

Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Italienische Gebärdensprache A1.2
Code der Lehrveranstaltung	17342
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	M-PED/03
Sprache	Italienisch
Studiengang	Bachelor in Kommunikations- und Kulturwissenschaften
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Dott. Emanuela Ghelardini, Emanuela.Ghelardini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44366
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Zweites Semester
Studienjahr/e	all
KP	2
Vorlesungsstunden	20
Laboratoriumsstunden	0
Stunden für individuelles Studium	30
Vorgesehene Sprechzeiten	6
Inhaltsangabe	In this in-depth course, participants will develop more significant knowledge about the communicative and grammatical aspects of sign language and its use in educational contexts.
Themen der Lehrveranstaltung	Deafness and LIS. Model and practical applications. What is "Deafness": essential notions, physiological and

	<p>neurological; essentials about deafness and deaf culture. Design of educational pedagogical processes considering various factors such as:</p> <ol style="list-style-type: none"> 1. the time of onset 2. the time of diagnosis 3. the degree of deafness 4. the age at which the pupil was prosthetised (or implanted) 5. the family 6. the speech therapy and educational method <p>Interventions, Psychology and Reactions</p> <p>Comparing Italian language and Italian sign language (grammatical structure)</p> <p>Manual gymnastics</p> <p>Approach and understanding of L.I.S. in simple form</p> <p>Dactylology and facial and lip expressions</p> <p>Basics: forms of greetings, thanks, conversations</p> <p>Specific identification of the person and the child</p>
Stichwörter	Inclusion, ability to communicate with the deaf
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	/
Unterrichtsform	<p>Lectures</p> <p>Practical exercises</p> <p>Simulations between trainees, assisted dialogues</p> <p>Discussion of practical cases of school inclusion of hearing-impaired/deaf pupils</p> <p>Individual study modules and group work/application work</p> <p>Games for visual and manual stimulation</p> <p>Reading passages and L.I.S. reproduction</p> <p>Video projection and comprehension</p> <p>Distribution of teaching materials (handouts and documentation)</p>

	sheets)
Anwesenheitspflicht	In accordance with the regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	<p>Participants will learn</p> <ul style="list-style-type: none"> - to understand and use sentences and expressions related to everyday life in sign language; - to introduce themselves and others in situations in sign language and ask questions about other people; - to exchange information when sign language is used by the interlocutor both slowly and very articulately; <p>to use sign language in educational contexts.</p> <p>The expected learning outcomes must relate to the Dublin descriptors</p> <p>Disciplinary skills To know the culture and language of the deaf community and to acquire the technical and structural skills of visual-gestural communication</p> <p>Knowledge and understanding Giving participants the tools to be able to carry out their work professionally and autonomously in the presence of deaf people and children in the school context, fostering their inclusion in school;</p> <p>Ability to apply knowledge and understanding Acquisition of theoretical and practical information on the various aspects of deafness that are fundamental for a better understanding of the complex problems encountered by the deaf pupil and for the development of relevant and challenging teaching strategies;</p> <p>Transversal/soft skills Deepening the visual gestural communication modalities (VGC) through practical exercises and expressive games, course participants will be able to rediscover and strengthen visual-gestural communication modes by learning the rules of application and use in interaction;</p>

	<p>Autonomy of judgement</p> <p>Building in the participants basic skills to be able to promote and improve the school inclusion of hearing-impaired/deaf pupils and the ability to evaluate communication strategies in the school environment.</p> <p>Communication skills</p> <p>The training aims to introduce the participants to the knowledge of the visual-gestural language, and to provide the essential physiological and neurological notions in the field of deafness and deaf culture</p> <p>Learning skills</p> <p>Development of observation, language and attention.</p> <p>The didactic activity for students learning sign language proceeds on methodological and didactic strategies that "bring into play" mirror neurons. Thus the new signs originate from a process that is called visual cognitism: visuomanual signs, arise from the genesis of mind-perception interaction: I see÷think÷understand÷act sign, a code that conveys the content expressed above all in form.</p>
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	<ul style="list-style-type: none"> - Intermediate assessment + supplementary oral-gestual interview as a review of the experience and/or course content; - oral visual-gestural interview to verify the acquisition of sign language and/or course content and -project work (individual thesis)
Bewertungskriterien	<p>Awarding a single final grade.</p> <p>Examples of grading criteria: sign capacity and understanding of the needs and compensatory strategies for a deaf or hard of hearing pupil.</p>
Pflichtliteratur	<p>Tovato S., Folchi A., Baj C., Santoro M, Anselmo G. "INSEGNARE E IMPARARE LA LIS. Attività e materiali per il docente, lo studente e l'autoapprendimento", Erickson (2020).</p>

Weiterführende Literatur	Caselli M.C., Corazza S. "LIS. Studi, esperienze e ricerche sulla lingua dei segni in Italia", Edizioni del Cerro (1997).
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Weniger Ungleichheiten, Hochwertige Bildung