

Syllabus

Course Description

Course Title	Historical and Comparative Pedagogy
Course Code	400003
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428 Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442 Dott. Mag. Rosa Anna Ferdigg, RosaAnna.Ferdigg@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37368
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	9
Teaching Hours	68
Lab Hours	16
Individual Study Hours	141
Planned Office Hours	27
Contents Summary	See the individual course modules.
Course Topics	This module promotes the professional development of trainee

	teachers and educational practitioners by combining historical, comparative and empirical approaches to education, upbringing and professional pedagogical practice. It enables students to understand and critically reflect on the current challenges facing nursery schools and schools against the backdrop of their historical development, social context and international variations. The focus is on the history of educational ideas, institutions and professions, comparative analyses of European and non-European education systems, and the development of the nursery and school systems in South Tyrol. Particular attention is paid to inclusion as a guiding principle of contemporary educational and upbringing processes, as well as to the various educational policy and institutional strategies for its implementation. These perspectives are explored in greater depth through, amongst other things, research-based learning. Drawing on historical sources, educational biographies and qualitative research methods, students analyse educational and upbringing processes at the various levels of educational institutions – from educational policy and administrative guidelines, through their institutional and pedagogical recontextualisation, to their adoption and reception by the respective target groups. A particular focus is placed on the analysis of pedagogical relationships as a central dimension of professional pedagogical practice. By combining historical, comparative and empirical approaches, students develop a reflective understanding of professional pedagogical practice. In doing so, they expand their ability to assess educational processes from different perspectives and to further develop educational practice and educational institutions in a scientifically sound, inclusion-oriented and forward-looking manner.
Keywords	Understanding from a historical perspective Making international comparisons Exploring regional aspects in greater depth Analysing scientifically and reflecting professionally
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures, academic literature and source analysis, comparative analyses, collaborative learning methods, inquiry-based learning, student presentations, and guided reflection and discussion of

	academic issues.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and Understanding The students - know central lines of development of pedagogy and its institutions as well as essential aspects of the history of education in South Tyrol; - understand pedagogical ideas, institutions and practices in their historical, political, social, cultural and economic contexts; - know central historical, educational biographical and comparative approaches as well as political and legal foundations of inclusive education in the European context; - understand historical development and social conditionality as a basis for the analysis of current structures and challenges of school and kindergarten. Applying knowledge and understanding The students - apply historical, comparative and educational biographical approaches to concrete pedagogical issues; - analyse educational developments, reforms and institutional practices in their respective contexts; - compare different European approaches to inclusive education and reflect on their importance for pedagogical practice; - use historical and comparative perspectives as a reflection foil for current challenges in kindergarten and school. Judging The students - assess historical sources, educational biographical testimonies and educational policy developments critically and contextually; - reflect continuities, ruptures and long-term effects of educational experiences; - analyse inclusive strategies and practices with regard to participation, educational justice and institutional conditions; - develop reasoned judgments on pedagogical and professional action on this basis. Communication

	The students - are able to present historical, comparative, educational biographical and inclusion-related findings in a technically precise manner and convey them in a comprehensible argumentative manner; - relate different perspectives and interpretations to each other in a reflective manner in scientific discussions; - present and justify the results of their own surveys and analyses in a way that is appropriate for the target group; - participate in professionally sound discussions across institutions, cultures and countries and use different perspectives for joint reflection processes. Learning strategies The students - independently develop historical, comparative and inclusion-related issues; - link different theoretical and methodological approaches to analysis and reflection; - use self-reflection, comparison of perspectives and research-based learning for their own professionalisation; - open up new pedagogical and educational policy contexts independently and reflect on their significance for their own professional horizon of action.
Specific Educational Objectives and Learning Outcomes (additional info.)	Will be announced at the beginning of the semester
Assessment	Final written examination (written exam) comprising set and/or open-ended questions covering both lectures. In addition, for the laboratory and the seminar, students are required to produce written analyses on specific topics. The details of these assignments will be announced at the start of the semester and published via the platform set up for the module.
Evaluation Criteria	The module concludes with a combined final assessment. This comprises the written examination as well as the written assignments completed in the seminar and laboratory sessions, including the associated presentations. To pass the module, students must achieve a pass mark in all three module components. If the module as a whole is assessed as

