Syllabus

Course Description

Course Title	Inclusive education: compensation, metacognition and cooperation in teaching and learning processes - part 1
Course Code	80873
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Degree Course	Specialisation course for the teaching of children with special educational needs - German section
Other Degree Courses (Loaned)	
Lecturers	Dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	2
Teaching Hours	15
Lab Hours	0
Individual Study Hours	35
Planned Office Hours	0
Contents Summary	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. This includes inclusion-oriented, learning-promoting strategies in

	the sense of internal differentiation for children and young people with diagnosed specific learning disorders (in accordance with Law 170/2010).
Course Topics	- Differentiation - Accommodation - Metacognition - Cooperation between learners, teachers and families - Didactic approaches and strategies that are geared towards the diversity of all students, as well as the "special learning needs" of students.
Keywords	inclusive didactics, accommodation, cooperation, metacognition
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	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.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge of selected approaches and strategies of inclusive pedagogy. Planning that enables a combination of the view of all students and the view of individual students. 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). Critical reflection of one's own pedagogical actions in the sense of further development of the same. Knowledge and understanding Students know and understand - the terms compensation, metacognition and cooperation in the context of inclusion. - central inclusive pedagogical approaches and strategies. - inclusion-promoting measures to support learners in relation to Act 170/2010. Applying knowledge and understanding

	The students can - collaborate in (multi-professional) teams and plan inclusively. - plan teaching units based on inclusive pedagogical approaches and strategies. - implement specific inclusion-promoting measures within inclusive teaching and learning. - develop, adapt and use didactic materials for inclusive teaching and learning. Judgement Students can - critically analyse and question approaches and strategies according to theoretical principles and with a view to inclusion and conduciveness to learning. - assess the conditions for the implementation of approaches and strategies, taking into account the context and specific needs of individual students. Communication Students can - communicate effectively in (interprofessional) teams and discuss constructively. - carry out theoretically justified changes of perspective in the context of communication. Learning strategies The students - are able to independently research information and content from reliable and scientific sources and thus continuously expand their own profession-related knowledge repertoire.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Knowledge and competences are assessed through an individual written portfolio, which includes the following elements: - 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;

	- a critical reflection on the planned teaching practice, based on the theoretical principles of inclusive didactics
Evaluation Criteria	The final evaluation of the individual portfolio is based on the following overarching criteria: - integration of the subject-specific knowledge conveyed in the course with practical application; - clarity, consistency, and coherence; - accuracy of the theoretical foundations and correct use of discipline-specific terminology
Required Readings	Auszüge aus: Dexel, T. (2022). *Inklusive Didaktik*. Waxmann. Ianes, D. (2009). *Die besondere Normalität*. Ernst Reinhardt Velag. Klocke, B., Esefeld, M., Hackstein, P., Müller, K., & von Stechow, E. (2019). *Inklusion im Spannungsfeld von Normalität und Diversität: Band II: Lehren und Lernen*. Verlag Julius Klinkhardt. https://doi.org/10.25656/01:18062 von Stechow, E., Hackstein, P., Müller, K., Esefeld, M., & Klocke, B. (Hrsg.). (2019). *Inklusion im Spannungsfeld von Normalität und Diversität: Band I: Grundfragen der Bildung und Erziehung* (1st ed.). Verlag Julius Klinkhardt.
Supplementary Readings	Will be announced at the beginning of the semester and published on Teams.
Further Information	
Sustainable Development Goals (SDGs)	Quality education