

# Syllabus

## *Course Description*

<b>Course Title</b>	Inclusive Pedagogy and Didactics
<b>Course Code</b>	12424
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	M-PED/03
<b>Language</b>	German; Italian
<b>Degree Course</b>	5 year master degree in Primary Education - German section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/15115">https://www.unibz.it/en/faculties/education/academic-staff/person/15115</a> Dr. Renate Maria Heissl, RenateMaria.Heissl@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/32110">https://www.unibz.it/en/faculties/education/academic-staff/person/32110</a> Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/42442">https://www.unibz.it/en/faculties/education/academic-staff/person/42442</a> dr. Francesca Berti, Francesca.Berti@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/45869">https://www.unibz.it/en/faculties/education/academic-staff/person/45869</a> dr. Silver Cappello, Silver.Cappello@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/29666">https://www.unibz.it/en/faculties/education/academic-staff/person/29666</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>Course Year/s</b>	4.
<b>CP</b>	10

<b>Teaching Hours</b>	60
<b>Lab Hours</b>	40
<b>Individual Study Hours</b>	150
<b>Planned Office Hours</b>	30
<b>Contents Summary</b>	See the individual course modules.
<b>Course Topics</b>	See the individual course modules.
<b>Keywords</b>	inclusive Education inclusive pedagogy and inclusive teaching inclusive school development
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	2 lectures & 2 laboratories
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Plan and implement inclusive educational and didactic programmes for the class/kindergarten group or differentiated measures for individual pupils/children.</p> <p>Expected learning outcomes and competences:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Know models and concepts of inclusive school development and inclusive development of kindergartens and be able to reflect on them in a theory-based manner</li> <li>- Know methods of team-based inclusive classroom management and group leadership and be able to reflect on them in a theory-based manner</li> <li>- Know the possibilities of didactic differentiation for heterogeneous learning groups and be able to reflect on them based on theory</li> <li>- Know the WHO ICF-CY classification model and be able to reflect on it based on theory</li> <li>- Know interpretation models of reading, writing and maths processes and the associated difficulties</li> <li>- Analyse potentials and barriers to learning and develop related didactic strategies for action and reflect on them in a theory-based manner</li> <li>- Know methods of educational and learning documentation,</li> </ul>

	<p>dialogue about learning and performance feedback and be able to reflect on them based on theory</p> <ul style="list-style-type: none"><li>- Know methods of supported communication</li><li>- Know and implement pedagogical options for action geared towards participation in the case of challenging behaviour and be able to reflect on them in a theory-based manner</li></ul> <p>Apply knowledge and understanding</p> <ul style="list-style-type: none"><li>- Design inclusive school development and inclusive development of kindergartens and be able to reflect on them from a theoretical perspective</li><li>- Be able to plan educational practice and lessons on a team basis according to aspects of inclusive pedagogy and didactics and reflect on them in a theory-based way</li><li>- Be able to plan team-based according to the approaches of inclusive pedagogy and didactics and reflect on them in a theory-based manner</li><li>- Be able to adapt didactic material to inclusive practice in specific situations</li><li>- Be able to develop and reflect on didactic action strategies for support with regard to learning potential and learning difficulties</li><li>- Implement procedures for educational and learning documentation, dialogue about learning and performance feedback and reflect on them in a theory-based manner</li><li>- Create individual educational plans based on specific examples and integrate them into pedagogical-didactic concepts</li></ul> <p>Make judgements</p> <ul style="list-style-type: none"><li>- Be able to critically and theoretically reflect on theories, models and concepts of inclusive pedagogy and didactics</li><li>- Be able to analyse case situations in relation to theory and concepts</li><li>- Be able to critically analyse pedagogical and didactic material and reflect on it in relation to theory</li></ul> <p>Communication</p> <ul style="list-style-type: none"><li>- Know technical terms and be able to use them correctly</li><li>- Be able to reflect on pedagogical and didactic concepts and guiding principles in a team-based manner</li></ul>
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	<p>Learning strategies</p> <ul style="list-style-type: none"> <li>- Be able to analyse specific case studies in a theory-based manner and derive pedagogical and didactic options for action from them</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<p>The exam consists of four parts:</p> <ol style="list-style-type: none"> <li>1) answers to 15 closed questions on the content of the two lectures in Italian and German (in presence)(30%)</li> <li>2) written essay (to be written in German or Italian)(in presence) (30%)</li> <li>3) Products from the laboratory "Pedagogy and Didactics of Inclusion for Childhood and Adolescence" (20%)</li> <li>4) Products from the laboratory "Diversity, Learning Difficulties and Learning Disabilities" (20%)</li> </ol> <p>More detailed information on the product formats will be announced at the beginning of the semester.</p>
<b>Evaluation Criteria</b>	<p>In order to pass the examination, all four parts must be assessed positively. In the event of a negative assessment of the entire module, positively assessed products are deemed to have already been submitted at the next attempt to take the entire module examination. Please note that even in this case, a negative assessment for the entire module will be taken into account when calculating the number of examination attempts. Please note that according to the examination regulations, three attempts without passing will result in a block for three examination dates (see also Article 6, Paragraph 4 of the current examination regulations).</p>
<b>Required Readings</b>	<p>Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. &amp; Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access &amp; online bib unibz)</p> <p>Booth, T. &amp; Ainscow, M. (2017). Index für Inklusion. Ein Leitfaden für Schulentwicklung. Beltz, S. 12-26 &amp; S. 71-98 (online Ressource bib unibz)</p> <p>Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38  <a href="http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti/upper.pdf">http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti/upper.pdf</a></p>