	a fail, any module components that have already been assessed as a pass will be credited towards the next examination attempt. However, in accordance with the current examination regulations, the overall fail mark is counted as one examination attempt. After three unsuccessful examination attempts, the waiting period stipulated in the examination regulations comes into effect (see Article 6(4) of the current examination regulations). The assessment is based on the content described in the syllabus, the topics covered, the intended learning outcomes and the specific educational objectives of the module. The independent incorporation of academic literature beyond the required reading list is expressly viewed favourably. The assessment is based in particular on the following criteria: - academic accuracy and completeness, - logical structure and coherence of the argumentation, - academically sound engagement with the specialist literature, - ability to analyse, reflect upon and engage in critical discussion, - appropriate use of academic terminology, - independent judgement supported by clear and comprehensible reasoning. In laboratory sessions and seminars, active and consistent participation is also taken into account. The relevant criteria will be announced at the start of the course.
Required Readings	Ainscow, M. (2021). Inclusion and Equity in Education: Responding to a Global Challenge. In A. Köpfer, J. Powell & R. Zahnd (Hrsg.), <i>Handbuch Inklusion international. International Handbook of Inclusive Education</i> (S. 75-87). Wien. open access unter: shop.budrich-academic.de/wp-content/uploads/2021/01/9783847415770.pdf Augschöll Blasbichler, A (2026): Aufwachsen und Bildungschancen in Südtirol in den ersten Nachkriegsjahrzehnten, in Zeitschrift für Agrargeschichte und Agrarsoziologie (ZAA), 74/ 1, S. 59-82, Issn 0044-2194. Augschöll Blasbichler, A. (2019): „Meine Schule in der fremden Sprache“ – Eine retrospektive Auseinandersetzung mit erlebter Schule von Südtirolerinnen und Südtirolern während des Faschismus sowie von Menschen mit Migrationsgeschichte heute. In Cerny D. & Oberlechner M. (eds.), <i>Schule – Gesellschaft – Migration. Professionsbilder institutioneller Bildung</i> (pp.101–126). Wien. ISBN 978-3-8474-260-3.

	Augschöll Blasbichler A. (2019): <i>Die Tiroler Schulordnung von 1586: Hintergründe und Inhalte der ersten frühneuzeitlichen Reglementierung des weltlichen Schulwesens auf der Makroebene</i>. Quaderni di Intercultura, 96–106. ISSN 2035-858X. https://doi.org/10.3271/M59. Augschöll Blasbichler, A. (2025). <i>Le riforme scolastiche in Tirolo fino al XVIII secolo, con una particolare attenzione all'implementazione del metodo normale</i>. In <i>Studi sulla Formazione</i>, 28, 37–50. ISSN 1127-1124. https://doi.org/10.36253/ssf-16083 Augschöll Blasbichler A., Peterlini, H.K. (2019): <i>Die Schule in der Stube: Schul- und Bildungspolitik am Beispiel der aufgelassenen Kleinschulen in Südtirol. Fallstudien zum Schulgebäude als institutionalisierter Ort des Lernens im Wandel von Zeiten und Räumen</i>. Brixen: Weger. ISBN 978-88-6563-138-6. Daraus: S.11-36. Augschöll Blasbichler, A.: Bildungsgeschichte Südtirols 1918-1943. Ein um Verstehen bemühter Abriss mit Blick auf heroische und stereotype Narrative. In Kraler, C., et al. <i>Bildung und Sozialisation. Weiterführende Perspektiven auf das Werk von Helmut Fend</i>. Bad Heilbrunn : Verlag Julius Klinkhardt 2025, S. 182-209 - URN: urn:nbn:de:0111-pedocs-347517 - DOI: 10.25656/01:34751; 10.35468/6202-07. Döbert, H. et al (Hrsg.) (2017): <i>Die Bildungssysteme Europas</i>. Hohengeren, Schneider, IBAB 978-3-8340-1705-5. (ausgewählte Kapitel). Eurydice (2023). <i>Promoting diversity and inclusion in schools in Europe</i>. Eurydice report. Publications Office of the European Union. http://eurydice.eacea.ec.europa.eu.
Supplementary Readings	Allemann-Ghionda, C. (2013). <i>Bildung für alle, Diversität und Inklusion: Internationale Perspektiven</i>. Schöningh. https://doi.org/10.25656/01:12451 Arnaiz Sánchez, P. (2022). <i>Perceptions of the Educational</i> Augschöll Blasbichler, A. (2025): <i>Le riforme scolastiche in Tirolo fino al XVIII secolo, con una particolare attenzione all'implementazione del metodo normale</i>. In <i>Studi sulla</i>

