



ALIISA

All In - International Inclusive Society in Arts

ACIAE - ALIISA CONTINUING INCLUSIVE ART EDUCATION (5ECTS)



Syllabus for the Future

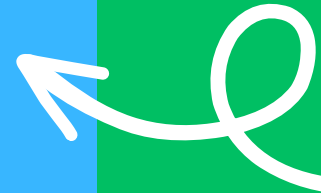


OBJECTIVES

Deepening and expanding the competences of



- **Professional art pedagogy**
 - > *Ability to take advantage of the opportunities of*
- **Diversity in different areas of professional activity**
 - > *Ability to apply existing professional skills to the*
- **Needs of inclusive pedagogy in practice and theory**
 - > *Ability to work in multilateral and multicultural contexts*
- **Network international and national**



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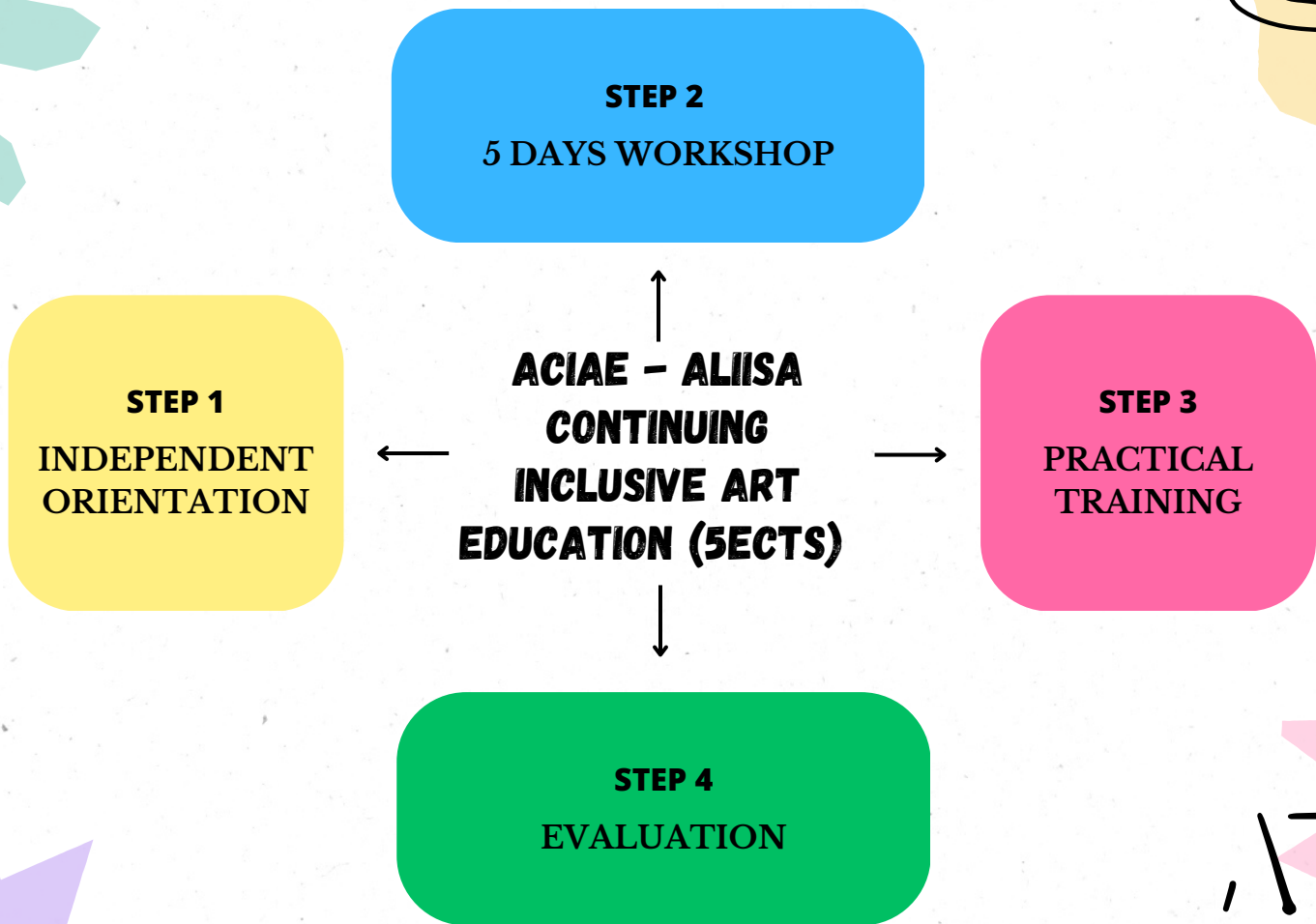
CORE CONTENT

Multi-professional and multidisciplinary working methods based on dialogue and reflection.

