

# Heidrun Demo: University Academic Curriculum Vitae

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**Personal information** Name: Heidrun Demo  
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**Education since leaving school**

- 2003, Degree for Nursery and Primary School Teachers -German Section, Major: Primary School Teacher, Free University of Bozen Bolzano
- 2003, Degree certification Specialization Course for Support Teachers – German Section, Free University of Bozen Bolzano
- 2008, PhD in General Pedagogy, Social Pedagogy and General Education, Free University of Bozen Bolzano
- 2017, Associate Professor Habilitation in the field 11/D2 of Education, Inclusive Education and Education Research (Bando D.D.1532/2016, II Fascia, Professoressa Associata)

**Present appointment**

- Associate Professor M-PED03
- start of appointment: 01.10.2020
- Academic level: Associate Professor (II fascia, 2. Ebene)
- Institution: Free University of Bozen Bolzano, Faculty of Education
- Brief description of responsibilities: research and teaching in the field of Inclusive Education

**Professional experience** Chronological list of all previous employments

From	to	Name of academic Institution	Job	responsibilities
01.10.2017	30.09.2020	University of Bozen Bolzano	RTD-Senior (M-PED/03)	Teaching and research in inclusive education and education research
30.11.2016	30.09.2017	University of Torino	RTD-Senior (M-PED/03)	Teaching and research in inclusive education and education research
01.10.2011	29.11.2016	University of Bozen Bolzano	RTD-Junior (M-PED/04)	Teaching and research in inclusive education and education research
15.09.2010	14.09.2011	University of Bozen Bolzano	Research collaborator (M-PED/03)	Research for a Project on the Use of Index for Inclusion in South Tyrol
01.09.2009	31.08.2010	University of Bozen Bolzano	Research collaborator (M-PED/03)	
01.09.2007	31.08.2009	University of Bozen Bolzano	Research collaborator (M-PED/03)	Research for a Project on the Identification of Special Educational Needs and inclusive intervention
01.09.2009	31.08.2010	Istituto Comprensivo Bolzano V	German Teacher in a primary school	Teaching in primary school
01.09.2004	31.08.2009	Grundschulspiegel Bozen	Support Teacher in a primary school	Teaching in primary school

**Experience in academic teaching**

- 2021/2022, 2022/2023  
Free University of Bolzano, Faculty of Education  
PhD General Pedagogy, Social Pedagogy, General Didactics and disciplinary

Didactics

**Research methodologies: qualitative and quantitative methods** (4 hours)

**Coaching** (2 hours)

- 2013/2014, 2014/2015, 2015/2016, 2017/2018, 2018/2019, 2020/2021, 2021/2022, 2022/2023

Free University of Bolzano, Faculty of Education

Training for Nursery and Primary School Teachers

**Inclusive Education** (60 hours)

+ **Labs** (60 hours in 2020-2021; 80 hours in 2021-2022)

M-PED 03, Italian and German language

- 2019/2020, 2020/2021

Free University of Bolzano, Faculty of Education

Training for Nursery and Primary School Teachers

**Lesson Planning** (30 hours)

M-PED 03, Italian language

- 2015/2016, 2017/2018, 2018/2019, 2019/2020, 2020/2021

Free University of Bolzano, Faculty of Education

Training for Nursery and Primary School Teachers

**Differencies, Difficulties and Learning Disabilities** (15 hours)

M-PED 03, Italian language

- 2017/2018, 2018/2019, 2019/2020

Free University of Bolzano, Faculty of Education

Training for Nursery and Primary School Teachers

**Inclusive Education Lab.** (20 hours)

M-PED 03, Italian language

- 2018/2019 – 2019/2020 -2020/2021

Free University of Bolzano, Faculty of Education

PhD General Pedagogy, Social Pedagogy, General Didactics and disciplinary Didactics

**Epistemology of Education** (3 hours)

Research methodologies: qualitative and quantitative methods (4 hours)

- 2017/2018

Free University of Bolzano, Faculty of Education

PhD General Pedagogy, Social Pedagogy, General Didactics and disciplinary Didactics

**Research Design for the Education** (7 hours)

**Field research** (4 hours)

**Coaching I** (5 hours)

- 2016/2017

University of Torino, Department for Philosophy and Education

Specialization Course for Support Teacher

**Individual Educational Plan** (30 hours)

M-PED 03, Italian language

- 2015/2016 – 2016/2017 - 2017/2018

The University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Department for Learning and Teaching (DFA), Bachelor for primary school and pre-school teaching

**Inclusion and disability** (30 hours)

M-PED 03, Italian language

- 2015/2016, 2016/2017

University of Bologna,

Specialization Course for Support Teacher  
**Special education for students with intellectual disabilities and autistic spectrum disorders** (15 hours)  
M-PED 03, Italian language

