

Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Strategien und Medien der nonverbalen Kommunikation - LAB GS
Code der Lehrveranstaltung	80933
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	M-PSI/04
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	Dott. mag. Sofia Cramerotti, Sofia.Cramerotti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37376
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 aims to provide tools and strategies for designing augmentative and alternative communication (AAC) systems for students with disabilities.

Themen der Lehrveranstaltung	The workshop aims to provide knowledge and practical tools for understanding, interpreting, and using nonverbal communication in educational contexts, with particular attention to the needs of students with disabilities. Introduction to Nonverbal Communication - Definition, Elements, and Importance of Nonverbal Communication - Functions of Nonverbal Communication in the Educational Process - Differences and Interactions between Verbal and Nonverbal Communication Nonverbal Languages - Body Language: Postures, Gestures, Movements - Facial Expressions and Emotional Expressions (Theory of Emotions and Recognition) - Emotional Indicators - Eye Contact and Proxemics (Personal and Relational Space) - Voice and Paralinguistics: Intonation, Rhythm, Pauses, Volume - Tactile and Sensory Communication Nonverbal Communication in Disabilities - Specifics of Nonverbal Communication in Students with Disabilities - Tools and Strategies for Observing and Interpreting Nonverbal Signals - Augmentative and Alternative Communication Supports (AAC) Teaching Applications and Educational Strategies - Designing Educational and Teaching Interventions Based on Nonverbal Communication - Using Nonverbal Communication to Facilitate Inclusion and autonomy - Communication facilitation techniques for students who are nonverbal or have communication difficulties
Stichwörter	Nonverbal communication; Language; Alternative forms of communication; AAC
Empfohlene Voraussetzungen	

Propädeutische Lehrveranstaltungen	/
Unterrichtsform	The workshop will present some theoretical input to then place the practical operational action within a specific framework. Moments of reflection and exercises will be included. Concrete examples (including video) will also be presented to promote understanding of the various topics. Time will be given to discussion and work in small subgroups and feedback sessions in the large group.
Anwesenheitspflicht	In accordance with the regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	Knowledge and Understanding - Know how to use tools to analyze the specific communication needs of students with disabilities - Be familiar with various materials and tools for Augmentative and Alternative Communication (AAC) Applied Knowledge and Understanding - Be able to select, adapt, and use AAC tools and techniques in real or simulated school settings - Design personalized communication interventions Independent Judgment, Communication Skills, Learning Ability - Reflect critically on the effectiveness of the tools used
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	Active participation in group project work will be taken into account in the final exam, which will be oral.
Bewertungskriterien	The grade will be expressed in thirtieths, with the possibility of awarding honors. The following grading rubric will be used: - Low grade range: The student presents only a few outlines of the requested topic in a non-organized manner. - Medium grade range: The student discusses most aspects of the topic but does not grasp the relationships between them. - Medium-high grade range: The student precisely argues all aspects of the topic, grasping the relationships between them. - High grade range: The student precisely argues all aspects of the

	topic, grasping the relationships and interpreting them in relation to new/real-world situations and with ideas for personal reworking.
Pflichtliteratur	Lecture notes, slides, and suggested materials made available by the instructor during the laboratory sessions.
Weiterführende Literatur	
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Hochwertige Bildung