# Syllabus

## *Kursbeschreibung*

| | |
|---|---|
| **Titel der Lehrveranstaltung** | Digitale Medien und Inklusive Bildung - LAB KG |
| **Code der Lehrveranstaltung** | 80921 |
| **Zusätzlicher Titel der Lehrveranstaltung** | |
| **Wissenschaftlich-disziplinärer Bereich** | M-PED/03 |
| **Sprache** | Italienisch |
| **Studiengang** | Spezialisierungslehrgang für Inklusion mit Fokus auf Kinder und Schüler:innen mit Behinderungen im Kindergarten und der Grundschule sowie in der Mittel- und Oberschule - Abteilung in ital. Sprache |
| **Andere Studiengänge (gem. Lehrveranstaltung)** | |
| **Dozenten/Dozentinnen** | PhD Francesca Ravanelli, Francesca.Ravanelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34951 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **Studienjahr/e** | 2 |
| **KP** | 1 |
| **Vorlesungsstunden** | 0 |
| **Laboratoriumsstunden** | 20 |
| **Stunden für individuelles Studium** | 5 |
| **Vorgesehene Sprechzeiten** | 0 |
| **Inhaltsangabe** | The laboratory offers activities to explore and critically reflect on the use of a selection of technological tools for inclusion. |
| **Themen der** | The course aims to develop the following competencies of the |

| | |
|---|---|
| **Lehrveranstaltung** | graduate profile:<br>- Understand the principles of digital accessibility and be able to apply them in the creation of accessible educational materials;<br>- Identify and effectively use assistive technologies to support learning and participation of students with diverse abilities;<br>- Select and implement accessible digital tools and resources (platforms, apps, virtual environments) in a way that is coherent with students' specific needs and educational contexts;<br>- Introduce the use of generative artificial intelligence to support inclusive instructional design and the personalization of learning pathways;<br>- Reflect on both the opportunities and potential risks related to the use of digital tools and chatbots;<br>- Design and document barrier-free educational materials and activities, respecting the principles of accessibility and usability (in line with the principles of Universal Design for Learning, considered here as a design framework);<br>- Collaboratively design a short inclusive teaching/learning experience, integrating accessible technologies and inclusive teaching strategies. |
| **Stichwörter** | Universal Design for Learning, Multimodality, Accessibility, Equity, Participation, Embracing learner diversity |
| **Empfohlene Voraussetzungen** | Participants are required to attend the workshop with their own personal device (preferably a laptop). |
| **Propädeutische Lehrveranstaltungen** | / |
| **Unterrichtsform** | The course will follow a participatory, hands-on workshop format, including brainstorming, sharing of personal and direct experiences, and discussion of proposed approaches. Participants will engage in practical use of selected digital tools and environments, and work in small groups to design barrier-free teaching and learning experiences based on the Universal Design for Learning (UDL) approach. |
| **Anwesenheitspflicht** | In accordance with the regulation |
| **Spezifische Bildungsziele und erwartete Lernergebnisse** | Knowledge and Understanding<br>- Understand the role and potential of technological tools to support inclusion for students with disabilities.<br>- Know the principles of creating barrier-free educational materials, |

| | |
|---|---|
| | including the Universal Design for Learning (UDL) approach.<br><br>Applied Knowledge and Understanding<br>- Be able to select and effectively use various technological tools tailored to the needs of students with disabilities.<br>- Design and produce accessible texts and educational materials that follow inclusive design principles.<br><br>Making Judgment, Communication Skills, and Learning Skills<br>- Critically evaluate the effectiveness and appropriateness of technological tools in promoting inclusion.<br>- Communicate clearly about the use, benefits and risks of inclusive technologies. |
| **Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)** | |
| **Art der Prüfung** | For the final assessment, students are required to present an instructional design project that describes an inclusive teaching/learning experience, developed based on the principles of the Universal Design for Learning (UDL) framework, with a specific focus on the use of technologies for inclusion.<br>The project should demonstrate:<br>- The intentional and informed use of digital tools and/or assistive technologies to support accessibility and student participation;<br>- The ability to select digital environments, platforms, or apps that align with the educational needs of students with disabilities or other special educational needs (SEN);<br>- Attention to accessibility criteria in the preparation of teaching materials (e.g., readability, usability, compatibility with screen readers or other assistive supports);<br>In addition to the project, students will present an oral metacognitive reflection that illustrates:<br>- The design process and the rationale behind the technological choices made;<br>- The connections between the technological design and the principles of inclusion, accessibility, and differentiated instruction;<br>- Some reflections on the potential and limitations of the digital tools used, in relation to the specific needs of the learners. |

| | |
|---|---|
| **Bewertungskriterien** | Assignment of a single final grade.<br>Grading criteria:<br>- Knowledge and application of accessibility principles and assistive technologies;<br>- Use of environments, tools, applications, and inclusive strategies demonstrated in the instructional design project.<br>For the individual oral discussion:<br>Ability to demonstrate critical analysis, reflection, and metacognitive awareness related to the chosen inclusive teaching approach. |
| **Pflichtliteratur** | Selected excerpts will be provided during the course in the form of a course reader:<br>- Calvani, A., (a cura di), (2020). Tecnologie per l'inclusione.Quando e come avvalersene. Carocci.<br>- Mangiatordi, A., (2017). Didattica senza barriere. Universal Design, tecnologie e risorse sostenibili. Edizioni ETS. |
| **Weiterführende Literatur** | |
| **Weitere Informationen** | |
| **Ziele für nachhaltige Entwicklung (SDGs)** | Weniger Ungleichheiten, Hochwertige Bildung |