Syllabus

Course Description

Course Title	Inclusive Pedagogy
Course Code	11402
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	Prof. Dr. Anna Aluffi Pentini, Anna.AluffiPentini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/95 Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 dr. Teresa Giovanazzi, Teresa.Giovanazzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44359 dr. Giulia Consalvo, Giulia.Consalvo@unibz.it https://www.unibz.it/en/home/research/competence-center-school-inclusion/team-and-body/person/37253
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	- Recognising and valuing the cultural, social and learning differences of pupils/children - Understand the cultural and organisational foundations of inclusion pedagogy and intercultural pedagogy
Course Topics	See the individual course content
Keywords	interculturality; differences; inclusion; pedagogy; didactic;
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual course content
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding skills - To know differences in cultural, social, linguistic, family, sex, gender and sexual orientation - To know differences in learning, cognition, emotions and social behaviour and relationships Applied knowledge and understanding - To know, understand and apply a holistic ('whole school approach') and participatory approach to the implementation of inclusive and intercultural cultures, policies and practices, with a focus on pre-schools Autonomy of judgement - Analysing attitudes, stereotypes and prejudices towards differences, especially in the 2-7 age group Communication skills - To know and use specific vocabulary correctly - To know and use language in a conscious manner with respect to pre-judgments Learning skills - Reflect critically theories and practices of diversity,

	interculturalism and inclusion
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written and oral examinations: the examination takes into account the examinations carried out in progress (closed and open written examinations and possible oral expositions), which focus on knowledge of the topics and concepts covered, the ability to apply knowledge and understanding, critical analysis and reflection. Notice will be given in the lecture room as to how the mid-term assessments of the individual subjects will be conducted. In the event of a negative assessment for the entire module, any partial examinations taken with a positive result will be considered as already passed at the next attempt to take the entire 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 exam. According to the Regulation of Examinations, if a student fails an examination in three consecutive attempts, he/she may not enrol for the same examination in the three sessions following the last attempt (Art. 6(4) of the current Regulation of Proficiency Examinations).
Evaluation Criteria	The examination provides for a single final mark, which is the weighted average of the marks of the different parts of the examination (oral and written). The final mark is based on the assessment of the following tests - written test (Pedagogy and didactics of inclusion for children, theoretical course); - written examination (or oral examination) and project work (Intercultural pedagogy and didactics of inclusion for children, theoretical course); - portfolio for the workshops. The module assessment takes into account the following criteria: relevance, logical structure and clarity of argumentation; capacity for critical analysis, re-elaboration and reflection; ability to transpose theory into practice and to associate theory with practice; lexical appropriateness and completeness.
Required Readings	Specific materials taken from various publications, indicated during

	the courses. Milena Santerini *Da stranieri a cittadini Educazione interculturale e mondo globale*, Mondadori Università Davide Zoletto *Superdiversity at School,*Morcelliana Acanfora, F. (2021). *In other words. Dizionario minimo di diversità*. Florence: Effequ. Cottini, L. (2017). *Special education and school inclusion*. Rome: Carocci. .
Supplementary Readings	Miliotti A.G. (2012). *Le Fiabe per... Parlare di Intercultura*. Milan: Franco Angeli. .
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Peace, justice and strong institutions, Reduced inequalities, Gender equality

Course Module

Course Constituent Title	Intercultural Education
Course Code	11402A
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
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	The course intends to verify and signify contents and forms that make the status of intercultural pedagogy topical and relevant in a multicultural and multi-ethnic context characterised by the growing need to recognise and deal with the cultural diversities present in it.
Course Topics	Issues related to the multicultural society that, as it expands through the phenomena of globalisation, changes forms of coexistence, cultural interpretations, and identities themselves. - The status of intercultural pedagogy in its dialectical relationship with general pedagogy and related disciplines; - The issues of multiculturality and interculturality in the contemporary debate; - The communicative distortions and cultural drifts that allow stereotypes and prejudices to arise and/or reinforce themselves; - The situations and pedagogical processes involved in multicultural classrooms and contexts; - The didactic organisation of multicultural school contexts
Teaching Format	Participatory teaching through the use of slides, videos, research reports, articles and documents from books and journals. Flipped classroom, small and large group discussions and work.
Required Readings	• Milena Santerini *Da stranieri a cittadini Educazione interculturale e mondo globale*, Mondadori Università • Davide Zoletto *Superdiversità a scuola,* Morcelliana
Supplementary Readings	