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 Giacconi, 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:  
[Bourdieu\\_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 attuazione 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://rivistadigitali.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)

	updates are possible and will be announced before the beginning of the semester.
<b>Supplementary Readings</b>	Will be announced at the beginning of the semester .
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Reduced inequalities, Quality education

## *Course Module*

<b>Course Constituent Title</b>	Special Education for Inclusion in Childhood and Youth
<b>Course Code</b>	12424A
<b>Scientific-Disciplinary Sector</b>	M-PED/03
<b>Language</b>	Italian; German
<b>Lecturers</b>	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/15115">https://www.unibz.it/en/faculties/education/academic-staff/person/15115</a> Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/42442">https://www.unibz.it/en/faculties/education/academic-staff/person/42442</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>CP</b>	3
<b>Responsible Lecturer</b>	
<b>Teaching Hours</b>	30 15 h Deutsch: Prof. Dr. Simone Seitz 15 h Italienisch Prof. Heidrun Demo
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	45
<b>Planned Office Hours</b>	9
<b>Contents Summary</b>	Plan and reflect on inclusive pedagogical-didactic programmes for the class and kindergarten group based on theory

<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- What is heterogeneity? Representations of Heterogeneity</li> <li>- What is inequity in education?</li> <li>- Inclusive education &amp; sustainability</li> <li>- Inclusive kindergarten development and school development</li> <li>- Open inclusive teaching &amp; cooperative learning / Open Teaching &amp; Co-operative Learning</li> <li>- Individualized Education Plan and Personalized Education Plan</li> <li>- Co-teaching and collaboration between class teacher and integration teacher /</li> <li>- achievement and assessment in inclusive primary school &amp; educational documentation in kindergarten (possible changes will be announced at the beginning of the semester)</li> </ul>
<b>Teaching Format</b>	<p>The lesson takes place remotely.</p> <p>Lecture, also in "flipped" modality, discussion and work in small groups</p>
<b>Required Readings</b>	<p>Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. &amp; Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access &amp; online bib unibz)</p> <p>Booth, T. &amp; Ainscow, M. (2017). <i>Index für Inklusion. Ein Leitfaden für Schulentwicklung</i>. Beltz, S. 12-26 &amp; S. 71-98 (online Ressource bib unibz)</p> <p>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)</p> <p>Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. &amp; Schubatzky, J. (2021). ¿Aus Bourdieu's Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: <a href="#">Bourdieu's Werkzeugkiste_12_2021.pdf</a></p> <p>Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 <a href="https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196">https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196</a></p> <p>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 attivazione in classe (il libro è disponibile</p>

	in biblioteca)  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
<b>Supplementary Readings</b>	to be announced in the lecture

## *Course Module*

<b>Course Constituent Title</b>	Special Education for Inclusion in Childhood and Youth (Lab.)
<b>Course Code</b>	12424B
<b>Scientific-Disciplinary Sector</b>	M-PED/03
<b>Language</b>	Italian
<b>Lecturers</b>	dr. Francesca Berti, Francesca.Berti@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/45869">https://www.unibz.it/en/faculties/education/academic-staff/person/45869</a> dr. Silver Cappello, Silver.Cappello@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/29666">https://www.unibz.it/en/faculties/education/academic-staff/person/29666</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>CP</b>	2
<b>Responsible Lecturer</b>	
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	20 Gruppe 1, 2 und 3: dr. Francesca Berti Gruppe 4: dr. Silver Cappello
<b>Individual Study Hours</b>	30
<b>Planned Office Hours</b>	6
<b>Contents Summary</b>	Planning and design of individual educational plans and their integration into teaching units and pedagogical concepts based on the contents covered during the lecture

