Syllabus

Course Description

Course Title	Inclusive Pedagogy and Didactics
Course Code	12424
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German; Italian
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 Dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313 Dott. Mag. Sofia Cramerotti, Sofia.Cramerotti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37376 Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442 dr. Francesca Berti,

	Francesca.Berti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45869
Teaching Assistant	
Semester	Second semester
Course Year/s	4.
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150
Planned Office Hours	30
Contents Summary	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	inclusive Education inclusive pedagogy and inclusive teaching inclusive school development
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	2 lectures & 2 laboratories
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Plan and implement inclusive educational and didactic programmes for the class/kindergarten group or differentiated measures for individual pupils/children. Expected learning outcomes and competences: Knowledge and understanding - Know models and concepts of inclusive school development and inclusive development of kindergartens and be able to reflect on them in a theory-based manner - Know methods of team-based inclusive classroom management and group leadership and be able to reflect on them in a theory-based manner - Know the possibilities of didactic differentiation for heterogeneous learning groups and be able to reflect on them based on theory

	- Know the WHO ICF-CY classification model and be able to reflect on it based on theory - Know interpretation models of reading, writing and maths processes and the associated difficulties - Analyse potentials and barriers to learning and develop related didactic strategies for action and reflect on them in a theory-based manner - Know methods of educational and learning documentation, dialogue about learning and performance feedback and be able to reflect on them based on theory - Know methods of supported communication - Know and implement pedagogical options for action geared towards participation in the case of challenging behaviour and be able to reflect on them in a theory-based manner Apply knowledge and understanding - Design inclusive school development and inclusive development of kindergartens and be able to reflect on them from a theoretical perspective - Be able to plan educational practice and lessons on a team basis according to aspects of inclusive pedagogy and didactics and reflect on them in a theory-based way - Be able to plan team-based according to the approaches of inclusive pedagogy and didactics and reflect on them in a theory-based manner - Be able to adapt didactic material to inclusive practice in specific situations - Be able to develop and reflect on didactic action strategies for support with regard to learning potential and learning difficulties - Implement procedures for educational and learning documentation, dialogue about learning and performance feedback and reflect on them in a theory-based manner - Create individual educational plans based on specific examples and integrate them into pedagogical-didactic concepts Make judgements - Be able to critically and theoretically reflect on theories, models and concepts of inclusive pedagogy and didactics - Be able to analyse case situations in relation to theory and concepts

	- Be able to critically analyse pedagogical and didactic material and reflect on it in relation to theory Communication - Know technical terms and be able to use them correctly - Be able to reflect on pedagogical and didactic concepts and guiding principles in a team-based manner Learning strategies - Be able to analyse specific case studies in a theory-based manner and derive pedagogical and didactic options for action from them
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The exam consists of four parts: 1) answers to 15 closed questions on the content of the two lectures in Italian and German (in presence)(30%) 2) written essay (to be written in German or Italian)(in presence) (30%) 3) Products from the laboratory "Pedagogy and Didactics of Inclusion for Childhood and Adolescence" (20%) 4) Products from the laboratory "Diversity, Learning Difficulties and Learning Disabilities" (20%) More detailed information on the product formats will be announced at the beginning of the semester.
Evaluation Criteria	In order to pass the examination, all four parts must be assessed positively. In the event of a negative assessment of the entire module, positively assessed products are deemed to have already been submitted at the next attempt to take the entire module examination. Please note that even in this case, a negative assessment for the entire module will be taken into account when calculating the number of examination attempts. Please note that according to the examination regulations, three attempts without passing will result in a block for three examination dates (see also Article 6, Paragraph 4 of the current examination regulations).
Required Readings	Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. & Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of

Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access & online bib unibz)

Booth, T. & Ainscow, M. (2017). Index für Inklusion. Ein Leitfaden für Schulentwicklung. Beltz, S. 12-26 & S. 71-98 (online Ressource bib unibz)

Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti/up

Demo H. (2015). Didattica aperta in: Demo H. (a cura di), Didattica delle differenze, Trento: Erickson (cap. 3, pp.73-100) (Il libro è disponibile in biblioteca)

Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giaconi, Manuale per l'inclusione (PDF nella cartella)

Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. & Schubatzky, J. (2021). Aus Bourdieus Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: Bourdieus_Werkzeugkiste_12_2021.pdf

Ianes D. e Cramerotti S. (2015). Compresenza didattica inclusiva. Erickson, Trento; Capitolo 3: Che cos'è la compresenza in classe? Modelli operativi e la sua attiazione in classe (il libro è disponibile in biblioteca)

Ianes, D., Demo, H. & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Prospects: Comparative Journal of Curriculum, Learning, and Assessment, DOI: 10.1007/s11125-020-09509-7

Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196

Ianes D. (2009). La speciale normalità, Erickson, Trento. Solo capitolo Interventi psicoeducativi sui comportamenti problema gravi: p. 137-166 (Il libro è disponibile in biblioteca)

Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. Zeitschrift für Inklusion 15(2). https://www.inklusion-online.net/index.php/inklusion-online/article/view/570

Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum

	professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. & Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964 Urbanek, C. & Quante, A. (2021). Kooperation im inklusiven Unterricht – Co-Teaching. In Rank, A., Frey, A. &. Munser-Kiefer, M. (Hrsg.), *Professionalisierung für ein inklusives Schulsystem* (S. 143-162). UTB (online verfügbar über Bibliothek) updates are possible and will be announced before the beginning of the semester.
Supplementary Readings	Will be announced at the beginning of the semester .
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education

Course Module

Course Constituent Title	Special Education for Inclusion in Childhood and Youth
Course Code	12424A
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian; German
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30

	15 h Deutsch: Prof. Dr. Simone Seitz 15 h Italienisch Prof. Heidrun Demo
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	Plan and reflect on inclusive pedagogical-didactic programmes for the class and kindergarten group based on theory
Course Topics	- What is heterogeneity? Representations of Heterogeneity - What is inequity in education? - Inclusive kindergarten development and school development -From General Didactics to Inclusive Didactics Open inclusive teaching & cooperative learning / Open Teaching & Co-operative Learning - achievement and assessment in inclusive primary school & educational documentation in kindergarten - Specific Strategies and Techniques in Inclusive Teaching: Augmentative and Alternative Communication (AAC) - Inclusive Instructional Design Supported by Generative AI (possible changes will be announced at the beginning of the semester)
Teaching Format	The lesson takes place remotely. Lecture, also in "flipped" modality, discussion and work in small groups
Required Readings	Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. & Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access & online bib unibz) Booth, T. & Ainscow, M. (2017). *Index für Inklusion. Ein Leitfaden für Schulentwicklung*. Beltz, S. 12-26 & S. 71-98 (online Ressource bib unibz) Costantino et al. (2007), L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 2007 ; 14(1):34-38 http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti Demo H. (2015). Didattica aperta in: Demo H. (a cura di), Didattica delle differenze, Trento: Erickson (cap. 3, pp.73-100) (Il libro è

	disponibile in biblioteca) Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. & Schubatzky, J. (2021). ¿Aus Bourdieus Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: Bourdieus_Werkzeugkiste_12_2021.pdf Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. & Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964 possible changes will be announced right at the beginning of the lecture
Supplementary Readings	to be announced at the beginning of the lecture

Course Module

Course Constituent Title	Special Education for Inclusion in Childhood and Youth (Lab.)
Course Code	12424B
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Dott. Mag. Sofia Cramerotti, Sofia.Cramerotti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37376
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20

	Gruppe 1 und 2: Prof. Dr. Vanessa Macchia Gruppe 3 und 4: Dott. Mag. Sofia Cramerotti
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Planning and design of individual educational plans and their integration into teaching units and pedagogical concepts based on the contents covered during the lecture
Course Topics	- Designing individual education plans (PEI; PDP) - Integrating individual education plans into inclusive teaching and inclusive educational practice
Teaching Format	Work in small groups, project/problem-based learning
Required Readings	· Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti · Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giaconi, Manuale per l'inclusione (PDF nella cartella) · Ianes D. (2009). La speciale normalità, Erickson, Trento. Solo capitolo Interventi psicoeducativi sui comportamenti problema gravi: p. 137-166 (Il libro è disponibile in biblioteca) · Ianes, D., Demo, H. & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Prospects: Comparative Journal of Curriculum, Learning, and Assessment, DOI: 10.1007/s11125-020-09509-7 · Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. *Zeitschrift für Inklusion* 15(2).https://www.inklusion-online.net/index.php/inklusion-online/article/view/570 · Urbanek, C. & Quante, A. (2021). Kooperation im inklusiven Unterricht – Co-Teaching. In Rank, A., Frey, A. &. Munser-Kiefer, M. (Hrsg.), *Professionalisierung für ein inklusives Schulsystem* (S. 143-162). UTB (online verfügbar über Bibliothek)
Supplementary Readings	· Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. & Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access & online bib unibz)

	· Booth, T. & Ainscow, M. (2017). *Index für Inklusion. Ein Leitfaden für Schulentwicklung*. Beltz, S. 12-26 & S. 71-98 (online Ressource bib unibz) · Demo H. (2015). Didattica aperta in: Demo H. (a cura di), Didattica delle differenze, Trento: Erickson (cap. 3, pp.73-100) (Il libro è disponibile in biblioteca) · Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. & Schubatzky, J. (2021). ¿Aus Bourdieus Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: Bourdieus_Werkzeugkiste_12_2021.pdf · Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196 · Ianes D. e Cramerotti S. (2015). Compresenza didattica inclusiva. Erickson, Trento; Capitolo 3: Che cos'è la compresenza in classe? Modelli operativi e la sua attivazione in classe (il libro è disponibile in biblioteca) · Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. & Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964

Course Module

Course Constituent Title	Diversity, Learning Difficulties and Impairments
Course Code	12424C
Scientific-Disciplinary Sector	PAED-02/A
Language	German; Italian
Lecturers	dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 Dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313 dr. Francesca Berti,