- 2014/2015  
University of Chieti  
Master in Learning Difficulties and Disabilities  
**The International Classification of Human Functioning, Health and Disability for the Individualized Education Plan** (8 hours)  
M-PED 03, Italian language

- 2014/2015, 2016/2017  
University of Valle d'Aosta, Department for Human and Social Sciences  
Specialization Course for Support Teacher  
**Team-teaching and open learning** (15 hours), Italian language  
M-PED 03, Italian

- 2013/2014, 2014/2015, 2015/2016  
University of Bozen Bolzano, Faculty of Education  
Training for Nursery and Primary School Teachers  
**The Teacher's Professional Profile and Networking** (30 hours)  
M-PED 04, German language

- 2013/2014  
University of Bozen Bolzano, Faculty of Education  
Master for Learning Disabilities  
**Special Education II** (30 hours)  
M-PED 03, Italian language

- 2012/2013  
University of Bozen Bolzano, Faculty of Education  
Training for Nursery and Primary School Teachers  
**Plurality in languages and learning** (20 hours)  
M-PED 03, Italian language

- 2011/2012, 2012 /2013  
University of Bozen Bolzano, Faculty of Education  
Specialization Course for Support Teacher  
**Special Education II** (30 hours)  
M-PED 03, Italian language

- I have developed together with two colleagues two innovative experiences of co-teaching for two courses: one with Prof. Ianes and Prof. Seitz teaching the same subject alternating German and Italian language; the other one together with Prof. Basso addressing the issue of Learning Disabilities from two different perspectives, the psychological and the educational one.
- From Fall 2018 to Fall 2019, thanks to an approved proposal for the Euregio Mobility Fund, I coordinated the development of Learning Objects for E-learning in teacher training on key-objectives for Inclusive Education in collaboration with the University of Innsbruck (Dr. Julia Biermann)
- I am /have been tutor for numerous Master-Thesis for the Training for Nursery and Primary School Teachers
- I am/have been supervisor of several PhD Thesis in the PhD General Pedagogy, Social Pedagogy, General Didactics and disciplinary Didactics

**Other  
academic  
responsibilities**

- Director of the Competence Center for School Inclusion of the Free University of Bolzano
- Representative of the Competence Center for School Inclusion in the GLIP (Gruppo di lavoro interistituzionale provinciale inclusione) of the Province of Bolzano
- Member of the PhD Council "General Pedagogy, Social Pedagogy and General Education" (Faculty of Education, UNIBZ)
- Member of the Council of the Specialization Courses for Support Teachers (Faculty of Education, UNIBZ)
- Member of the Central Research Commission of the Free University of Bolzano
- Representative of the Free University of Bolzano in the Working Group "Justice and social inclusion" of the Network for Sustainable Universities (RUS)
- Welcoming of international Delegates at the Faculty of Education for the issue "Inclusive Education" (Faculty of Education, UNIBZ)
- Member of commissions for entry tests and final examinations for the teacher training course (Master BIWI)
- Tutor for Students with disabilities (Faculty of Education, UNIBZ - past)
- Member of the Master Council "Learning Disabilities" (Faculty of Education, UNIBZ) (past)
- Member of the scientific and organization committee of educational excursion with students (Faculty of Education, UNIBZ, 2013, 2015, 2019, 2020, 2021, 2022)
- Member of the scientific committee for the 8 editions of the national Congress "Didactics and School Inclusion" (Faculty of Education, UNIBZ, 2010, 2012, 2014, 2016, 2018, 2020, 2021, 2023)
- Reviewer for the "Italian Journal of Special Education for Inclusion"

**Memberships**

I am/was a member of the following scientific societies:

- SIPeS Società Italiana di Pedagogia Speciale
- SIPED Società Italiana di Pedagogia
- EERA European Educational Research Association
- IntegrationsforscherInnen

## Research Projects

Short description of recent projects I have conducted/I am conducting

### **AMA All Means All- an interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multidimensional approach in teacher education**

01.01.2022-31.12.2024

PI: Project Frank Müller

UNIBZ Unit: Heidrun Demo

Funding: Erasmus+ KA 2-3

Partners: University of Bremen (Germany), University of Maynooth (Ireland)

*The development and systematic dissemination of content for teacher education in the form of an OpenTextbook is the core objective of the project. In 60+ chapters, the perspectives of learners who have been systematically disadvantaged in the different education systems will be addressed. A unique feature of the project is the networked and open approach, which enables a flexible use in the different institutions of teacher education through the modular structure. By involving external experts (academics and self-advocates), it is possible to analyze the structural disadvantages together and to identify commonalities and differences. Around the OpenTextbook and the video/podcast channels, a community is to be created in which additions, revisions, translations and localizations take place. It should form an open, multi-perspective, international basis for heterogeneity-sensitive teacher education.*

