Syllabus

Course Description

Course Title	Theories and methods of inclusive education
Course Code	64176
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German; Italian
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 dr. Cinzia Zadra, Cinzia.Zadra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32785
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	8
Teaching Hours	45
Lab Hours	15
Individual Study Hours	140
Planned Office Hours	24
Contents Summary	See the individual course modules
Course Topics	See the individual course modules
Keywords	Inclusion, special eductional needs, impairment/disability, diversity and plurality, barriers, empowerment, equality, normative framework, socio-pedagogical approaches.
Recommended Prerequisites	.

Propaedeutic Courses	
Teaching Format	See the individual course modules
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The course presents and critically discusses the "fundamentals" of Inclusive Education, at a conceptual level, cultural and ethical-political approach, the main regulatory and organisational-institutional structures of Italian school and social inclusion and some strategies for educational intervention and family support in cases of disability. A. To know, understand, critically argue the main conceptual, cultural, ethical-political dimensions and approaches to Inclusive Education. B. To know, understand and be able to critically analyse, applying the knowledge of point 1, the main current normative and organisational-institutional structures in the field of educational and social inclusion C. To know, understand and apply to concrete situations some of the main psycho-educational and psychosocial approaches to persons and families with disabilities and to work with groups.
Specific Educational Objectives and Learning Outcomes (additional info.)	.
Assessment	Module 1: Intermediate tests during the course (which will be integrated into the final oral examination interview - in German) Module 2 lab: Assessment of the required portfolios (in Italian language) Final assessment of the individual modules (1 and 2) + supplementary oral interview as a review of the experience and/or contents of the course and workshop experience
Evaluation Criteria	Awarding of a single final mark. For the oral examination, the following will be considered and assessed: relevance, clarity of argument, capacity for critical analysis, ability to rework, reflection, communication and orientation in the main sources for further learning
Required Readings	• Ianes D. (2009). Die Besondere Normalität. München, ReinhardtVerlag

	• WHO (2005) ICF Internationale Klassifikation der Funktionsfähigkeit,4/4Behinderung und Gesundheit. (Auch online verfügbar) • Iori V. (a cura di) (2018). Educatori e pedagogisti. Senso dell'agireeducativo e riconoscimento professionale. Trento, Erickson. • L'inclusione non si ferma. Cammina sempre.Volume in ricordo di Andrea Canevaro (Società Italiana di Pedagogia Speciale (SIPeS), 2024).ISBN: 978-88-590-4136-8. Book in open access. L'inclusione non si ferma. Cammina sempre: Erickson University & Research
Supplementary Readings	• Wagner, P. (2022). Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung. Freiburg, Herder Verlag. • Gaspari P. (2021). Cura educativa, relazione d'aiuto e inclusione.Le categorie fondative della Pedagogia speciale nelleprofessionalità educative. Roma, Anicia. • Zappaterra T. (a cura di) (2022). Progettare attività didatticheinclusive. Strumenti, tecnologie e ambienti formativi universali.Milano, Guerini Scientifica • Mangiatordi A. (2017), Didattica senza barriere: Universal Design,tecnologie e risorse sostenibili, Pisa: ETS • Freely downloadable from the publisher's website: ETS:http://www.edizioniets.com/scheda.asp?n=9788846747754&from=&fl (click on: scarica il PDF gratuitamente)
Further Information	.
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Quality education, Peace, justice and strong institutions, Decent work and economic growth, Reduced inequalities, Gender equality

Course Module

Course Constituent Title	Inclusive education
Course Code	64176A
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	6
Responsible Lecturer	
Teaching Hours	45
Lab Hours	0
Individual Study Hours	105
Planned Office Hours	18
Contents Summary	- History of inclusion pedagogy and the normative framework. - Equality definition and meaning - Theory and practices of diversity and inclusion - Differences and the diversity of people; cultural, social, linguistic, familial, emotional behavioural differences, gender, sexual orientation, cognitive, individual differences in learning and social relationships. - Disabilities and impairments. - Global and participatory approach ("whole school approach") in the design and realisation of cultural, political and inclusive practices, with a particular focuson social and educational institutions and the third sector. - The behaviours, stereotypes and prejudices towards differences - Life planning, empowerment. - Needs analysis and special needs; intervention planning. - Behavioural problems - The role of the social pedagogue in the support system and in multi-professional teams
Course Topics	The following topics will be covered during the course: - History of Special Pedagogy - Epistemology and ontology of Special Pedagogy, operational objectives - Evolution of terminology and regulations - Concept of equity - Dilemma of difference - Models of disability - Forms of exclusion, stigmatisation and social marginalisation - Inclusive paradigm at school and social level - Legislative and regulatory instruments - Role of the educator and construction of a support network

	- Life project and participatory planning, needs analysis and resource map - Forms of empowerment and social activation. At the end of the course, students will have to demonstrate that they possess the necessary knowledge to critically address issues relating to disability and, more generally, to human diversity in its many facets. They will also have to demonstrate their ability to apply the knowledge they have learnt in order to carry out educational planning from an inclusive point of view, which takes into account the needs of the individual in relation to the context to which they belong.
Teaching Format	Lecture, also in "flipped" modality, discussion and work in small groups
Required Readings	• Ianes D. (2009). Die Besondere Normalität. München, ReinhardtVerlag • WHO (2005) ICF Internationale Klassifikation der Funktionsfähigkeit,4/4Behinderung und Gesundheit. (also online) • Iori V. (a cura di) (2018). Educatori e pedagogisti. Senso dell'agireeducativo e riconoscimento professionale. Trento, Erickson. • L'inclusione non si ferma. Cammina sempre.Volume in ricordo di Andrea Canevaro (Società Italiana di Pedagogia Speciale (SIPeS), 2024). ISBN: 978-88-590-4136-8. Book in open access. L'inclusione non si ferma. Cammina sempre: Erickson University & Research
Supplementary Readings	• Wagner, P. (2022). Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung. Freiburg, Herder Verlag.

Course Module

Course Constituent Title	Methods of inclusive education (lab.)
Course Code	64176B
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian

Lecturers	dr. Cinzia Zadra, Cinzia.Zadra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32785
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	15
Individual Study Hours	35
Planned Office Hours	6
Contents Summary	- Disability and prejudice - Care and the helping relationship as inclusive tools of the educator - Inclusive planning in socio-educational contexts
Course Topics	Specific objectives at the end of the course: - acquisition of theoretical-practical knowledge related to the inclusive perspective in the socio-educational field - Enhancement of the ability to engage in group discussions about the strengths and critical aspects that emerged during the workshop activities.
Teaching Format	- Presentation of the laboratory topics using slides, videos, digital materials, and other multimedia tools. - Group activities in both small and large formats, including moments of study circle, aimed at sharing and critically discussing educational plans proposed or developed during the course.
Required Readings	SIPeS (2024). *L'inclusione non si ferma. Cammina Sempre. Volume in ricordo di Andrea Canevaro*. Erickson University & Research.
Supplementary Readings	Canevaro, A. & Ianes, D. (a cura di). (2021). *Un'altra didattica è possibile. Esempi e pratiche di ordinaria didattica inclusiva*. Erickson.