	Formazione, 28, 37–50. ISSN 1127-1124. https://doi.org/10.36253/ssf-16083. Banks, J., et.al. (2021). Inklusive Bildung in Österreich – Von den Community on the Inclusion and Presence of Students with SEN in Mainstream Schools: A Mixed Study. <i>Children</i>, 9(6), 886. Eurydice (2026). Austria overview. https://eurydice.eacea.ec.europa.eu/eurypedia/austria/overview Eurydice (2026). Spain overview. https://eurydice.eacea.ec.europa.eu/eurypedia/spain/overview Hoya, F., Frey, A. & Pichler, (2026). Primary Schools and https://doi.org/10.1007/s11125-020-09509-7 lanes, D., Demo, H., & Dell’Anna (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Budrich. shop.budrich-academic.de/wp-content/uploads/2021/01/9783847415770.pdf Parrilla, A. (2007). <i>Inclusive Education in Spain: A View from Inside</i>. In: Barton & Armstrong (Hrsg.), <i>Policy, Experience and Change: Cross-Cultural Reflections on Inclusive Education</i>. S. (2023). Funding models of inclusion in an international perspective. In Seitz, S. et al (Hrsg.), <i>International perspectives on inclusion – in the light of educational justice</i>. (S. 163-191). Budrich. https://doi.org/10.3224/84742698 Prengel, A. (2022). Erinnerungsgeschichten in pädagogischen Ausbildungs- und Studiengängen. Ziele, Arbeitsbündnis, Arbeitsschritte und theoretische Bezüge. <i>DiMawe – Die Materialwerkstatt</i>, 4 (5), 5–33. ISSN: 2629–5598. https://doi.org/10.11576/dimawe-4862. Wiezorek, Christine (2017): Biographieforschung und Bildungsforschung. Potenziale erziehungswissenschaftlicher Perspektiven auf die Erforschung von Lern- und Bildungsprozessen. In ZQF Heft 1/2017, S. 21–40. https://doi.org/10.3224/zqf.v18i1.03,
--	--

	https://pdfs.semanticscholar.org/cab3/2879921c33914bdf75b5d747c445454e92 Seitz, S. (2026/ in press). Primary School and Primary School - Teacher Education in Italy. In J. Schlesier, et al. (Eds.), <i>Foundations of Learning: Unveiling the Mosaic of Primary Education Worldwide</i> (pp. 201-221). Klinkhardt. (open access). https://klinkhardt.de/sites/default/files/sonst-pdf/9783781562394.pdf .
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Peace, justice and strong institutions, Gender equality, Reduced inequalities, Quality education

Course Module

Course Constituent Title	History of Education and Comparative Education
Course Code	400003A
Scientific-Disciplinary Sector	PAED-01/B
Language	German
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428
Teaching Assistant	
Semester	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15
Contents Summary	The lecture introduces students to the history of pedagogy as a discipline of reflection and action. At its core is a hermeneutically oriented analysis of pedagogical ideas, institutions, and practices that makes historical developments intelligible from a contemporary perspective and highlights both continuities and ruptures. At the same time, historical genesis serves as a