Course Module

Course Constituent Title	Intercultural Education (Lab.)
Course Code	11402B
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Dr. Anna Aluffi Pentini,

	Anna.AluffiPentini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/95 dr. Teresa Giovanazzi, Teresa.Giovanazzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44359
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1 e 2: Dr. Giovanazzi Teresa Gruppo 3: Prof. Aluffi Pentini Anna
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The aim of this workshop is to get the students to work, starting from the theoretical concepts addressed in the module, on operational proposals to be applied in school and educational contexts.
Course Topics	In particular, we will touch on a number of tracks proposed in intercultural pedagogy aimed at thematic reflections such as diversity, emotions, communication, through the analysis of fairy tales in the form of tales or animated videos: these represent narrative genres present in the oral tradition of every people and thus a didactic tool capable of fostering the exchange between different imaginaries, traditions and customs and creating meeting points. - Diversity and equality - diversity: pedagogical reflections - Culture: definitions, approaches and tools - Interculture, communication and storytelling - Fairytale and fable: contexts and types of communication - Didactics with narration from an intercultural perspective - Interculture as a learning resource

Teaching Format	During the workshop, presentations of the main course topics will alternate with workshop activities and analysis of experiences. Power point slides, films, printed and online documentation will be used. At the end of the workshop, a group project work will be produced, using a fairy tale as the object of intercultural didactic work, identifying the target audience, rules and context of reference or producing one for intercultural reflection.
Required Readings	
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy and Didactics of Inclusion in Early Childhood
Course Code	11402C
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	30
Lab Hours	
Individual Study Hours	70
Planned Office Hours	12
Contents Summary	The course provides an overview of the theoretical and operational aspects of Special and Inclusive Pedagogy. Students will acquire knowledge about the origins and development of the field, key concepts and terminology, international trends and debate, and national and international legislation in favour of school inclusion.

Course Topics	Part of the topics covered will concern Inclusive Education, the design and application of some operational tools within school contexts (e.g. didactic differentiation, individualisation and personalisation, use of the ICF, co-teaching strategies, etc.), with particular reference to the 2-7 age group. - Cultural, social, linguistic, family, sex, gender, sexual orientation, learning, cognitive, emotional, behavioural and social differences. - Attitudes, stereotypes and prejudices towards differences, especially in the 2-7 age group. - Theories and practices of differences, diversity and inclusion - The Italian inclusive model: development, research data and debate - Educational differentiation, individualisation and personalisation - Individualised design on an ICF basis
Teaching Format	Participatory frontal teaching, with moments of collective discussion and some small group exercises.
Required Readings	Acanfora, F. (2021). *In altre parole. Dizionario minimo di diversità*. Firenze: Effequ. Cottini, L. (2017). *Didattica speciale e inclusione scolastica*. Roma: Carocci.
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	11402D
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 dr. Giulia Consalvo, Giulia.Consalvo@unibz.it https://www.unibz.it/en/home/research/competence-center-school-inclusion/team-and-body/person/37253

Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1 e 2: Dr. Cappello Silver Gruppo 3: Dr.ssa Consalvo Giulia
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	
Course Topics	- Analysing and deconstructing attitudes, stereotypes and prejudices towards differences, especially in the 2-7 age group - To know and use specific vocabulary correctly - To know and use language in a conscious manner with respect to prejudices - Cultural, social, linguistic, family, sex, gender, sexual orientation, learning, cognitive, emotional, com-portional differences and in social relations - Attitudes, stereotypes and prejudices towards differences, especially in the 2-7 age group
Teaching Format	Small group work, Project/Problem based learning
Required Readings	Material made available by the teacher during the laboratory meetings.
Supplementary Readings	