

## **Syllabus**

## Course Description

Course Title	Languages and Techniques of Nonverbal Communication - LAB
	High School
Course Code	80951
Course Title Additional	
Scientific-Disciplinary Sector	M-PSI/04
Language	Italian
Degree Course	Specialisation course for the teaching of children with special
	educational needs - Italian section
Other Degree Courses	
(Loaned)	
Lecturers	Dott. Mag. Sofia Cramerotti,
	Sofia.Cramerotti@unibz.it
	https://www.unibz.it/en/faculties/education/academic-
	staff/person/37376
Teaching Assistant	
Semester	First semester
Course Year/s	2
СР	1
Teaching Hours	0
Lab Hours	20
Individual Study Hours	5
Planned Office Hours	0
Contents Summary	The laboratory aims to provide tools and strategies for designing
	augmentative and alternative communication (AAC) systems for
	students with disabilities.
Course Topics	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
	No. and the Line and the Control of
	Nonverbal Languages
	Body Language: Postures, Gestures, Movements  Facial Engage and Engagement Engagement (Theory of
	Facial Expressions and Emotional Expressions (Theory of      Tracking and Basespition)
	Emotions and Recognition)     Emotional Indicators
	Errocional Indicators     Eye Contact and Proxemics (Personal and Relational Space)
	<ul> <li>Voice and Paralinguistics: Intonation, Rhythm, Pauses, Volume</li> <li>Tactile and Sensory Communication</li> </ul>
	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
Keywords	Nonverbal communication; Language; Alternative forms of
	communication; AAC
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	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

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	of the various topics. Time will be given to discussion and work in small subgroups and feedback sessions in the large group.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and Understanding - Know how to use tools to analyze the specific communication needs of students with disabilities and their life contexts - 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
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Active participation in group project work will be taken into account in the final exam, which will be oral.
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Evaluation Criteria	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.
Evaluation Criteria  Required Readings	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
	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.  Lecture notes, slides, and materials suggested and made available



Sustainable Development	Quality education
Goals (SDGs)	