

# Syllabus

## *Descrizione corso*

<b>Titolo insegnamento</b>	Didattica speciale: compensazione, metacognizione e cooperazione - parte 1
<b>Codice insegnamento</b>	80873
<b>Titolo aggiuntivo</b>	
<b>Settore Scientifico-Disciplinare</b>	PAED-02/A
<b>Lingua</b>	Tedesco
<b>Corso di Studio</b>	Percorso di specializzazione per il sostegno agli alunni e alle alunne con disabilità della scuola dell'infanzia, della scuola primaria e della scuola di I e II grado - Sezione in lingua tedesca
<b>Altri Corsi di Studio (mutuati)</b>	
<b>Docenti</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>Assistante</b>	
<b>Semestre</b>	Primo semestre
<b>Anno/i di corso</b>	2
<b>CFU</b>	2
<b>Ore didattica frontale</b>	15
<b>Ore di laboratorio</b>	0
<b>Ore di studio individuale</b>	35
<b>Ore di ricevimento previste</b>	0
<b>Sintesi contenuti</b>	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

	<p>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).</p>
<b>Argomenti dell'insegnamento</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>Parole chiave</b>	inclusive didactics, accommodation, cooperation, metacognition
<b>Prerequisiti</b>	
<b>Insegnamenti propedeutici</b>	
<b>Modalità di insegnamento</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>Obbligo di frequenza</b>	In accordance with the regulation
<b>Obiettivi formativi specifici e risultati di apprendimento attesi</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          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>Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)</b>	
<b>Modalità di esame</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</li> </ul>

	<p>and adolescents with specific learning disorders in accordance with Law 170/2010;</p> <ul style="list-style-type: none"> <li>- a critical reflection on the planned teaching practice, based on the theoretical principles of inclusive didactics</li> </ul>
<b>Criteri di valutazione</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>Bibliografia obbligatoria</b>	<p>Auszüge aus:</p> <p>Dexel, T. (2022). <i>Inklusive Didaktik</i>. Waxmann.</p> <p>Ianes, D. (2009). <i>Die besondere Normalität</i>. Ernst Reinhardt Velag.</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>Bibliografia facoltativa</b>	Will be announced at the beginning of the semester and published on Teams.
<b>Altre informazioni</b>	
<b>Obiettivi di Sviluppo Sostenibile (SDGs)</b>	Istruzione di qualità