Syllabus

Descrizione corso

Titolo insegnamento	Inclusive Pedagogy
Codice insegnamento	12402
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	NN
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	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
Assistente	
Semestre	Primo semestre

Anno/i di corso	1.
CFU	11
Ore didattica frontale	60
Ore di laboratorio	40
Ore di studio individuale	175
Ore di ricevimento previste	33
Sintesi contenuti	See the individual course modules
Argomenti dell'insegnamento	- Recognise cultural/social differences and individual differences - Understand the cultural and structural foundations of inclusive and intercultural pedagogy
Parole chiave	Inclusion, Interculturality, Diversity, Kindergarten, Primary School
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Lectures with media support; reflection exercises, including work with a partner; in-depth short group work; literature study
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	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
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Written final examination on the two lectures. The assessment of the performance in the two laboratories is weighted and included in the overall assessment.
Criteri di valutazione	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).
Bibliografia obbligatoria	**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.
Bibliografia facoltativa	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
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Ridurre le disuguaglianze, Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Pedagogia interculturale
Codice insegnamento	12402A
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	prof. dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122
Assistente	
Semestre	Primo semestre

CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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
Modalità di insegnamento	Lectures with media support; reflection exercises, also in partner work; in-depth short group work; literature study
Bibliografia obbligatoria	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.
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Pedagogia interculturale (lab.)
Codice insegnamento	12402B
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	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

Assistente	
Semestre	Primo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1 und 3: Prof. Dr. Dr. Mag. MSc Annemarie Profanter Gruppe 2 und 4: Prof. Aggregato Doris Kofler
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	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.
Argomenti dell'insegnamento	- Behaviours, stereotypes and prejudices towards differences - Concepts, theories and practices of interculturality in education
Modalità di insegnamento	Work in small groups, project/problem based learning
Bibliografia obbligatoria	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.
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Pedagogia e didattica dell'inclusione per l'infanzia

Codice insegnamento	12402C
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Docenti	prof. dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712
Assistente	
Semestre	Primo semestre
CFU	4
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	70
Ore di ricevimento previste	12
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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
Modalità di insegnamento	Lecture, also in "flipped" modality, discussion and work in small groups
Bibliografia obbligatoria	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.
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Pedagogia e didattica dell'inclusione generale con particolare attenzione alla fascia di età (0)-2-7 (lab.)
Codice insegnamento	12402D
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Docenti	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
Assistente	
Semestre	Primo semestre

CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1 und 2: Prof. Aggregato Vanessa Macchia Gruppe 3 und 4: Dr. Renate Maria Heissl
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	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
Argomenti dell'insegnamento	- 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
Modalità di insegnamento	Discussion and work in small groups
Bibliografia obbligatoria	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.
Bibliografia facoltativa	