### **DigIn Digitalization and Inclusive Education: leaving no one behind in the digital era**

01.06.2021-31.05.2023

PI: Project Edvina Bešić

UNIBZ Unit: Heidrun Demo

Funding: Erasmus+ KA 2-3

Partners: University of Teacher Education Styria(PHST), Kirchliche Pädagogische Hochschule der Diözese Graz-Seckau(KPH Graz), NGOs DUGA and MCEC

*By strengthening the profiles of teachers, this project will increase the quality of education for students with disabilities whenever technology is used in classrooms in European countries and ensure that all learners can access digital education. The goal is to empower and professionalize teachers from various age groups and different school types in the various European education systems in the field of inclusive and digital education.*

### **TOP PLAN Analysis of the impact of the quality of diagnosis and pedagogical planning (Individual Educational Plan) on the quality of teaching processes in South Tyrol schools and kindergartens**

16.03.2020-14.03.2023

PI: Heidrun Demo

*The project addresses some tensions in the South Tyrolean and Italian school systems that arise from policies that show a narrow focus on disabilities within an inclusive school system. Specifically, the research team is interested in analysing the impact of resource allocation and Individual Education Plans for pupils with disabilities on the quality of everyday inclusive school practices.*

### **DISCO Diversity and inclusion in schools: legal solutions and good practices**

01.09.2019-28.02.2023

PI: Stefania Baroncelli, CO-PI: Dario Ianes

Funding: Internal Interdisciplinary Call 2019, 197.500 Euros

Partners: Universität Innsbruck, Università di Trento

*This research project aims at analyzing the ever-evolving impact of diversity on education, with specific reference to the Autonomous Province of Bozen-Bolzano, moving from the assumption that our educational systems are expected to take into account all human differences and to overcome a category-based approach that could generate phenomena of labelling and discrimination. Starting from an analysis of existing good and controversial practices, already in place in schools dealing with diversity, the final aim is to evaluate them from a pedagogic viewpoint and to suggest how the legal*

*framework can be adapted and implemented to face the new challenges raised by culturally but also individually heterogeneous contexts.*

**Future Lab. Lebensplanung/Progetto di vita**

01.01.2021- 31.12.2021

PI: Heidrun Demo

Funding: European Social Funds

*In line with the European key competence of initiative and entrepreneurship, the project aims to train the skills of teachers useful for supporting a life planning of pupils with disabilities that focuses on their own self-determination, particularly in the orientation phases of secondary school. The training course consists of 52 hours of innovative didactics both in terms of content and working methods, with the addition of an introductory and a final dissemination seminar. At the end of the training the participants will know how to set up orientation projects and manage meetings to prepare Individualised Educational Plans that promote the protagonism of pupils with disabilities. The innovative character of a bilingual teacher training for the Province of Bozen-Bolzano and the strong methodological variety of the course should be noted.*

**BECOM-IN: Becoming a teacher with disabilities: from teacher education to the work-field of primary school and kindergarten**

01.04.2018-31.03.2021

PI: Dario lanes

Funding: Internal Central Research Commission Call 2017

Partner: Università di Torino

*The research project addresses the dilemma of students with disabilities in teacher training, with the right of persons with disabilities to access higher education, also with facilitating accommodations, and then pursue the teacher profession on one side, and the responsibility of training competent teachers that can grant high quality teaching for all learners on the other side.*

*The study has three phases: 1) systematic literature review, 2) quantitative survey with faculty members and 3) qualitative interviews with students and teachers.*

**OPEN-MATH Open and inclusive maths learning: objectification and subjectification**

15.07.2019-14.07.2021

PI: George Santi; CO-PI: Heidrun Demo

Funding: Internal RTD funding 2019, 25.000 Euros

Partner: Scuola Universitaria Professionale della Svizzera Italiana (SUPSI)

*The research project aims at acknowledging the need for learning environments with differentiation strategies for all by creating a model for inclusive mathematics learning, based on the Theory of Objectification and a broad idea of differentiation realized through Open Learning. It poses an interdisciplinary research issue that requires the collaboration of two sub-disciplines pertaining to the area of Pedagogy and educational studies: inclusive education and mathematics education.*

**IN-IN Instruments for Inclusion**

01.09.2015-31.07.2020

PI: Prof. Dario lanes

Partners: local school authorities

*The research project funded by the Province of Bolzano, has the aim to identify instruments that can support teacher in the development of inclusion on four levels (individual, class, school and community level) and to describe ways they can be used by schools in the local context of the Province of Bolzano. In a second part of the research, South Tyrolean school headmasters of German, Italian and Ladin schools have been interviewed on their vision about school inclusion and on their ideas on possible collaborations with the university in this area.*

