Syllabus

Course Description

Course Title	Inclusive Pedagogy
Course Code	12402
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122 Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663 Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Dr. Renate Maria Heissl, RenateMaria.Heissl@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32110
Teaching Assistant	
Semester	First semester
Course Year/s	1.
CP	11

Teaching Hours	60
Lab Hours	40
Individual Study Hours	175
Planned Office Hours	33
Contents Summary	See the individual course modules
Course Topics	- Recognise cultural/social differences and individual differences - Understand the cultural and structural foundations of inclusive and intercultural pedagogy
Keywords	Inclusion, Interculturality, Diversity, Kindergarten, Primary School
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures with media support; reflection exercises, including work with a partner; in-depth short group work; literature study
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding - Know differences in culture, social context, language, family, gender and sexual orientation - Know differences in learning, cognition, emotions, behaviour and social relationships Application of knowledge and understanding - Global and participatory approach to the development of inclusive and intercultural cultures - Know, understand and implement structures and practices, with a special focus on ages 2-7 Judgement - Analyse attitudes, stereotypes and prejudices in relation to differences, with particular reference to ages 2-7 Communication - Know and use technical terms correctly - Know and correctly use prejudiced language Learning strategies - Critically reflect on theories and practices of difference, interculturality and inclusion

Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written final examination on the two lectures. The assessment of the performance in the two laboratories is weighted and included in the overall assessment.
Evaluation Criteria	The overall assessment for the module is determined as follows: There will be a final written examination. There will be 30 questions, 15 of which will come from the content of each of the two lectures. The performance shown in this examination is weighted at around 60% of the overall grade. The assessment of the performance in the two laboratories counts: a) the assessment of a short presentation, either individually or in group work. Duration: 5-7 minutes per person, followed by a discussion. b) the assessment of the final written paper comprising approximately 4 pages / 12,000 characters / 1,600 words. Criteria for the assessment of these written papers: - Correct structure - Technical correctness and clear line of argumentation - Use of pedagogical and didactic terminology - Reference to relevant scientific literature and appropriate citations - critical reflection and presentation of solutions The assessment of the two laboratories is included in the overall assessment with a total weighting of 40% (20% per laboratory). According to the examination regulations of the faculty, the assessment for each individual course belonging to the module must also be positive for a positive overall assessment of the module performance. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited the next time you take the module examination. Please note, however, that in this case a negative assessment will also be counted in the number of examination attempts. According to the examination regulations, three attempts without passing will result in a suspension for three examination dates (see article 6, paragraph 4

	of the valid examination regulations).
Required Readings	**For the field of intercultural pedagogy:** Gogolin, I., & Krüger-Potratz, M. (2020). *Einführung in die Interkulturelle Pädagogik: Geschichte, Theorie und Diskurse, Forschung und Studium.* Barbara Budrich. Gross, B. (2022). *Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale*. FrancoAngeli. Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). *Migrationspädagogik.* Beltz. Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie. Eine kritische Einführung (3. Aufl.)*. Transcript. The courses are supplemented by additional literature. This will be announced via the PPTs and/or the digital learning platform set up for the course. **For the field of pedagogy and didactics of inclusion in early childhood education*:*** Booth, T., & Ainscow, M. (2019). *Index für Inklusion. Ein Leitfaden für Schulentwicklung.* Beltz Verlag. Ianes, D. (2009). *Die Besondere Normalität.* Reinhardt Verlag, Kapitel 1, 2 und 3. Wagner, P. (2022). *Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung.* Herder Verlag. Amatori, G., Maggiolini S, Macchia V (2022). Pensare In Grande.

	L'educazione inclusiva per l'infanzia di oggi e di domani. PensaMultimedia. ICF-CY (2011). *Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit* bei Kindern und Jugendlichen. Verlag Hans Huber. For the course 'Inclusion': Literature discussed in the LECT and in the LAB.
Supplementary Readings	The following books and texts are also used: Amatori, G. & Maggiolini, S. (eds) (2021). Pedagogia speciale per la prima infanzia. Edizione Mylab, Pearson. Budde, J., & Hummrich, M. (2015). Inklusion aus erziehungswissenschaftlicher Perspektive. *Erziehungswissenschaft*, *26*(2), 33–42. https://doi.org/10.3224/ezw.v26i2.21068
Further Information	
Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education

Course Module

Course Constituent Title	Intercultural Education
Course Code	12402A
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	

Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	Social and educational systems are changing as a result of phenomena such as demographic change, international (refugee) migration and transnational mobility. The linguistic and cultural heterogeneity of adolescents in kindergartens and schools raises the following educational questions, among others: How can educational professionals and teachers support children and young people in dealing with their own and other cultures? How can diversity and experiences of difference be addressed in educational institutions? What measures are necessary to promote educational equality? Which elements influence the identity and belonging of learners? The course familiarises students with the basic concepts, theories and current empirical findings from intercultural education.
Course Topics	- History, aims and contents of intercultural pedagogy - Basic concepts of intercultural pedagogy - Approaches to intercultural pedagogy such as intercultural pedagogy, assimilation pedagogy, anti-discrimination pedagogy, migration pedagogy, post- and decolonial pedagogy; peace pedagogy - Culture, racism and discrimination in educational contexts - Educational justice from an intercultural perspective - Analysing attitudes, stereotypes and prejudices in relation to cultural differences using practical research examples with consideration of age groups 2-7 - Intercultural competence and intercultural communication
Teaching Format	Lectures with media support; reflection exercises, also in partner work; in-depth short group work; literature study
Required Readings	Gogolin, I., & Kru¨ger-Potratz, M. (2020). *Einfu¨hrung in die Interkulturelle Pa¨dagogik: Geschichte, Theorie und Diskurse, Forschung und Studium*. Barbara Budrich. (can be downloaded online via the university catalogue on UTB)

