

Syllabus

Descrizione corso

Titolo insegnamento	Didattica inclusiva nella scuola secondaria
Codice insegnamento	83004
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Corso di Studio	Percorso universitario di formazione iniziale dei docenti della scuola secondaria di primo e secondo grado in lingua tedesca - 60CP
Altri Corsi di Studio (mutuati)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Docenti	dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313
Assistente	
Semestre	Primo semestre
Anno/i di corso	1
CFU	3
Ore didattica frontale	18
Ore di laboratorio	0
Ore di studio individuale	57
Ore di ricevimento previste	
Sintesi contenuti	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).
Argomenti dell'insegnamento	<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)
Parole chiave	Inclusive Education, Diversity, Inclusive Instruction Design, Universal Design for Learning (UDL)
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	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.
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	<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.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	<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.
Criteri di valutazione	<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.
Bibliografia obbligatoria	<p>Excerpts from:</p> <p>Dexel, T. (2022). <i>Inklusive Didaktik</i>. Waxmann.</p> <p>Ianes, 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>
Bibliografia facoltativa	Will be announced at the beginning of the semester.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità, Pace e giustizia, Ridurre le disuguaglianze