Overview of all research projects

Date granted	Award Holder(s)	Funding Body	Title	Amount received
01.01.2022-31.12.2024	Heidrun Demo	Erasmus+ KA 2-3	AMA All Means All- an interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multidimensional approach in teacher education	116.318,00
01.06.2021-31.05.2023	Heidrun Demo	Erasmus+ KA 2-3	DigIn: Digitalization and Inclusive Education: leaving no one behind in the digital era	37.265,00
16.03.2020-14.03.2023	Heidrun Demo	Unibz- Funding of the Comptence Centre for School Inclusion	TOP PLAN Analysis of the impact of the quality of diagnosis and pedagogical planning (Individual Educational Plan) on the quality of teaching processes in South Tyrol schools and kindergartens	-
01.01.2021-31.12.2021	Heidrun Demo	European Social Funds	Future Lab. Lebensplanung/Progetto di vita (CdC Incl)	17.700
01.03.2018-31.03.2021	Dario lanes	UNIBZ	BECOM-IN: Becoming a teacher with disabilities: from teacher education to the work-field of primary school and kindergarten	64.000
01.09.2016-31.07.2020	Dario lanes	Province of Bolzano	IN-IN Instruments for inclusion	113.000
15.07.2019-14.07.2021	George Santi, Heidrun Demo	UNIBZ	OPEN MATH: Open and inclusive maths learning: objectification and subjectification	25.000
01.09.2019-28.02.2023	Stefania Baroncelli, Dario lanes	UNIBZ	DISCO Diversity and inclusion in schools: legal solutions and good practices	197.500
01.09.2019-31.08.2022	Silvia Dell'Anna	UNIBZ	ESI-P Towards a schoolwide framework for the Evaluation of the quality of School Inclusion:A Pilot Project	11.300
01.08.2019-31.07.2023	Paolo Somigli	UNIBZ	ClamuSE Classical music in music education	70.700
01/11/2016 - 31/10/2019	Demis Basso	UNIBZ	Mind Wandering: cognitive characteristics and good practices	64.021,24
01.01.2016 – 30.11.2016	Heidrun Demo	UNIBZ	In&Out: Pull-out and push-out phenomena in inclusive school systems	17.130,52
01.12.2015-30.11.2016	Heidrun Demo, Daniela Veronesi	UNIBZ	INSIDE: Communicative Strategies for the Inclusive Classroom	8.346,74
01/09/2013 31/12/2015	Dario lanes	UNIBZ	Student Voice: views and opinions about school integration by pupils with and without Down Syndrome	12.345,23
01.09.2015-30.09.2016	Elisabeth Plate e Donja Amirpur (University of Paderborn D)	Different Associations and Foundations	Adaption of the Index for Inclusion for German speaking countries	15.000
01.12.2012-2014	Heidrun Demo	UNIBZ	What really works in inclusive classrooms	11.665,16
31/03/2006 30/09/2012	lanes Dario	UNIBZ	ICF based Identification of Special Educational Needs and Inclusive Recourses Planning	89.733,53
01.09.2009-31.12.2012	lanes Dario	UNIBZ	Quality of school inclusion in South Tyrol	84.649,10
01/09/2007 - 31/03/2012	lanes Dario	UNIBZ	School Integration of persona with disabilities in Italy from 1971 al 2007	27.127,67

