Syllabus

Course Description

Course Title	Inclusive Pedagogy and Didactics
Course Code	11424
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German; Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education ladin section
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115
Teaching Assistant	
Semester	Second semester
Course Year/s	4.
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150
Planned Office Hours	30
Contents Summary	See the individual course modules
Course Topics	Designing and implementing inclusive educational activities, at class and section level, and customised and individualised paths for individual pupils
Keywords	school inclusione, inclusive teaching, inclusive education, inclusive school development
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Two lectures and two labs

Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding - To know and reflect on approaches for inclusive development at school level - Know and reflect on inclusive team management methodologies - Know and reflect on the main methods of educational differentiation - Know the ICF-CY approach of the WHO organisation and reflect on it - To know specific learning disorders and the difficulties related to them and to reflect on them - to know and reflect on different modalities for formative documentation and evaluation - To know and reflect on different modes of alternative augmentative communication - To know and reflect on lines of intervention in problem behaviours Applied knowledge and understanding - To be able to reflect on concrete cases of inclusive school development processes - To design educational activities in groups according to Inclusive Education perspectives - Adapting teaching materials to different teaching situations and groups of children - Design specific interventions for the early detection, recovery and enhancement of competences of pupils with learning difficulties/disorders - Drawing up an Individualised Educational Plan and a Personalised Educational Plan on the basis of real cases Autonomy of judgement - Critically analyse inclusive education models and approaches, also on the basis of theory - Analysing real cases from different perspectives, also on the basis of theory Communication skills - Know and use specific vocabulary correctly - Discuss and reflect on pedagogical and didactical choices in teams

	Learning skills - Analysing and hypothesising interventions on the basis of case presentations on the basis of theoretical knowledge learned
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination consists of 4 parts - answers to 15 closed questions on the contents of the two lectures (30%) - short essay on the contents of the two lectures (30%) - products from the lab. "Pädagogik und Didaktik der Inklusion für Kindheit und Jugend" (20%) - products from the lab "Learning Differences, Difficulties and Disorders" (20%) More precise information on the formats of the products will be given at the beginning of the course.
Evaluation Criteria	In the case of a negative mark for the whole module, any partial examinations successfully passed will be considered as already passed in the next attempt to sit the whole module examination. It should be borne in mind that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Regulation of Examinations, if a student fails an examination in three consecutive attempts, he/she may not sit the same examination in the three sessions following the last attempt (Art. 6 (4) of the current Regulation of Examinations).
Required Readings	Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. & Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access & online bib unibz) Booth, T. & Ainscow, M. (2017). Index für Inklusion. Ein Leitfaden für Schulentwicklung. Beltz, S. 12-26 & S. 71-98 (online Ressource bib unibz) Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti/up

	Demo H. (2015). Didattica aperta in: Demo H. (a cura di), Didattica delle differenze, Trento: Erickson (cap. 3, pp.73-100) (Il libro è disponibile in biblioteca) Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giaconi, Manuale per l'inclusione (PDF nella cartella) Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. & Schubatzky, J. (2021). Aus Bourdieus Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: Bourdieus_Werkzeugkiste_12_2021.pdf Ianes D. e Cramerotti S. (2015). Compresenza didattica inclusiva. Erickson, Trento; Capitolo 3: Che cos'è la compresenza in classe? Modelli operativi e la sua attiazione in classe (il libro è disponibile in biblioteca) Ianes, D., Demo, H. & Dell'Anna, S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. Prospects: Comparative Journal of Curriculum, Learning, and Assessment, DOI: 10.1007/s11125-020-09509-7 Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196 Ianes D. (2009). La speciale normalità, Erickson, Trento. Solo capitolo Interventi psicoeducativi sui comportamenti problema gravi: p. 137-166 (Il libro è disponibile in biblioteca) Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. Zeitschrift für Inklusion 15(2). https://www.inklusion-online.net/index.php/inklusion-online/article/view/570 Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. & Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964 Urbanek, C. & Quante, A. (2021). Kooperation im inklusiven Unterricht – Co-Teaching. In Rank, A., Frey, A. &. Munser-Kiefer, M. (Hrsg.), Professionalisierung für ein inklusives Schulsystem (S. 143-162). UTB (online verfügbar über Bibliothek)
Supplementary Readings	will be communicated at the beginning of the Course

Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education

Course Module

Course Constituent Title	Special Education for Inclusion in Childhood and Youth
Course Code	11424A
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian; German
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 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	3
Responsible Lecturer	
Teaching Hours	30 Prof. Demo Heidrun (15 ore in italiano) Prof. Seitz Simone (15 ore in tedesco)
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	Design and reflection of inclusive educational activities at school, class and section level based on theoretical and research references
Course Topics	What is heterogeneity? Representations of heterogeneity What is inequality in education? Inclusive practices in primary schools between difference and discrimination

	Inclusive education and sustainability Inclusive school development Inclusive teaching methodologies: open didactics and cooperative learning Individualised Educational Plan Inclusive competence assessment in primary school and educational documentation in pre-school Collaboration between curricular and support teachers
Teaching Format	Lecture, also in flipped mode, discussion and work in small groups The lesson takes place remotely.
Required Readings	See the literature in the overall course description
Supplementary Readings	

Course Module

Course Constituent Title	Special Education for Inclusion in Childhood and Youth (Lab.)
Course Code	11424B
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116 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	0
Lab Hours	20 Gruppo 1 e 2: Prof. Seitz Simone Gruppo 3: Dr. Phil. Scochi Claudia Bettina

Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Designing and implementing Individualised Educational Plans in relation to class/section learning units
Course Topics	- Designing and implementing Individualised Educational Plans - Include individualised activities in inclusive education
Teaching Format	Project/Problem based learning in small groups
Required Readings	See the literature in the overall course description
Supplementary Readings	

Course Module

Course Constituent Title	Diversity, Learning Difficulties and Impairments
Course Code	11424C
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian; German
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 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	3
Responsible Lecturer	
Teaching Hours	30 Prof. Demo Heidrun (15 ore in italiano) Prof. Seitz Simone (15 ore in tedesco)
Lab Hours	0
Individual Study Hours	45

Planned Office Hours	9
Contents Summary	Managing differences in the classroom and the relationship between individualised planning and inclusive teaching,
Course Topics	Participation, democratic and inclusive education Historical and legal framework of school inclusion Principles of inclusive education Universal Design for Learning Alternative Augmentative Communication Challenging behaviour Inclusion as networking: schools, families and services
Teaching Format	Lecture, also in flipped mode, discussion and work in small groups
Required Readings	See the literature of the overall course description
Supplementary Readings	

Course Module

Course Constituent Title	Diversity, Learning Difficulties and Impairments (Lab.)
Course Code	11424D
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	dr. Giorgia Ruzzante, Giorgia.Ruzzante@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44419
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1,2 e 3: dr. Ruzzante Giorgia
Individual Study Hours	30
Planned Office Hours	6

Contents Summary	Specific learning difficulties and disorders, managing differences in the classroom and inclusive teaching interventions.
Course Topics	- The diagnostic assessment and early detection of learning disorders (according to Law 170 of 2010) - Communication with families in relation to learning difficulties and specific learning disorders - The collaboration of the teaching team for the design of inclusive intervention measures
Teaching Format	Laboratory modalities
Required Readings	See the literature in the overall course description
Supplementary Readings	