

Syllabus

Course Description

Course Title	Multidisciplinary teamwork in the context of inclusive education and teaching - part 1
Course Code	80908
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Degree Course	Specialisation course for the teaching of children with special educational needs - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115
Teaching Assistant	
Semester	First semester
Course Year/s	2026-2027
CP	2
Teaching Hours	15
Lab Hours	0
Individual Study Hours	35
Planned Office Hours	
Contents Summary	The course will examine the various ways in which mainstream teachers and specialist teachers can work together. Knowledge of strategies and methods for co-planning, co-teaching and co-assessment will be consistently linked to real-life situations in the school environment, with a view to achieving inclusive co-teaching.
Course Topics	Principles and models of co-planning; Types of co-teaching and examples; Principles and tools for co-assessment;

	Strategies for effective relationships, communication and collaboration in teamwork The role of the support teacher
Keywords	co-teaching
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Interactive lessons supported by specific materials prepared by the lecturer; case studies; simulations; group work; discussions
Mandatory Attendance	in accordance with regulation
Specific Educational Objectives and Learning Outcomes	KNOWLEDGE AND UNDERSTANDING 1. Develop the ability to critically analyse, evaluate and synthesise new and complex ideas by demonstrating an understanding of the knowledge and skills acquired; ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING 1. Be able to apply knowledge and understanding in such a way as to demonstrate a professional approach to their work and possess adequate skills both to devise and support arguments and to solve problems; 2. Be able to conceive, design, implement and adapt an educational process 3. Knowledge of the quality elements of collaboration between support and mainstream teachers and of the different types of co-teaching • Ability to design co-planning, co-teaching and co-assessment activities in the classroom INDEPENDENT JUDGEMENT 1. Acquire the ability to reflect on personal beliefs regarding the development of educational contexts and processes, drawing on one's own school and university experience and reviewing these in the light of scientific research findings; COMMUNICATION SKILLS 1. Acquire the ability to communicate and argue clearly LEARNING SKILLS 1. Acquire the ability to promote participation in the culture of knowledge within professional contexts

	TRANSVERSAL SKILLS/SOFT SKILLS 1. Critical reflection on the role of the support teacher 2. Ability to critically reflect on experiences of co-teaching in order to improve them
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	written: real-life case study
Evaluation Criteria	The written test will focus on reviewing a collaborative experience between a specialist teacher and a mainstream teacher in light of the shared content. The analysis of the situation should highlight the strengths and weaknesses of the collaboration, as well as possible avenues for improvement. The assessment criteria are: • knowledge of different forms of collaboration between mainstream and support teachers (co-planning, co-teaching, co-assessment); • the ability to identify measures to improve the situation analysed; • the ability to justify the proposed improvements.
Required Readings	CHAPTER 3 What is co-teaching? Operational models for its implementation in the classroom (S. Cramerotti and A. Cattoni) in Ianes D. and Cramerotti S. (2015). Inclusive co-teaching. Erickson, Trento
Supplementary Readings	will be shared in class
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education