## Publications

- Bellacicco R. & Demo H. (2023?, accepted). Students with disabilities in teacher training: the dilemma of professional competence. A systematic review. *Alter*
1. Ianes D. & Demo H. (2022). *Specialità e Normalità?* Trento, Erickson (*Authored book*)
  2. Demo H., Santi G., Garzetti M. & Tarini G. (2022). Verso una matematica inclusiva per la scuola secondaria di I grado, *Integrazione Scolastica e Sociale* 21(3), 20-38 (*Journal paper in a refereed academic journal fascia A*)
  3. Demo H. (2022). Facing the ambivalence of special measures in inclusive schools, Banks J. (Ed.) *The Inclusion Dialogue. Debating Issues, Challenges and Tensions with Global Experts*. London: Routledge, 54-65 (*Chapter in a book*)
  4. Demo, H. (2022). Per una progettazione didattica inclusiva: proposta di un canovaccio per progettare unità di apprendimento inclusive. *Q-Times webmagazine*, 14(1), 147-164 (*Journal paper in a refereed academic journal fascia A*)
  5. Chipa S., Demo H. & Moscato G. (2022). Quando lo spazio fa inclusione. Il caso della Scuola "Turmatt" di Stans (Svizzera), *Integrazione Scolastica e Sociale*, 21(2), 61-85 (*Journal paper in a refereed academic journal fascia A*)
  6. Demo H., Schumacher S. & Trott L.(2022). Universal Design for Learning and higher education: beyond the emergency, towards universal design. *Italian Journal of Special Education for Inclusion*, 10 (1), 337-350 (*Journal paper in a refereed academic journal fascia A*)
  7. Giberti, C., Arzarello, F., Bolondi, G., & Demo, H. (2022). Exploring students' mathematical discussions in a multi-level hybrid learning environment. *ZDM—Mathematics Education*, 1-16 (*Journal paper in a refereed academic journal*)
  8. Frizzarin, A., Demo, H., & de Boer, A. A. (2022). Adolescents' attitudes towards otherness: the development of an assessment instrument. *European Journal of Special Needs Education*, 1-10 (*Journal paper in a refereed academic journal*)
  9. Bellacicco R. e Demo H. (2022). (Futuri) insegnanti con disabilità/DSA: lo stato dell'arte, in Bellacicco R., Ianes D. e Pavone M. (a cura di). *Insegnanti con disabilità e DSA*, Milano, FrancoAngeli, 33-62 (*Chapter in a book*)
  10. Bellacicco R., Demo H. e Ianes D. (2022). Il progetto di ricerca "Becom-In": metodo e contesto dello studio, in Bellacicco R., Ianes D. e Pavone M. (a cura di). *Insegnanti con disabilità e DSA*, Milano, FrancoAngeli, 63-73 (*Chapter in a book*)
  11. Demo H., Macchia V. e Cappello S. (a cura di) (2022). *Didattica e inclusione scolastica. Emergenze Educative Neue Horizonte*, Bolzano-Bozen, bupress (*Edited book*)
  12. Demo H. e Seitz S. (2021). Principi per una progettazione didattica inclusiva. *Educational reflective practices*, speciale issue 2, pp. 96-107 (*Journal paper in a refereed academic journal fascia A*)
  13. Ianes D. e Demo H. (2021). Per un Piano Educativo Individualizzato inclusivo, in Ianes D., Cromerotti S. e Fogarolo F. (a cura di), *Il nuovo PEI in prospettiva bio-psico-sociale ed ecologica*, Trento, Erickson, 21-37 (*Chapter in a book*)
  14. Demo, H., Nes, K., Somby, H. M., Frizzarin, A., & Dal Zovo, S. (2021). In and out of class—what is the meaning for inclusive schools? Teachers' opinions on push-and pull-out in Italy and Norway. *International Journal of Inclusive Education*, 1-19 (*Journal paper in a refereed academic journal*)
  15. Demo, H., Garzetti, M., Santi, G., & Tarini, G. (2021). Learning mathematics in an inclusive and open environment: An interdisciplinary approach. *Education Sciences*, 11(5), 199 DOI <https://doi.org/10.3390/educsci11050199> (*Journal paper in a refereed academic journal*)
  16. Buchner T., Shevlin M., Donovan M., Gercke M., Goll H., Šiška J., Janyšková K., Smogorzewska J., Szumski G., Vlachou A., Demo H., Feyerer E. & Corby