	Gross, B. (2022). *Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale.* FrancoAngeli. (can be ordered online and/or via the university catalogue) Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). *Migrationspädagogik.* Beltz. (can be ordered online via the university catalogue) Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie. Eine kritische Einführung* (3. Aufl.) transcript. (can be downloaded online via the university catalogue on UTB) Each lecture is supplemented by additional literature. These can be found in the corresponding PPT.
Supplementary Readings	

Course Module

Course Constituent Title	Intercultural Education (Lab.)
Course Code	12402B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
Teaching Assistant	
Semester	First semester
CP	2

Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1 und 3: Prof. Dr. Dr. Mag. MSc Annemarie Profanter Gruppe 2 und 4: Prof. Aggregato Doris Kofler
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The topics covered in the lecture are developed and reflected upon in the laboratory through practical exercises and implementation models. Students learn technical terms and prejudice-conscious language and how to use them correctly.
Course Topics	- Behaviours, stereotypes and prejudices towards differences - Concepts, theories and practices of interculturality in education
Teaching Format	Work in small groups, project/problem based learning
Required Readings	Gogolin, I., & Kru¨ger-Potratz, M. (2020). *Einfu¨hrung in die Interkulturelle Pa¨dagogik: Geschichte, Theorie und Diskurse, Forschung und Studium*. Barbara Budrich. Gross, B. (2022). *Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale.* FrancoAngeli. Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). *Migrationspädagogik.* Beltz. Castro Varela, M., & Dhawan, N. (2020). *Postkoloniale Theorie. Eine kritische Einführung* (3. Aufl.) transcript.
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Inclusion in Early Childhood
Course Code	12402C
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Vanessa Macchia,

	Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	70
Planned Office Hours	12
Contents Summary	Differences and the diversity of children, pupils and the shaping/realisation of cultures, policies and/or inclusive practices. With a special focus on kindergarten and early childhood education.
Course Topics	- Cultural, social, linguistic, familial, emotional differences in behaviour, gender, sexual orientation, cognitive, individual differences in learning and social relationships. - Global and participatory approach ("whole school approach") in the realisation of cultural, political and inclusive practices, with a special focus on kindergarten - The behaviours, stereotypes and prejudices towards differences, especially in the 2-7 age group - Theory and practices of diversity and inclusion
Teaching Format	Lecture, also in "flipped" modality, discussion and work in small groups
Required Readings	Booth, T., & Ainscow, M. (2019). Index für Inklusion. Ein Leitfaden für Schulentwicklung. Beltz Verlag. Ianes, D. (2009). Die Besondere Normalität. Reinhardt Verlag, Kapitel 1, 2 und 3. Wagner, P. (2022). Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung. Herder Verlag.

	Amatori, G., Maggiolini S, Macchia V (2022). Pensare In Grande. L'educazione inclusiva per l'infanzia di oggi e di domani. PensaMultimedia. ICF-CY (2011). Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit bei Kindern und Jugendlichen. Verlag Hans Huber. Lectures are supplemented by additional literature.
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Inclusion with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12402D
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Dr. Renate Maria Heissl, RenateMaria.Heissl@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32110
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1 und 2: Prof. Aggregato Vanessa Macchia Gruppe 3 und 4: Dr. Renate Maria Heissl

Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Differences and the diversity of children, pupils and the shaping/realisation of cultures, policies and/or inclusive practices. With a special focus on kindergarten and early childhood education
Course Topics	- Cultural, social, linguistic, familial, emotional differences in behaviour, gender, sexual orientation, cognitive, individual differences in learning and social relationships. - Global and participatory approach ("whole school approach") in the realisation of cultural, political and inclusive practices, with a special focus on kindergarten - The behaviours, stereotypes and prejudices towards differences, especially in the 2-7 age group - Theory and practices of diversity and inclusion
Teaching Format	Discussion and work in small groups
Required Readings	Booth, T., & Ainscow, M. (2019). Index für Inklusion. Ein Leitfaden für Schulentwicklung. Beltz Verlag. Ianes, D. (2009). Die Besondere Normalität. Reinhardt Verlag, Kapitel 1, 2 und 3. Wagner, P. (2022). Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung. Herder Verlag. Amatori, G., Maggiolini S, Macchia V (2022). Pensare In Grande. L'educazione inclusiva per l'infanzia di oggi e di domani. PensaMultimedia. ICF-CY (2011). Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit bei Kindern und Jugendlichen. Verlag Hans Huber. Lehrveranstaltungen werden durch zusätzliche Literatur ergänzt.
Supplementary Readings	