<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- Designing individual education plans (PEI; PDP)</li> <li>- Integrating individual education plans into inclusive teaching and inclusive educational practice</li> </ul>
<b>Teaching Format</b>	Work in small groups, project/problem-based learning
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>· Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 <a href="http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti/">http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti/</a></li> <li>· Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giacconi, Manuale per l'inclusione (PDF nella cartella)</li> <li>· 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)</li> <li>· Ianes, D., Demo, H. &amp; 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</li> <li>· Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. <i>Zeitschrift für Inklusion</i> 15(2).<a href="https://www.inklusion-online.net/index.php/inklusion-online/article/view/570">https://www.inklusion-online.net/index.php/inklusion-online/article/view/570</a></li> <li>· Urbanek, C. &amp; Quante, A. (2021). Kooperation im inklusiven Unterricht – Co-Teaching. In Rank, A., Frey, A. &amp; Munser-Kiefer, M. (Hrsg.), <i>Professionalisierung für ein inklusives Schulsystem</i> (S. 143-162). UTB (online verfügbar über Bibliothek)</li> </ul>
<b>Supplementary Readings</b>	<ul style="list-style-type: none"> <li>· Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. &amp; Bellacicco, R. (Eds.), <i>International Perspectives on Inclusive Education – In the Light of Educational Justice</i> (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access &amp; online bib unibz)</li> <li>· Booth, T. &amp; Ainscow, M. (2017). <i>Index für Inklusion. Ein Leitfaden für Schulentwicklung</i>. Beltz, S. 12-26 &amp; S. 71-98 (online Ressource bib unibz)</li> <li>· Demo H. (2015). Didattica aperta in: Demo H. (a cura di), <i>Didattica delle differenze</i>, Trento: Erickson (cap. 3, pp.73-100) (Il libro è disponibile in biblioteca)</li> <li>· Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. &amp; Schubatzky, J. (2021). ¿Aus Bourdieu's Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., <i>Habitus. Macht. Bildung —</i></li> </ul>

	<p>Lehr-/Lernmaterialien. S. 1-9 Online: <a href="#">Bourdieu_Werkzeugkiste_12_2021.pdf</a></p> <ul style="list-style-type: none"> <li>. Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 <a href="https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196">https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196</a></li> <li>. 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 attivazione in classe (il libro è disponibile in biblioteca)</li> <li>. Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. &amp; Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964</li> </ul>
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## Course Module

<b>Course Constituent Title</b>	Diversity, Learning Difficulties and Impairments
<b>Course Code</b>	12424C
<b>Scientific-Disciplinary Sector</b>	M-PED/03
<b>Language</b>	German; Italian
<b>Lecturers</b>	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/15115">https://www.unibz.it/en/faculties/education/academic-staff/person/15115</a> Prof. Dr. Simone Seitz, Simone.Seitz@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/42442">https://www.unibz.it/en/faculties/education/academic-staff/person/42442</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>CP</b>	3
<b>Responsible Lecturer</b>	
<b>Teaching Hours</b>	30 15 h Deutsch: Prof. Dr. Simone Seitz 15 h Italienisch: Prof. Heidrun Demo
<b>Lab Hours</b>	0

<b>Individual Study Hours</b>	45
<b>Planned Office Hours</b>	9
<b>Contents Summary</b>	Didactically dealing with diversity in kindergarten and primary school
<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- Participation &amp; democratic education</li> <li>- Legal framework in historical perspective: The integration movement</li> <li>- Principles of inclusive teaching and learning</li> <li>- Universal Design for Learning</li> <li>- Augmentative and Alternative Communication</li> <li>- Challenging behavior</li> <li>- Inclusion as networking work: educational institutions, families and services</li> </ul> <p>(possible changes will be announced at the beginning of the semester)</p>
<b>Teaching Format</b>	Lecture, also in "flipped" modality
<b>Required Readings</b>	<p>Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 <a href="http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti">http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti</a></p> <p>Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giacconi, Manuale per l'inclusione (PDF nella cartella)</p> <p>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)</p> <p>Ianes, D., Demo, H. &amp; 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</p> <p>Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. <i>Zeitschrift für Inklusion</i> 15(2).<a href="https://www.inklusion-online.net/index.php/inklusion-online/article/view/570">https://www.inklusion-online.net/index.php/inklusion-online/article/view/570</a></p> <p>Urbanek, C. &amp; Quante, A. (2021). Kooperation im inklusiven Unterricht – Co-Teaching. In Rank, A., Frey, A. &amp; Munser-Kiefer, M. (Hrsg.), <i>Professionalisierung für ein inklusives Schulsystem</i> (S. 143-162). UTB (online verfügbar über Bibliothek)</p>