- D. (2020). Same Progress for All? Inclusive Education, the United Nations Convention on the Rights of Persons With Disabilities and Students With Intellectual Disability in European Countries. *Journal of Policy and Practice in Intellectual Disabilities*, DOI: 10.1111/jppi.1236851 (*Journal paper in a refereed academic journal*)
17. Ianes D., Demo H., Macchia V. e Dell'Anna S. (2021). Strumenti e proposte operative per l'autovalutazione e il miglioramento della qualità dell'inclusione scolastica, in Cavrini G., Parricchi M., Kofler D., Cagol M. (a cura di), *Per tutta la vita. Pedagogia come progetto umano*, Milano, FrancoAngeli, 111-124 (*Chapter in a book*)
  18. Demo H. (2021). Didattica delle differenze, didattica aperta e organizzazione degli spazi, in Canevaro A. e Ianes D. (a cura di), *Un'altra didattica è possibile*, Erickson, Trento (*Chapter in a book*)
  19. Demo H. (2021). Flessibile, plurale e giusta. Didattica. Una visione per una scuola inclusiva per tutte e tutti, *DIDA* (10), 52-57 (*Journal paper*)
  20. Veronesi D. & Demo H. (2020). Whole-Class Interaction and Inclusion in Primary School: A Case Study. *Italian Journal of Special Education*, DOI: 10.7346/sipes-o1-2020-20 (*Journal paper in a refereed academic journal fascia A*)
  21. Ianes D., Demo H. & Dell'Anna S. (2020). Inclusive education in Italy: Historical steps, positive developments, and challenges. *Prospects: Comparative Journal of Curriculum, Learning, and Assessment*, DOI: 10.1007/s11125-020-09509-7 (*Journal paper in a refereed academic journal*)
  22. Ianes D., Dell'Anna S., Demo H. & Macchia V. (2020). *IN-IN Instruments for Inclusion*, FrancoAngeli: Milano (*Authored book*)
  23. Ianes D. & Demo H. (2020). Includere: facilitare l'apprendimento e la partecipazione di tutte le alunne e di tutti gli alunni, in *Ricerca e Sviluppo Erickson* (a cura di) 101 idee per insegnare oltre la distanza, Erickson, Trento (*Chapter in a book*)
  24. Bellacicco, R., & Demo, H. (2019). Becoming a teacher with a disability: a systematic review. *Form@re - Open Journal Per La Formazione in Rete*, 19 (3), 186-206. <https://doi.org/10.13128/form-7720> (*Journal paper in a refereed academic journal fascia A*)
  25. Demo H. & Veronesi D. (2019), Inclusive Education and Conversation Analysis: An Interdisciplinary Dialogue for the Study of Classroom Interaction, in: *Beyond erziehungswissenschaftlicher Grenzen. Diskurse zu Entgrenzungen der Disziplin*, Verlag Barbara Budrich, Opladen, Berlin & Toronto, pp.217-238 (*chapter in a book*)
  26. Demo H. & Veronesi D. (2019), Universal Design for Learning nelle interazioni in classe, tra pedagogia speciale e analisi della conversazione, in: Ianes D. (a cura di) *Didattica e inclusione scolastica*, FrancoAngeli, Milano, pp.31-50 (*chapter in a book*)
  27. Bellacicco R., Cappello S, Demo H. Ianes D. (2019) L'inclusione scolastica fra push e pull out, transizioni e BES, in: Ianes D. (a cura di) *Didattica e inclusione scolastica*, FrancoAngeli, Milano pp.175-218 (*chapter in a book*)
  28. Ianes D., Demo H. & Dell'Anna S. (2019) Historical steps and current challenges for the Italian inclusive education system, in: Donlic J., Jaksche-Hoffman E. & Peterlini H.K (Ed.) *Ist inklusive Schule möglich? Nationale und internationale Perspektiven*, Bielefeld, Traskript (*Chapter in a book*)
  29. Demo H. (2019) Includere, in: Ianes D., Cramerotti S., Biancato L. e Demo H. *The expert teacher*, Erickson, Trento, pp. 226-248 (*Chapter in a book*)
  30. Ianes D., Cappello S. & Demo H. (2018) Student Voice: uno strumento per raccogliere il punto di vista degli alunni con Sindrome di Down sull'integrazione scolastica, *Italian Journal of Special Education for Inclusion*
  31. Demo H. (2018) Didattica Inclusiva e Universal Design for Learning in: L. d'Alonzo (Ed.) *Dizionario di pedagogia speciale per l'inclusione*, Brescia, Morcelliana (dictionary entries in a scientific dictionary)
  32. Demo H. & Ianes D. (2018) Der Index für Inklusion: Schulentwicklung nach inklusiven Werten, in *Annual Journal der pädagogischen Hochschule Tirol*

- Transfer Forschung <> Schule. (Journal paper in a refereed academic journal)
33. lanes D. & Demo H. (2017) Il Piano Educativo Individualizzato: luci e ombre di 40 anni di storia di uno strumento fondamentale dell'Integrazione Scolastica in Italia, *Integrazione Scolastica e Sociale* (Journal paper in a refereed academic journal-fascia A)
  34. Demo H. (2017) *Applicare l'Index per l'Inclusione*, Erickson, Trento (authored book)
  35. Kari Nes, Heidrun Demo & Dario lanes (2017) Inclusion at risk? Push- and pull-out phenomena in inclusive school systems: the Italian and Norwegian experiences, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2017.1362045 (Journal paper in a refereed academic journal fascia A)
  36. Dal Zovo S. & Demo H. (2017) I fenomeni di push e pull out: il punto di vista degli insegnanti, *Italian Journal of Special Education for Inclusion* 5/1, pp. 45-60 (Journal Papers in refereed academic journal)
  37. Demo H. (2016) *Didattica aperta e inclusione*, Erickson, Trento (authored book)
  38. Damiani P. & Demo H. (2016) Il Rapporto di Autovalutazione (RAV) e l'Index per l'Inclusione: una sinergia possibile, in: *Italian Journal of Special Education for Inclusion*, pp.83-102 (Journal paper in a refereed academic journal)
  39. lanes D, Cappello S. & Demo H. (2016) Teacher and Student voices: A comparison of two perspectives for studying Integration processes in Italy, in: *European Journal of Special Educational Needs*, DOI: 10.1080/08856257.2016.1223402 (Journal paper in a refereed academic journal - fascia A)
  40. Demo H. (2016) Il ruolo dell'insegnante di Sostegno: che cosa funziona davvero nella classe inclusiva?, *L'integrazione scolastica e sociale*, 15/2, pp.161-177 (Journal paper in a refereed academic journal-fascia A)
  41. Demo H. (2016). Valutare l'inclusione, in lanes D. (a cura di) *Dirigere scuole inclusive*, Erickson, Trento, pp.141-158 (chapter in a book)
  42. Wolfgang Dworschak, Andrea Kapfer, Heidrun Demo, Andreas Köpfer & Irene Moser (2016). Bildungssituation von Schülerinnen und Schülern mit geistiger Behinderung in deutschsprachigen Ländern, in Fischer E. e Markowetz R. (a cura di) *Inklusion im Förderschwerpunkt Geistige Entwicklung*, Kohlhammer, pp.289-316 (chapter in a book)
  43. \*Demo H. (a cura di) (2015), *Didattica delle differenze*, Erickson, Trento (Edited book)
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71. Demo H. (2006) L'approccio autobiografico: complessità e fenomenologia. Analisi per bipolarità dialettiche, in: La Rivista di Pedagogia e Didattica, 3/4, Pensa Multimedia, Lecce (Journal paper in an academic journal)