	Francesca.Berti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45869
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30 8 h Deutsch: dr. Francesca Berti 7 h Deutsch: Dr. Petra Auer 15 h Italienisch: Silver dr. Cappello
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	Didactically dealing with diversity in kindergarten and primary school
Course Topics	- Inclusion movement and legal framework for inclusion - Trilemma of inclusion and Individual Education Plan (Law 104/1992) - Specific Learning Disorders and the Personalized Learning Plan (Law 170/2010) - Collaboration and co-teaching between classroom and support teacher - Challenging behaviors - Universal Design for Learning - Inclusive values and sustainability (possible changes will be announced at the beginning of the semester)
Teaching Format	Interactive lecture with activities to foster the integration between theory and practice.
Required Readings	Boger, M.-A. (2017). Theorien der Inklusion – eine Übersicht. *Zeitschrift für Inklusion, 12*(1). https://www.inklusion-online.net/index.php/inklusion-online/article/view/413 Booth, T. & Ainscow, M. (2017). *Index für Inklusion: Ein Leitfaden für Schulentwicklung* (B. Achermann, D. Amirpur, M.-L.

	Braunsteiner, H. Demo, E. Plate & A. Platte, Übersetzung und Adpation). Beltz. (online verfügbar in der Bibliothek) Fedeli D. (2020). *La gestione di comportamenti-problema.* Anicia. Ianes, D., & Cramerotti, S. (2015). *Compresenza didattica inclusiva: Indicazioni metodologiche e modelli operativi di co-teaching*. Edizioni Centro Studi Erickson. Ianes, D., Demo, H. & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. *Prospects*, *49*(3–4), 249–263. https://doi.org/10.1007/s11125-020-09509-7 Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo. *Integrazione Scolastica e Sociale, 20*(2), 34–49. https://doi.org/10.14605/ISS2022103 Ianes D. e Demo H. (2022). *Specialità e normalità? Affrontare il dilemma per una scuola equa e inclusiva per tutt¿.* Erickson. Schütt, M.-L. (2020). Universal Design for Learning – ein Lösungsansatz für gelingende Partizipation aller Schüler*innen am inklusiven Unterricht!? In I. Boban & A. Hinz (Hrsg.), *Inklusion und Partizipation in Schule und Gesellschaft: Erfahrungen, Methoden, Analysen* (S.151–165). Beltz Juventa. (online verfügbar in der Bibliothek)
Supplementary Readings	will be announced at the beginning of the semester

Course Module

Course Constituent Title	Diversity, Learning Difficulties and Impairments (Lab.)
Course Code	12424D
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313 dr. Francesca Berti, Francesca.Berti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45869

Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1 und 2: Dr. Petra Auer Gruppe 3 und 4: dr. Francesca Berti
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Dealing with diversity didactically: diversity of learning
Course Topics	- Understanding specific learning disabilities and literacy and numeracy processes and associated difficulties - Participatory communication with families in relation to problem situations and learning difficulties - Cooperation within the class team to plan inclusion-related action strategies and participation
Teaching Format	Work in small groups, project/problem-based learning
Required Readings	· Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. & Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access & online bib unibz) · Booth, T. & Ainscow, M. (2017). *Index für Inklusion. Ein Leitfaden für Schulentwicklung*. Beltz, S. 12-26 & S. 71-98 (online Ressource bib unibz) · Demo H. (2015). Didattica aperta in: Demo H. (a cura di), Didattica delle differenze, Trento: Erickson (cap. 3, pp.73-100) (Il libro è disponibile in biblioteca) · Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. & Schubatzky, J. (2021). ¿Aus Bourdieus Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: Bourdieus_Werkzeugkiste_12_2021.pdf · Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 https://rivistedigitali.erickson.it/integrazione-scolastica-

	sociale/it/visualizza/pdf/2196 · Ianes D. e Cramerotti S. (2015). Compresenza didattica inclusiva. Erickson, Trento; Capitolo 3: Che cos'è la compresenza in classe? Modelli operativi e la sua attivazione in classe (il libro è disponibile in biblioteca) · Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. & Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964
Supplementary Readings	· Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti · Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giaconi, Manuale per l'inclusione (PDF nella cartella) · Ianes D. (2009). La speciale normalità, Erickson, Trento. Solo capitolo Interventi psicoeducativi sui comportamenti problema gravi: p. 137-166 (Il libro è disponibile in biblioteca) · Ianes, D., Demo, H. & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Prospects: Comparative Journal of Curriculum, Learning, and Assessment, DOI: 10.1007/s11125-020-09509-7 · Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. *Zeitschrift für Inklusion* 15(2).https://www.inklusion-online.net/index.php/inklusion-online/article/view/570 Urbanek, C. & Quante, A. (2021). Kooperation im inklusiven Unterricht – Co-Teaching. In Rank, A., Frey, A. &. Munser-Kiefer, M. (Hrsg.), *Professionalisierung für ein inklusives Schulsystem* (S. 143-162). UTB (online verfügbar über Bibliothek)