<b>Supplementary Readings</b>	will be announced at the beginning of the semester
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## *Course Module*

<b>Course Constituent Title</b>	Diversity, Learning Difficulties and Impairments (Lab.)
<b>Course Code</b>	12424D
<b>Scientific-Disciplinary Sector</b>	M-PED/03
<b>Language</b>	German
<b>Lecturers</b>	Dr. Renate Maria Heissl, RenateMaria.Heissl@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/32110">https://www.unibz.it/en/faculties/education/academic-staff/person/32110</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>CP</b>	2
<b>Responsible Lecturer</b>	
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	20 Gruppe 1 und 2: N.N. Gruppe 3 und 4: Dr. Renate Maria Heissl
<b>Individual Study Hours</b>	30
<b>Planned Office Hours</b>	6
<b>Contents Summary</b>	Dealing with diversity didactically: diversity of learning
<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- Understanding specific learning disabilities and literacy and numeracy processes and associated difficulties</li> <li>- Participatory communication with families in relation to problem situations and learning difficulties</li> <li>- Cooperation within the class team to plan inclusion-related action strategies and participation</li> </ul>
<b>Teaching Format</b>	Work in small groups, project/problem-based learning
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>. Boger, M.-A. (2023). Political Ontologies of Difference and Their Trilemmatic Structure. In Seitz, S., Auer, P. &amp; Bellacicco, R. (Eds.), International Perspectives on Inclusive Education – In the Light of Educational Justice (pp. 19-30). Budrich. DOI: 10.3224/84742698 (open access &amp; online bib unibz)</li> </ul>

	<ul style="list-style-type: none"> <li>. Booth, T. &amp; Ainscow, M. (2017). <i>Index für Inklusion. Ein Leitfaden für Schulentwicklung</i>. Beltz, S. 12-26 &amp; S. 71-98 (online Ressource bib unibz)</li> <li>. 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)</li> <li>. Froebus, K., Kink-Hampersberger, S., Mendel, I., Scheer, L. &amp; Schubatzky, J. (2021). ¿Aus Bourdieu's Werkzeugkiste: Soziale Ungleichheit und Bildung. In dies., Habitus. Macht. Bildung — Lehr-/Lernmaterialien. S. 1-9 Online: <a href="#">Bourdieu's Werkzeugkiste_12_2021.pdf</a></li> <li>. Ianes D. e Demo H. (2021). Per un nuovo PEI inclusivo, Integrazione Scolastica e Sociale, 20/2, pp.34-49 <a href="https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196">https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/2196</a></li> <li>. 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 attivazione in classe (il libro è disponibile in biblioteca)</li> <li>. Seitz, S. (2024). Leistung in der Grundschule - Überlegungen zum professionellen leistungsbezogenen Handeln innerhalb eines inklusiven Bildungssystems. In Demo, H., Capello, S., Macchia, V. &amp; Seitz, S. (Eds.), Vernetzt: costruire comunità (pp 81-94). bu,press. Open access: DOI 10.13124/9788860461964</li> </ul>
<b>Supplementary Readings</b>	<ul style="list-style-type: none"> <li>. Costantino et al. (2007). L'intervento di Comunicazione Aumentativa e Alternativa in Età Evolutiva, Quaderni acp 14(1):34-38 <a href="http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti">http://archivi.istruzioneer.it/emr/www.formazione.eu.com/_documents/progetti</a></li> <li>. Emili, E.A. (2024). Universal Design for Learning (UDL) e curricolo inclusivo in: d'Alonzo e Giacconi, Manuale per l'inclusione (PDF nella cartella)</li> <li>. 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)</li> <li>. Ianes, D., Demo, H. &amp; 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</li> <li>. Seitz, S. (2020). Dimensionen inklusiver Didaktik - Personalität, Sozialität und Komplexität. <i>Zeitschrift für Inklusion</i> 15(2).<a href="https://www.inklusion.de">https://www.inklusion.de</a></li> </ul>

[online.net/index.php/inklusion-online/article/view/570](http://online.net/index.php/inklusion-online/article/view/570)

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)