	framework for reflecting on current conditions and challenges in the field of education and opens up perspectives for their sustainable shaping.
Course Topics	The lecture focuses on the key lines of development in pedagogy, from antiquity to contemporary differentiations within educational science. Educational ideas and their institutional and practical manifestations in kindergarten and school are examined within their socio-economic, cultural and political contexts, drawing on psychoanalytic, ecological, gender and queer theoretical perspectives. This enables students to understand current pedagogical questions in their historical conditionedness and to sharpen their own professional perspective through reflection.
Teaching Format	Face-to-face teaching, with lectures alternating with practical sessions. The course is run in close collaboration with the Research and Documentation Centre on the History of Education in South Tyrol.
Required Readings	Döbert, Hans et al (Hrsg.) (2017): Die Bildungssysteme Europas. Hohengeren, Schneider, IBAB 978-3-8340-1705-5. (ausgewählte Kapitel). Fees, Konrad (2015): <i>Geschichte der Pädagogik : Ein Kompaktkurs</i>, Kohlhammer Verlag, (ausgewählte Kapitel) ISBN 978-3-17-028739-6 ProQuest Ebook https://ebookcentral.proquest.com/lib/unibz/detail.action?docID=2049691 Fend, Helmut (2006): <i>Geschichte des Bildungswesens. Der Sonderweg im europäischen Kulturraum</i>. VS, Wiesbaden. https://link-springer-com.libproxy.unibz.it/book/10.1007/978-3-531-90047-6. Daraus: Die Anfänge institutionalisierte Bildung als okzidentaler Sonderweg in ihren inhaltlichen und organisatorischen Rückbindung auf Antike und Christentum (S. 35-62, 87-94); Die Säkularisierung der Bildung (S. 107-109); Die Reformation und der Beginn der Alphabetisierung (S. 111-117, 135-137); Das Zeitalter der Aufklärung und die Entstehung der modernen Bildungssysteme (S. 139-150, 168-170). Fend, Helmut (2006): <i>Neue Theorie der Schule</i>. VS, Wiesbaden, ISBN : 978-3-531-16032-0. Daraus: S. 146-190. Skiera, Ehrenhard (2003): <i>Reformpädagogik in Geschichte und Gegenwart</i>. München, Wien. Daraus: Kunst- und Arbeitsbewegung (S. 103-109, 114-120, 161-162); Landerziehungsheime – Hermann Lietz (S. 173-178); Maria Montessori (S. 195-198, 205-230);

	Waldorf (S. 233-266); Dalton-Plan (S. 269-272, 279-286); Jenaplan (S. 289-308); Célestin Freinet (S. 311-328).
Supplementary Readings	Will be announced at the beginning of the semester

Course Module

Course Constituent Title	History and Development of the School System in South Tyrol (sem.)
Course Code	400003B
Scientific-Disciplinary Sector	PAED-01/B
Language	German
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428
Teaching Assistant	
Semester	Second semester
CP	1
Responsible Lecturer	
Teaching Hours	12 Gruppe 1 und 2: Prof. Mag. Dr. Annemarie Augschöll Blasbichler
Lab Hours	0
Individual Study Hours	13
Planned Office Hours	3
Contents Summary	The seminar is devoted to the history of institutionalized education in the territory of present-day South Tyrol and thus deepens the local dimension of the history of pedagogy and its institutions addressed in the lecture course. At its core is an understanding-oriented engagement with the genesis of educational institutions and their historical aftereffects in the current constellations and challenges of kindergarten and school in South Tyrol. In this way, the course also provides a foundation for the reflections and analyses undertaken in the laboratory "History of Pedagogy in the Field of Childhood."
Course Topics	The seminar examines the genesis of institutionalized education in

