

# Syllabus

## *Course Description*

<b>Course Title</b>	Inclusive education: compensation, metacognition and cooperation in teaching and learning processes - part 1
<b>Course Code</b>	80873
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	M-PED/03
<b>Language</b>	German
<b>Degree Course</b>	Specialisation course for the teaching of children with special educational needs - German section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Dr. Petra Auer, Petra.Auer@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/36313">https://www.unibz.it/en/faculties/education/academic-staff/person/36313</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	2
<b>CP</b>	2
<b>Teaching Hours</b>	15
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	35
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	<p>With the aim of team-based planning and reflection of inclusive teaching units, the course addresses approaches to inclusive pedagogy with a thematic focus on aspects of compensation, metacognition and cooperation. Various approaches for inclusive learning environments are developed and critically classified, and starting points are developed for the team-based conception, realisation and reflection of inclusive teaching and learning that addresses all students and their individual differences.</p> <p>This includes inclusion-oriented, learning-promoting strategies in</p>

	the sense of internal differentiation for children and young people with diagnosed specific learning disorders (in accordance with Law 170/2010).
<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- Differentiation</li> <li>- Accommodation</li> <li>- Metacognition</li> <li>- Cooperation between learners, teachers and families</li> <li>- Didactic approaches and strategies that are geared towards the diversity of all students, as well as the "special learning needs" of students.</li> </ul>
<b>Keywords</b>	inclusive didactics, accommodation, cooperation, metacognition
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Lecture combined with short work phases (cooperative and active learning formats, problem-based learning) to promote understanding of the course content, stimulate critical reflection processes, and initiate a transfer from theory to practice.
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Knowledge of selected approaches and strategies of inclusive pedagogy.</p> <p>Planning that enables a combination of the view of all students and the view of individual students.</p> <p>Knowledge of inclusion-oriented, learning-promoting strategies in the sense of internal differentiation for children with diagnosed specific learning disorders (in accordance with Law 170/2010).</p> <p>Critical reflection of one's own pedagogical actions in the sense of further development of the same.</p> <p>Knowledge and understanding</p> <p>Students know and understand</p> <ul style="list-style-type: none"> <li>- the terms compensation, metacognition and cooperation in the context of inclusion.</li> <li>- central inclusive pedagogical approaches and strategies.</li> <li>- inclusion-promoting measures to support learners in relation to Act 170/2010.</li> </ul> <p>Applying knowledge and understanding</p>

	<p>The students can</p> <ul style="list-style-type: none"> <li>- collaborate in (multi-professional) teams and plan inclusively.</li> <li>- plan teaching units based on inclusive pedagogical approaches and strategies.</li> <li>- implement specific inclusion-promoting measures within inclusive teaching and learning.</li> <li>- develop, adapt and use didactic materials for inclusive teaching and learning.</li> </ul> <p>Judgement</p> <p>Students can</p> <ul style="list-style-type: none"> <li>- critically analyse and question approaches and strategies according to theoretical principles and with a view to inclusion and conduciveness to learning.</li> <li>- assess the conditions for the implementation of approaches and strategies, taking into account the context and specific needs of individual students.</li> </ul> <p>Communication</p> <p>Students can</p> <ul style="list-style-type: none"> <li>- communicate effectively in (interprofessional) teams and discuss constructively.</li> <li>- carry out theoretically justified changes of perspective in the context of communication.</li> </ul> <p>Learning strategies</p> <p>The students</p> <ul style="list-style-type: none"> <li>- are able to independently research information and content from reliable and scientific sources and thus continuously expand their own profession-related knowledge repertoire.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<p>Knowledge and competences are assessed through an individual written portfolio, which includes the following elements:</p> <ul style="list-style-type: none"> <li>- a lesson plan for the candidate's own school level that takes into account learning- and inclusion-promoting strategies for children and adolescents with specific learning disorders in accordance with Law 170/2010;</li> </ul>

	- a critical reflection on the planned teaching practice, based on the theoretical principles of inclusive didactics
<b>Evaluation Criteria</b>	<p>The final evaluation of the individual portfolio is based on the following overarching criteria:</p> <ul style="list-style-type: none"> <li>- integration of the subject-specific knowledge conveyed in the course with practical application;</li> <li>- clarity, consistency, and coherence;</li> <li>- accuracy of the theoretical foundations and correct use of discipline-specific terminology</li> </ul>
<b>Required Readings</b>	<p>Auszüge aus:</p> <p>Dexel, T. (2022). <i>Inklusive Didaktik</i>. Waxmann.</p> <p>lanes, D. (2009). <i>Die besondere Normalität</i>. Ernst Reinhardt Verlag.</p> <p>Klocke, B., Esefeld, M., Hackstein, P., Müller, K., &amp; von Stechow, E. (2019). <i>Inklusion im Spannungsfeld von Normalität und Diversität: Band II: Lehren und Lernen</i>. Verlag Julius Klinkhardt.  <a href="https://doi.org/10.25656/01:18062">https://doi.org/10.25656/01:18062</a></p> <p>von Stechow, E., Hackstein, P., Müller, K., Esefeld, M., &amp; Klocke, B. (Hrsg.). (2019). <i>Inklusion im Spannungsfeld von Normalität und Diversität: Band I: Grundfragen der Bildung und Erziehung</i> (1st ed.). Verlag Julius Klinkhardt.</p>
<b>Supplementary Readings</b>	Will be announced at the beginning of the semester and published on Teams.
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Quality education