

Syllabus

Course Description

Course Title	Inclusive Teaching of People with SEN
Course Code	82004
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	Training course 30 CP - Italian section
Lecturers	dr. Sara Baroni, Sara.Baroni@unibz.it https://www.unibz.it/en/home/research/competence-center-school-inclusion/team-and-body/person/35380
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	Introduction and common definition of the key concepts of Special Education/Inclusive Education; Getting to know the main forms of disability, DSA and Special Educational Needs according to the ICF (WHO, 2001); Identify some inclusive teaching and educational intervention strategies. Technology support.
Course Topics	The course will cover the following topics: <ul style="list-style-type: none"> - Fundamental theoretical principles of inclusive education - A brief history of inclusive education

	<ul style="list-style-type: none"> - Inclusion legislation in Italy: main references and their practical implications - Recognising SEN and implementing inclusive teaching strategies - Designing Individualised Education Plans (IEPs) and Personalised Teaching Plans (PTPs) - Making teaching inclusive for all: differentiated teaching according to Universal Design for Learning (UDL). - Reflective tools to support teaching professionalism
Keywords	Inclusive education, special educational needs, Universal Design for Learning, teaching strategies.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures, discussions, and group work
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>At the end of the course, students will have to demonstrate that they possess the necessary knowledge to critically address issues relating to disability and, more generally, to human diversity in its many facets. They will also have to demonstrate that they are able to apply the knowledge they have learnt to carry out educational planning from an inclusive perspective, which takes into account the needs of the individual in relation to the context to which they belong.</p> <p>A. To know, understand, critically argue the main conceptual, cultural, ethical and political dimensions and approaches of Inclusive Education.</p> <p>B. To know, understand and be able to critically analyse, apply the acquired knowledge and the main current normative and organisational-institutional structures in the field of educational and social inclusion.</p> <p>C. To know, understand and apply some of the main inclusive teaching approaches and strategies to concrete situations.</p>
Specific Educational Objectives and Learning	

Outcomes (additional info.)	
Assessment	Midterm assessments, supplementary final written exam as a review of the course experience and/or content.
Evaluation Criteria	<p>Assignment of a single final grade.</p> <p>For the written exam, the following are considered and evaluated: relevance, clarity of argumentation, critical analysis skills, ability to rework, reflection, etc.</p>
Required Readings	They will be provided during the course.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education