (PEI) and Personalised Teaching Plans (PDP). Structure, purpose, and methods of writing in accordance with current legislation, with practical examples.</li> <li>- Making teaching inclusive for all: differentiated teaching according to Universal Design for Learning (UDL).</li> </ul>
<b>Stichwörter</b>	Inclusive education, differentiated instruction, Individualised Education Plans (PEI), Personalised Teaching Plans (PDP), Universal Design for Learning, school legislation.
<b>Empfohlene Voraussetzungen</b>	
<b>Propädeutische Lehrveranstaltungen</b>	
<b>Unterrichtsform</b>	Seminars, group work
<b>Anwesenheitspflicht</b>	In accordance with the regulation
<b>Spezifische Bildungsziele und erwartete Lernergebnisse</b>	<p>1) Knowledge and Understanding The student knows the main national regulations on inclusion and the related professional duties. They are familiar with the purposes and educational potential of PEI and PDP. They understand differentiated instruction according to the guidelines of Universal Design for Learning (UDL).</p> <p>2) Applying Knowledge and Understanding The student can apply selected UDL principles to design learning activities that address the diverse needs of all students.</p> <p>3) Autonomy of Judgment / Communication and Learning Autonomy The student recognizes the importance of differentiation in creating engaging teaching for all learners. They can clearly communicate their instructional design choices to colleagues to meet the needs of the specific context in which they work.</p>

<b>Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)</b>	
<b>Art der Prüfung</b>	not provided
<b>Bewertungskriterien</b>	not provided
<b>Pfichtliteratur</b>	Materials used during the lessons
<b>Weiterführende Literatur</b>	
<b>Weitere Informationen</b>	
<b>Ziele für nachhaltige Entwicklung (SDGs)</b>	Hochwertige Bildung