	South Tyrol from the earliest school foundations in the High Middle Ages to the present. It focuses on early educational institutions in ecclesiastical and urban contexts, regional attempts at regulation, and the implementation of major state reforms, in particular compulsory schooling in 1774 and its extension in 1869. The contents and pedagogical concepts of kindergarten and school are analyzed, as are their function and instrumentalization within broader conceptions of social order and deliberate processes of shaping human beings. A further focus lies on the history of educational institutions in South Tyrol in the twentieth century in the context of war, Fascism, and National Socialism, as well as on the complex individual and collective memories associated with them and their transgenerational effects. The seminar also addresses the postwar decades, the struggle for educational policy autonomy in the field of mother-tongue education, the implementation of major national education reforms such as the unified middle school and integration or inclusion, and current challenges and educational policy developments in the area of kindergarten and school in South Tyrol.
Teaching Format	The seminar takes place remotely. Introductory lectures, analysis of academic literature and historical sources, student presentations, and seminar discussions.
Required Readings	Augschöll Blasbichler A., Peterlini H.K. (2019): <i>Die Schule in der Stube: Schul- und Bildungspolitik am Beispiel der aufgelassenen Kleinschulen in Südtirol. Fallstudien zum Schulgebäude als institutionalisierter Ort des Lernens im Wandel von Zeiten und Räumen</i>. Brixen: Weger. ISBN 978-88-6563-138-6. Daraus:: S.11-36. Annemarie Augschöll Blasbichler (2026): Aufwachsen und Bildungschancen in Südtirol in den ersten Nachkriegsjahrzehnten, in Zeitschrift für Agrargeschichte und Agrarsoziologie (ZAA), 74/ 1, S. 59-82, Issn 0044-2194. Augschöll Blasbichler A. (2025). <i>Le riforme scolastiche in Tirolo fino al XVIII secolo, con una particolare attenzione all'implementazione del metodo normale</i>. In <i>Studi sulla Formazione</i>, 28, 37–50. ISSN 1127-1124. https://doi.org/10.36253/ssf-16083 Augschöll Blasbichler A. (2019): „Meine Schule in der fremden Sprache“ – Eine retrospektive Auseinandersetzung mit erlebter Schule von Südtirolerinnen und Südtirolern während des Faschismus sowie von Menschen mit Migrationsgeschichte

	<i>heute</i>. In Cerny D. & Oberlechner M. (eds.), <i>Schule – Gesellschaft – Migration. Professionsbilder institutioneller Bildung</i> (pp. 101–126). Wien: Verlag Barbara Budrich. ISBN 978-3-8474-260-3. Augschöll Blasbichler A. (2019): <i>Die Tiroler Schulordnung von 1586: Hintergründe und Inhalte der ersten frühneuzeitlichen Reglementierung des weltlichen Schulwesens auf der Makroebene</i>. Quaderni di Intercultura, 96–106. ISSN 2035-858X. https://doi.org/10.3271/M59. Augschöll Blasbichler, Annemarie: Bildungsgeschichte Südtirols 1918-1943. Ein um Verstehen bemühter Abriss mit Blick auf heroische und stereotype Narrative - In: Kraler, Christian ; Schreiner, Claudia; Berger, Fred: Bildung und Sozialisation. Weiterführende Perspektiven auf das Werk von Helmut Fend. Bad Heilbrunn : Verlag Julius Klinkhardt 2025, S. 182-209 - URN: urn:nbn:de:0111-pedocs-347517 - DOI: 10.25656/01:34751; 10.35468/6202-07.
Supplementary Readings	Augschöll Blasbichler A. (2025): <i>Le riforme scolastiche in Tirolo fino al XVIII secolo, con una particolare attenzione all'implementazione del metodo normale</i>. In <i>Studi sulla Formazione</i>, 28, 37–50. ISSN 1127-1124. https://doi.org/10.36253/ssf-16083.

Course Module

Course Constituent Title	History of Childhood Education (lab.)
Course Code	400003C
Scientific-Disciplinary Sector	PAED-01/B
Language	German
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428 Dott. Mag. Rosa Anna Ferdigg, RosaAnna.Ferdigg@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37368
Teaching Assistant	
Semester	Second semester

CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppe 1, 2, 3 und 4: Prof. Mag. Dr. Annemarie Augschöll Blasbichler Gruppe 5: Dott. Mag. Rosa Anna Ferdigg
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	The laboratory aims to support the professionalization of future teachers and educational professionals through a critical and reflective engagement with historical and contemporary forms of childhood, as well as with education and learning in formal, non-formal, and informal contexts. Guided self-reflection is a central component of the course. It focuses on students' own experiences, interpretations, and conceptions of childhood, education, and pedagogical action. Research-oriented approaches are combined with socio- and cultural-theoretical perspectives in order to explore the multidimensionality of pedagogical realities. At the center are kindergarten and school as institutional places of education, learning, and everyday life that shape children's biographies in significant and diverse ways.
Course Topics	In terms of content, the interactive laboratory includes reflection on one's own educational and learning history, the collection and analysis of educational-biographical trajectories, including their political, economic, and socio-cultural conditions, as well as engagement with corresponding methodological and interdisciplinary approaches. A particular focus is placed on kindergarten and school as formative places of life, learning, and work, taking into account the actors operating at different levels and their respective processes of recontextualization. Special attention is given to the significance of pedagogical relationships between educators and children.
Teaching Format	Drawing on selected primary sources and secondary literature, the course encourages individual and group-based exploration and group discussions on the topics, using an inquiry-based learning approach. The course is run in close collaboration with the Research and Documentation Centre on the History of Education in

	South Tyrol.
Required Readings	Kerle, Ursina; Augschöll Blasbichler, Annemarie; Düggeli; Albert (2023): <i>Kindheit und Schulzeit in zwei Alpenregionen – Aufwachsen und Lernen in Südtirol und Graubünden zwischen 1920 und 1970</i>. Chur, Collana. ISBN 978-3-033-09734-6 Leitner, Ulrich; Augschöll Blasbichler, Annemarie (2022): <i>Kindheitsgeschichten - Storie d'infanzia</i>, Schriften zur politischen Ästhetik, Innsbruck, Innsbruck University Press. ISBN 978-3-99106-062-8. Prengel, Annedore (2019), Pädagogische Beziehungen zwischen Verletzung und Ambivalenz. Verlag Barbara Budrich, Opladen, Berlin & Toronto, (ausgewählte Kapitel) ISBN 978-3-8474-2286-0 (Paperback), eISBN 978-3-8474-1339-4. Prengel, A. (2022). Erinnerungsgeschichten in pädagogischen Ausbildungs- und Studiengängen. Ziele, Arbeitsbündnis, Arbeitsschritte und theoretische Bezüge. <i>DiMawe – Die Materialwerkstatt</i>, 4 (5), 5–33. ISSN: 2629–5598. https://doi.org/10.11576/dimawe-4862. Wiezorek, Christine (2017): Biographieforschung und Bildungsforschung. Potenziale erziehungswissenschaftlicher Perspektiven auf die Erforschung von Lern- und Bildungsprozessen. In ZQF Heft 1/2017, S. 21–40. https://doi.org/10.3224/zqf.v18i1.03, https://pdfs.semanticscholar.org/cab3/2879921c33914bdf75b5d747c445454e92
Supplementary Readings	

Course Module

Course Constituent Title	Policies and Practices of Inclusion in the European Context
Course Code	400003D
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	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	2
Responsible Lecturer	
Teaching Hours	16
Lab Hours	0
Individual Study Hours	44
Planned Office Hours	6
Contents Summary	The course provides an overview of policies and practices of inclusion in the European context, with a focus on education systems. It examines key legal frameworks, strategies, and measures aimed at promoting participation and equity. Comparative perspectives across different national approaches are explored. Students reflect on the implementation of inclusive practices in educational settings.
Course Topics	Political and legal frameworks for inclusive education at primary school level and in Early Education in Europe; comparative analysis of European education systems with regard to educational (in)equity; critical reflection on inclusive teaching practices within different contextual frameworks
Teaching Format	in person teaching, lectures alternating with working phases
Required Readings	Ainscow, M. (2021). Inclusion and Equity in Education: Responding to a Global Challenge. In A. Köpfer, J. Powell & R. Zahnd (Hrsg.), <i>Handbuch Inklusion international. International Handbook of Inclusive Education</i> (S. 75-87). Barbara Budrich. open access unter: shop.budrich-academic.de/wp-content/uploads/2021/01/9783847415770.pdf Eurydice (2023). Promoting diversity and inclusion in schools in Europe. Eurydice report. Publications Office of the European Union. http://eurydice.eacea.ec.europa.eu Kefallinou, A., Symeonidou, S. & Meijer, C. (2020). <i>Understanding the Value of Inclusive Education and its Implementation: A Review of the Literature</i>. Prospects. (Zugriff über bib unibz). https://link.springer.com/article/10.1007/s11125-020-09500-2 Sonnenburg, N. (2026). Dimensionen der Internationalisierung und Europäisierung in der Grundschule. In R. Baar, P. Büker, V. Henke, A. Seifert & K. Velten (Hrsg.), <i>Internationalisierung in der Grundschulpädagogik. Konzepte, Befunde und Perspektiven im deutschsprachigen Diskurs</i> (S. 152-165). Klinkhardt. Open access unter: https://klinkhardt.de/sites/default/files/sonst-