**Principal presentations at scientific conferences in recent years**

"The Dilemma of Professional Competence. (Student) Teachers with Disabilities in Teacher Training Courses and Schools", ECER 2022, 01.09.2022, online

"Challenges posed by the IEPs for inclusive education", ECER 2022, 02.09.2022, online

"Il piano educativo individualizzato e la progettazione di classe: risultati preliminari di uno studio di caso multiplo nella scuola primaria", Didattica e pedagogia speciale nel network dei centri di ricerca e dei Teaching Learning Centres, Convegno SIPeS, Salerno, 30.09.2022;

"Il Piano Educativo Individualizzato nella letteratura internazionale: problemi e dilemmi", Didattiche speciali per una scuola innovativa, Convegno SIPeS, Macerata, 25.03.2022;

"(Student) teachers with disabilities in Italy: barriers and facilitators to inclusion", ATEE Conference, 22.05.2022, Sestri Levante, Italia

"Dimensione organizzativa e culturale della classe inclusiva", Qualità dell'inclusione scolastica e sociale, Rimini, 13 novembre 2021;

"Didattica aperta", Didacta INDIRE, 18 marzo 2021 (online);

„Verso un Piano Educativo Individualizzato come motore di inclusione”, Didattica e inclusione scolastica. Inklusion im Bildungsbereich, Bressanone, 15 ottobre 2021 (online);

"Il nuovo PEI: punti di forza, criticità e prospettive", Il nuovo PEI. Riflessioni, Seminario SIPeS, 26 gennaio 2021 (online);

"Financing Inclusive Education: Implications for the Implementation of Inclusive Education", ECER2021, 09.09.2021, online because of COVID-19

„Verso un Piano Educativo Individualizzato come motore di inclusione”, Didattica e inclusione scolastica. Inklusion im Bildungsbereich, 15.10.2021, online because of COVID-19

"It Depends...": Contextual and Individual Conditions for Teaching Children Within (or Outside) the Regular Classroom. Italian and Norwegian Teachers' Opinions", ECER2020, Glasgow, accepted paper, not presented because of COVID-19 (selected paper)

"Instruments for a Multilayered Inclusive School Development", ECER2020, Glasgow, accepted paper, not presented because of COVID-19 (selected paper)

"Leaving the class in inclusive school systems: A risk for inclusion? Italian and Norwegian Teachers' opinions", EARLI, SIG15 Conference, accepted paper, asynchronous presentation on the on-line conference because of COVID-19

"Inclusione e libertà", Convegno internazionale sulla Qualità dell'Inclusione Scolastica e Sociale, 15.11.2019, Rimini, Italia (invited speaker)

"In&Out: Inclusion at risk? Push and pull-out in lower secondary schools in Italy and Norway, WERA 2019, 5-8 August 2019, Tokyo, Japan (selected paper)

"BECOM-IN: Becoming a teacher with a disability. A systematic review", WERA 2019, 5-8 August 2019, Tokyo, Japan (selected paper)

"Inclusione e libertà", Convegno internazionale sulla Qualità dell'Inclusione Scolastica e Sociale, Rimini, 15 novembre 2019;

"I piccoli gesti dell'inclusione: feedback correttivi più o meno inclusivi", Didattica e inclusione scolastica, Bolzano, 23 novembre 2018;