Implementation will consider national and international cooperation that exploits the potential of e-learning environments.

The studies are carried out with cooperation of national working contexts.

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INDEPENDENT ORIENTATION

is composed as an introduction to the topics of the course from a theoretical point of view.

RECOMMENDED LITERATURE INFORMS YOU ABOUT:

**DEFINITION(S) FOR
THE PRINCIPLES
OF INCLUSION**

INTEGRATION

**INCLUSIVE AND
PERSONALIZED
LEARNING**

FIND SOURCES ABOUT:

AGREEMENTS

**REGULATIONS
AND LAWS**



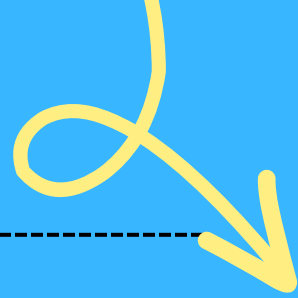
That affect inclusive work in international and local contexts.

Talk about the history and international developments of inclusive pedagogy in project countries.

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5 DAYS WORKSHOP

Is building up on different topics on day



WORKING METHODS

MUSIC

DANCE

VISUAL ARTS

***Working environment contexts:
lecture and discussion with teachers / teacher trainers***

Basics of developmental psychology in educational contexts

Team teaching against prejudices

Acceptance of cultural differences as an enriching factor



WORKING METHODS

Equal attention and non-discrimination in action

Commitment to a value based common understanding

Flexibility and respect in working and thinking

Reflection about the role of being an individual in a group

Supportive teaching materials and techniques

PRACTICAL TRAINING

in the institution of an associated partner

Training period which provides the opportunity to apply the professional skills which had been introduced during the workshop:

Describe and implement various art education concepts as a subject and their teaching methods.

Observe, implement and respect the importance of basic knowledge in developmental psychology.

Be acquainted with the basics of curriculum work.

IN PRACTICAL TRAINING STUDENTS:

USE

CREATE

ACT

REFLECTION IN SMALL INTERNATIONAL GROUPS AND A COMMON REPORT INTO THE MOODLE

EVALUATION

to be able to report and evaluate the course contents and experiences.

DEVELOPMENTS OF IDEAS HOW TO:

**IMPROVE/CHANGE
UNEQUAL STRUCTURES**

**NOTICING THE FORMS
OF SEGREGATION**

**NOTICING THE LACK
OF ACCESSIBILITY**

- *Evaluation of personal attitudes and the ability to deal with frustration*
- *Methods how to keep a high level of tolerance and joy in teaching*
- *Reflect one's professional experience and keep up with argumentation*
- *Promote accessibility and inclusion in different ways*
- *Stand for a change of attitudes and the improvement of inclusive practices*
- *The perspective of lifelong learning in one's own professional activity*

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**VARIETY OF DIFFERENT
CREATIVE WORKING
METHODS**



Was well received by most of the students, some were not satisfied with the variety, they preferred to get more input for their specialized field (music)

**SHARE RESPONSIBILITIES
WORKING IN TEAM**



Was not achieved as intended, because of distance in time and locations (few connections with teachers and other students)

**OPEN MINDED AND
COMPREHENSIVE INTERACTION
WITHOUT PREJUDICES (CHANGE
OF ATTITUDE)**



More than 50% agreed that they had changed their attitude - depending of experience before the course

AT THE END OF THE EDUCATION AND TRAINEESHIP

- Identify unequal structures, the forms of segregation, the lack of accessibility
- Recognize and discuss concepts of diversity and the components of accessibility
- Deal with frustration and keep a high level of tolerance and joy in teaching
- Reflect one's professional experience and keep up with argumentation
- Promote accessibility and inclusion in different ways
- Stand for a change of attitudes and the improvement of inclusive practices the perspective of lifelong learning in one's own professional activity

At the completion of the education, participants should be able to combine theoretical knowledge about the (international) development of inclusive art pedagogy with didactics and practical application as well as shall have become aware of the importance of using professional competencies for the development of inclusive education.