	pdf/9783781562158.pdf Sono possibili modifiche, che saranno comunicate prima dell'inizio delle lezioni.
Supplementary Readings	Allemann-Ghionda, C. (2013). Bildung für alle, Diversität und Inklusion: Internationale Perspektiven. Schöningh. https://doi.org/10.25656/01:12451 Arnaiz Sánchez, P. (2022). Perceptions of the Educational Community on the Inclusion and Presence of Students with SEN in Mainstream Schools: A Mixed Study. <i>Children</i>, 9(6), 886. Banks, J., Cappello, S., Demo, H., Hausstätter, R. & Seitz, S. (2023). Funding models of inclusion in an international perspective. In Seitz, S., Auer, P. & Bellacicco, R. (Hrsg.), <i>International perspectives on inclusion – in the light of educational justice</i>. (S. 163-191). Budrich. https://doi.org/10.3224/84742698 Biewer, G. (2021). Inklusive Bildung in Österreich – Von den Anfängen der Entwicklung eines rechtlich-normativen Auftrags bis zu den Perspektiven für die Zukunft. In A. Köpfer, J. Powell & R. Zahnd (Hrsg.), <i>Handbuch Inklusion international. International Handbook of Inclusive Education</i> (S. 239-246). Budrich. shop.budrich-academic.de/wp-content/uploads/2021/01/9783847415770.pdf Eurydice (2026). Austria overview. https://eurydice.eacea.ec.europa.eu/eurydice/austria/overview (2026). Italy overview. https://eurydice.eacea.ec.europa.eu/eurydice/italy/overview Eurydice (2026). Spain overview. https://eurydice.eacea.ec.europa.eu/eurydice/spain/overview Hoya, F., Frey, A. & Pichler, (2026). Primary Schools and Their Teacher Training in Austria. In J. Schlesier, R. Baar, P. Büker & A. Rank (Eds.), <i>Foundations of Learning: Unveiling the Mosaic of Primary Education Worldwide</i> (pp. 23-57). Klinkhardt. (open access). Ianes, D., Demo, H., & Dell'Anna (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. <i>Prospects</i>, 49, 249–263.

	https://doi.org/10.1007/s11125-020-09509-7 Parrilla, A. (2007). <i>Inclusive Education in Spain: A View from Inside</i>. In: Barton & Armstrong (Hrsg.), <i>Policy, Experience and Change: Cross-Cultural Reflections on Inclusive Education</i>. Seitz, S. (2026/ in press). Primary School and Primary School Teacher Education in Italy. In J. Schlesier, R. Baar, P. Büker & A. Rank (Eds.), <i>Foundations of Learning: Unveiling the Mosaic of Primary Education Worldwide</i> (pp. 201-221). Klinkhardt. (open access). Schäfer, L. (2021). Maßnahmen inklusiver Bildung – Ein international vergleichender Blick auf Andalusien (Spanien) und Berlin (Deutschland). In A. Köpfer, J. Powell & R. Zahnd (Hrsg.), <i>Handbuch Inklusion international. International Handbook of Inclusive Education</i> (S. 197-220). Budrich. shop.budrich-academic.de/wp-content/uploads/2021/01/9783847415770.pdf Sono possibili modifiche, che saranno comunicate prima dell'inizio delle lezioni.
--	---