

Syllabus

Course Description

Course Title	Inclusive Didactics in Secondary Education
Course Code	83004
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Lecturers	Dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	
Contents Summary	With a view to inclusive pedagogy, the course aims to provide the foundations necessary for planning inclusive teaching and learning. It explores various ways of creating inclusive learning environments, whether through the design of the learning context, the use of didactic approaches, or the application of pedagogical and instructional intervention strategies. These approaches address both all students and their individual diversity, as well as students with so-called special educational needs (e.g., specific learning disorders as defined by Italian Law 170/2010).

Course Topics	<ul style="list-style-type: none"> • Fundamentals of inclusive education • Diversity and Learner Heterogeneity • Inclusive values and the Index for Inclusion • Compensation measures and differentiated instruction • Collaboration within (multi-professional) teams • Universal Design for Learning (UDL)
Keywords	Inclusive Education, Diversity, Inclusive Instruction Design, Universal Design for Learning (UDL)
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The course combines lectures with short work sessions (cooperative and action-oriented learning formats, problem-based learning) to promote understanding of the course content, stimulate critical reflection, and foster the transfer of theory into practice.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<ul style="list-style-type: none"> • Knowledge of key inclusive approaches and strategies • Ability to design teaching and learning activities that combine attention to the whole class with attention to individual students • Reflective practical knowledge for enhancing the accessibility of learning environments and learning content, as well as for creating accessible teaching materials, for example according to the principles of UDL • Critical reflection on one's own teaching practices in the context of inclusion <p>Knowledge and Understanding</p> <p>Teachers will know and understand:</p> <ul style="list-style-type: none"> • The concepts of inclusion, diversity, heterogeneity, Vielfalt, participation, compensation, differentiation, and multi-professional collaboration. • Key inclusive pedagogical and didactic approaches and strategies. • The theoretical foundations of UDL. • Inclusion-supportive measures for facilitating student learning and participation. <p>Applying Knowledge and Understanding</p>

	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Collaborate and engage in inclusive planning within multi-professional teams. • Design teaching units using inclusive pedagogical and didactic approaches and strategies (e.g., UDL). • Implement specific inclusion-supportive measures in the classroom. <p>Making and justifying informed judgments</p> <p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Critically analyze and evaluate approaches and strategies in light of their theoretical foundations and their contribution to inclusion. • Assess the conditions necessary for implementing approaches and strategies, taking into account the educational context and the specific needs of individual students. <p>Communication</p> <p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Communicate and engage in constructive discussion within multi-professional teams. • Adopt theoretically grounded perspective shifts in professional communication. <p>Learning Skills</p> <p>Teachers will be able to:</p> <ul style="list-style-type: none"> • independently locate, evaluate, and use information from reliable and scholarly sources, thereby continuously expanding their professional knowledge base.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	<p>Knowledge and competencies are assessed through an individual written portfolio consisting of the following components:</p> <ul style="list-style-type: none"> • A lesson plan for the participant's own educational level, incorporating learning-supportive and inclusion-oriented approaches and strategies for children and adolescents. • A final critical reflection on the developed lesson plan, drawing on the theoretical foundations presented in the course.

Evaluation Criteria	<p>The final evaluation of the individual portfolio is based on the following overarching criteria:</p> <ul style="list-style-type: none"> • Integration of the theoretical knowledge acquired during the course with professional teaching practice. • Clarity, logical consistency, and coherence. • Accuracy of the theoretical foundations and appropriate use of professional terminology.
Required Readings	<p>Excerpts from:</p> <p>Dexel, T. (2022). <i>Inklusive Didaktik</i>. Waxmann.</p> <p>lanes, D. (2009). <i>Die besondere Normalität</i>. Ernst Reinhardt Verlag.</p> <p>Klocke, B., Esefeld, M., Hackstein, P., Müller, K., & von Stechow, E. (2019). <i>Inklusion im Spannungsfeld von Normalität und Diversität: Band II: Lehren und Lernen</i>. Verlag Julius Klinkhardt. https://doi.org/10.25656/01:18062</p> <p>von Stechow, E., Hackstein, P., Müller, K., Esefeld, M., & Klocke, B. (Hrsg.). (2019). <i>Inklusion im Spannungsfeld von Normalität und Diversität: Band I: Grundfragen der Bildung und Erziehung</i> (1st ed.). Verlag Julius Klinkhardt.</p> <p>Müller, T. & Campbell, S. E. (2024). UDL als Hilfsmittel zur Gestaltung diversitätssensiblen Fremdsprachenunterrichts. <i>Netzwerk Inklusiver Englischunterricht</i>. https://doi.org/10.5281/zenodo.15646437</p>
Supplementary Readings	Will be announced at the beginning of the semester.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Peace, justice and strong institutions, Reduced inequalities