

University Academic Curriculum Vitae

Dr. Petra Auer

Education since leaving school

- 2021 PhD in General Pedagogy, Social Pedagogy, General Didactics and Disciplinary Didactics (Free University of Bozen-Bolzano)
- 2015 Laurea magistrale in Primary Education (Free University of Bozen-Bolzano)
- 2015 Specialisation course for the teaching of children with special educational needs (Free University of Bozen-Bolzano)

Present appointment

- Researcher with a fixed-term contract (RTDa)
- Free University of Bozen-Bolzano, Faculty of Education
- Supervisor: Prof. Simone Seitz
- Responsibilities: Research on diversity, inclusion and (in)equality in education (scientific disciplinary area M-PED/03), teaching

Professional experience

From / to	Job title	Name of academic Institution	Academic level	Responsibilities
01.11.2020 to 31.01.2023	Assistant Researcher (AR)	Free University of Bozen-Bolzano, Competence Centre for School Inclusion	Postdoctoral researcher	Research, international networking, organization of conferences
01.11.2017 to 31.12.2020	PhD-student	Free University of Bozen-Bolzano	PhD-student	Development and implementation of a research project
01.12.2015 to 31.10.2017	Commissioned researcher	Free University of Bozen-Bolzano	Commissioned researcher	Data collection, data processing, data analysis
01.06 to 31.10.2015	Commissioned researcher	Free University of Bozen-Bolzano	Commissioned researcher	Data collection and data entering

Experience in academic teaching

Academic Year 2022/23
 Diversität, Lernschwierigkeiten und Lernbeeinträchtigungen (Lab., 2 groups of 20 hours each), Einstufiger Master in Bildungswissenschaften für den Primarbereich, Faculty of Education, Free University of Bozen-Bolzano

Other academic responsibilities

Organization of the Research Week 2021 of the Competence Centre for School Inclusion of the Free University of Bozen-Bolzano
 Organization of the Research Week 2022 of the Competence Centre for School Inclusion of the Free University of Bozen-Bolzano

Research

Summary of past research projects involved as a research team member:

- FUTURE LAB. Lebensplanung (PI: Heidrun Demo, Competence Centre for School Inclusion, European Social Fond)

Summary of recent and current research projects involved as a research team member:

- Analyse möglicher Auswirkungen der Qualität der Diagnose und der pädagogischen Planung (IBP) auf die Qualität des inklusiven Unterrichts in Südtirol unter besonderer Berücksichtigung multiprofessioneller Zusammenarbeit im Team (TOP PLAN) (PI: Heidrun Demo, Competence Centre for School Inclusion, Internal Funding)
- Konzeptualisierung von Inklusion im Bildungsbereich (KIBI) (PI: Simone Seitz, Competence Centre for School Inclusion, Internal Funding)
- Leistung aus Sicht von Grundschulkindern (CRISP) (PI: Simone Seitz, Faculty of Education, Internal Funding)

- GOODWILL (PI: Simone Seitz, Competence Centre for School Inclusion, Internal Funding)

Collaboration as research team member at the following project submissions for funding:

- Discourse on achievement in Schools: Achievement in different contexts – an international comparative analysis of discourses and teachers' orientations on talent and achievement in Italy / South-Tyrol and Germany (DACHS) (PI: Simone Seitz, Competence Centre for School Inclusion, Joint-Projects)
- What education means to us: Potentials of All-Day Education for intergenerational Living Together (PoinT) (PI: Catalina Hamacher, University Duisburg-Essen, Germany; Volkswagen-Stiftung)
- Participation and Equity in Primary Schools and Kindergartens (PEaKS) (PI: Simone Seitz, Competence Centre for School Inclusion; Research Südtirol/Alto Adige)