"Investigating teachers' opinions on push-and pull-out through vignettes in a cross-cultural perspective", ECER 2018, 04/09/2018, Bolzano, Italy (selected paper)

"Teachers' corrective feedback, knowledge co-construction and participation", ECER 2018, 04/09/2018, Bolzano, Italy (selected paper)

"INSIDE: Inclusive classrooms and multimodality: some observations on teachers' verbal and non-verbal communicative strategies for inclusion" ECER 2017, 25/08/2017, Copenhagen, Denmark (selected paper)

"In& Out: Pull-out and push-out phenomena in inclusive school systems" ECER 2017, 23/08/2017, Copenhagen, Denmark (selected paper)

"La didattica aperta", Didattica e inclusione scolastica, 25/11/2016, Bolzano, Italia

"Didattica aperta", DIDATTICHE2016, 11/11/2016, Rimini, Italia (invited speaker)

"DA EDUCAÇÃO ESPECIAL À EDUCAÇÃO INCLUSIVA", Congresso brasileiro educação especial 2016, 3/11/2016, San Carlos, Brasil (invited speaker)

"Ricerca Nazionale Inclusione. Applicazione della normativa BES, transizioni fra ordini di scuola e fenomeni di push/pull-out", Summerschool SIPeS, 01/09/2016, Bressanone, Italia (selected paper)

"An Insight into good Inclusive Classroom Practices: Inside and Outside Differentiation Strategies", ECER 2016, 23/08/2016, Dublin, Ireland (selected paper)

"Experiences from a long ongoing practice of inclusion in Italian Secondary Schools", ECER 2016, 26/08/2016, Dublin, Ireland (selected paper)

"INSIDE: Teachers' Communicative Strategies for Inclusive Classrooms" ECER 2016, 24/08/2016, Dublin, Ireland (selected paper)

“Inklusion in Italien”, Mittwochsberatung, Lübeck, Deutschland, 23/03/2016 (invited speaker)

“Didattica delle differenze”, Convegno “La qualità dell’Integrazione Scolastica e Sociale”, 11/11/2015 Rimini, Italia (invited speaker)

“Inclusive elements in classroom practices: the results of multiple case studies in primary school in Italy”, ECER 2015, 3/9/2015, Budapest, Hungary (selected paper)

“The meaning of pull-out and push-out phenomena in inclusive school systems. An analysis of the Norwegian and the Italian case”, ECER 2015, 1/9/2015, Budapest, Hungary (selected paper)

### **Third Mission**

- I have organized together with colleagues in the field of inclusive education the 10 editions of the national congress “Didattica e Inclusione Scolastica”, a congress that has hosted in the years up to 500 teachers.
- On request, I have been doing some teacher training units and accompanying some schools and kindergartens in the development of inclusive and innovative learning environments (in the last years for example at Istituto Comprensivo Bressanone -BZ, Scuola dell’infanzia di Cavalese - TN, Istituto Comprensivo di Gardolo-Trento -TN , Scuola Primaria di Masi di Cavalese e Casatta- TN, Istituto Comprensivo di Gavardo -BS, Istituto di Istruzione Secondaria Gandhi di Merano -BZ, Schulsprengel Vahrn - BZ)
- In Spring 2022 I have coordinated with Francesca Berti the organization of a series of meetings of different colleagues of the faculty of Education on UNIBZ with parents and teachers on the topic of Education for Peace
- Together with colleagues of the same disciplinary sector at the Faculty of Education I have organized cycle of meeting for teachers and parents DIDA21
- During Covid Lockdown I have coordinated the on-line Event “Open Dialogue on Education” of the Faculty of Education and personally conducted 4 meetings with teachers, educators and parents
- During Covid Lockdown I have contributed to the national event “Oltre le distanze” conducting 4 meetings for teachers on school inclusion in distance learning
- I was invited to the “Festival dell’educazione” in Rovereto for Spring 2020 (because of Covid it did not take place)
- I have participated to the first and second edition of “Festival dell’educazione” organized by Canalescuola in Bolzano representing the area of research of inclusive education of the Free University of Bozen Bolzano.
- I have contributed to some popular, non-scientific publications: a self-printed book documenting the use of the approach "Pedagogia dei genitori" at the Faculty of Education in UNIBZ, a book edited by the Ladin Local School Authority celebrating 40 years of inclusion in Ladin Schools, “Inklusive Bildung in der Zeit des Fernunterrichts” for the Academia Magazine
- I have participated to the Studium Generale of UNIBZ in 2021/2022.
- I have participated to some editions of the LUNA with initiatives on inclusive education
- I have participated to some editions of Junior Uni with initiatives on inclusive education

**Language competence** Italian: first language  
German: C1 (A level of the bilingual test of the Province of Bozen Bolzano)  
English: C1 (CAE)