Publications

Journal articles in refereed academic journals

- Auer, P. (2020). "Cos'è importante per te?" Uno studio preliminare sulle priorità dei valori nei bambini di scuola primaria ["What is important to you?" A preliminary study on value priorities in primary school children]. *Formazione & Insegnamento* 18(1), 562–569. doi: 10.7346/-fei-XVIII-01-20_48
- Makarova, E., Döring, A. K., Auer, P., 't Gilde, J., & Birman, D. (2021). School adjustment of ethnic minority youth: a qualitative and quantitative research synthesis of family-related risk and resource factors. *Educational Review*, 75(2), 324–347. <https://doi.org/10.1080/00131911.2021.1905610>
- Auer, P., Makarova, E., Döring, A., & Demo, H. (2023). Value transmission in primary schools: Are teachers' acculturation orientations a moderator? *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1136303>
- Seitz, S., Imperio, A. & Auer, P. (2023). "Otherwise, There Would Be No Point in Going to School": Children's Views on Assessment. *Education Sciences*, 13, 828. <https://doi.org/10.3390/educsci13080828>
- Demo, H., Bellacicco, R., Auer, P. & Cappello, S. (2023). Future LAB: Una formazione per insegnanti sulla progettazione di vita. *Nuova Secondaria*, 4, 147-171.
- Demo, H., Auer, P., Bellacicco, R., Cappello, S. & Frizzarin, A. (2024). Il rapporto fra PEI e progettazione didattica per la classe nella scuola primaria. *Nuova Secondaria*, 7, 111–120.
- Seitz, S., Kaiser, M., Auer, P. & Bellacicco, R. (2024). Giftedness, achievement, and inclusion: A discourse analysis. *L'integrazione scolastica e sociale* 23(1), 8-32.

Papers in conference proceedings

- Seitz, S., Kaiser, M., Auer, P., & Bellacicco, R. (2021). Achievement, Giftedness and Inclusion. In SCUOLA DEMOCRATICA (Eds.), Book of Abstracts of the International Conference of the Journal Scuola Democratica (pp. 232–233). Reinventing Education, Rome, Associazione "Per Scuola Democratica". <https://www.scuolademocratica-conference.net/book-of-abstracts-2/>

Contributions in edited volumes

- Auer, P. (2022). "Was uns wichtig ist." – Zu den Werten von Kindern im Grundschulalter in der Autonomen Provinz Bozen. In Cappello, S., Demo, H., & Macchia, V. (Eds.), *Didattica e Inclusione scolastica – Inklusion im Bildungsbereich: Emergenze educative: Neue Horizonte*. bu,press. <http://pro.unibz.it/library/bupress/publications/fulltext/9788860461896.pdf>
- Auer, P., Cappello, S., & Ianes, D. (2022). Le sfide della progettazione individualizzata: da una prospettiva internazionale al contesto italiano. In Cappello, S., Demo, H., & Macchia, V. (Eds.), *Didattica e Inclusione scolastica – Inklusion im Bildungsbereich: Emergenze educative: Neue Horizonte*. bu,press. <http://pro.unibz.it/library/bupress/publications/fulltext/9788860461896.pdf>

- Auer, P. (2023). On the inclusiveness of the education system in a multination state from the perspective of primary school children and teachers' values. In S. Seitz, P. Auer & R. Bellacicco (Eds.), *International Perspectives on Inclusive Education: In the Light of Educational Justice*. Barbara Budrich.
- Auer, P., Bellacicco, R., lanes, D. (2023). Individual Education Plans as Instruments and Practices for Inclusion: Problems and dilemmas. In S. Seitz, P. Auer & R. Bellacicco (Eds.), *International Perspectives on Inclusive Education: In the Light of Educational Justice*. Barbara Budrich.
- Auer, P., Macchia, V., Caprara, B. & Cappello, S. (in press). "Non è che tutti fanno la stessa cosa e uno fa una cosa diversa." – Zum verbindenden Potential des Montessori-Ansatzes für die Beziehung zwischen dem individuellen Bildungsplan und der Planung für die Klasse. In F. Berti, S. Simone & B. Weyland (Eds.), *Einblicke und Ausblicke: Perspektiven für Bildungsforschung und -praxis / Sguardi e traguardi: prospettive per la ricerca e la pratica educativa*. bu,press.
- Seitz, S., Auer, P., & Imperio, A. (in press). Leistung aus der Sicht von Grundschulkindern. In XX (Eds.), *Grundschulforschung meets Kindheitsforschung reloaded* (pp. Xx–xx).

Edited volumes

- Seitz, S., Auer, P., & Bellacicco, R. (2023). *International Perspectives on Inclusive Education: In the Light of Educational Justice*. Barbara Budrich.

Conference contributions

Jahrestagung der DGfE-Kommission Grundschulforschung und Pädagogik der Primarstufe 2023 (Siegen, Deutschland) 27.–29.09.2023	Co-Author and presenting author of the Paper <i>Inklusive BeWERTung? Leistung und Leistungsbewertung aus der Sicht von Grundschulkindern</i>
ECER 2023 (Glasgow, Scotland) 22.–25.08.2023	Co-Author and presenting author of the Paper <i>Primary School Children's Voices on Assessment and Achievement: Findings of a Qualitative Study</i> and Co-Author of the Paper <i>Giftedness, Achievement, and Inclusion: Findings of an international discourse analysis within the Symposium Assessment, Achievement and Giftedness in Diverse Educational Systems: Bringing Together New Perspectives</i> Co-Author of the Paper <i>TOP PLAN - Connecting Individual Education Plans and Class Planning in Inclusive Primary Classrooms</i>
All means all! Summer School 2023 (Maynooth, Ireland) 19.–23.06.2023	Erasmus+ Project on an Open Textbook for Inclusion Participant of the Summer School and Co-Author of the Chapter <i>Minority Languages</i>
SIPeS 2023 (Bergamo, Italy) 9.-10.06.2023	Co-Author and presenting author of the Paper <i>Il rapporto fra PEI e progettazione didattica per la classe nella scuola primaria</i>
Didattica e inclusione scolastica / Inklusion im Bildungsbereich. Vernetzt: costruire comunità. (Bressanone, Italy) 03.03–04.03.2023	Conference presentation entitled <i>Individuelle Bildungspläne als Instrumente für Inklusion? Erste Einblicke in eine Studie zu inklusiver Planung in der Grundschule</i> within the session on the topic of inclusive learning environments
SIPeS 2022 (Salerno, Italy) 29.-30.09.2022	Co-Author and presenting author of the Paper <i>Il Piano Educativo Individualizzato e la progettazione di classe: Risultati preliminari di uno studio di caso multiplo nella scuola primaria</i>
AIV 2022 (Pescara, Italy) 21.-23.09.2022	Co-Author and presenting author of the Paper <i>Ascoltare e valorizzare alter voci della stessa storia</i>
ECER 2022 Plus (Online) 01.-10.09.2022	Author and presenting author of the Symposium-Paper <i>Do we hold the same values? A study on value similarities between primary school children and their parents and teachers</i> Co-Author and presenting author of the Symposium-Paper <i>IEPs in Italy: Preliminary findings from a</i>

	<i>multiple case study on the IEP elaboration and implementation in primary schools</i>
IACCP 2022 (Online) 12.-16.07.2022	Author and presenting author of the Symposium-Paper <i>A study on the relationship between children's values and first language in a multilingual context</i>
SIPeS 2022 (Macerata, Italy) 25.03.2022	Co-Author and presentation of the paper <i>Il Piano Educativo Individualizzato: problemi e dilemmi da una prospettiva internazionale</i>
Didattica e Inclusione Scolastica – Inklusion im Bildungsbereich 2021 (Bozen-Bolzano, Italy)	Conference Lecture (<i>Vertiefungsvortrag</i>): <i>Ci é pa important pur me? Cos'è importante per te? Was ist uns wichtig? – Einblicke in eine explorative Studie zu den Werten von Grundschulkindern im mehrsprachigen Kontext.</i>
ECER 2021 (Geneva, Switzerland)	Presentation of the Symposium-paper <i>School-System-Related Differences in Primary School Children's Values: An Exploratory Study in a Multilingual European Border Region</i>
ERC 2021 (Geneva, Switzerland)	Presentation of the paper <i>Critical Thinking and Values: Arising Connections in Two Assessment Practices</i>
Second International Conference of the Journal "Scuola democratica" 2021	Co-author of the paper <i>Achievement, Giftedness, and Inclusion</i>
SIREF Winter School 2020 (Bologna, Italy) 24.–25.01.2020	Presentation of the paper <i>Valori nella classe super-diversa: una ricerca sul pluralismo valoriale e nelle scuole primarie altoatesine</i> (with scholarship)
EERA-ECER 2018 (Bozen-Bolzano, Italy) 3.–4.09.2018	Presentation of the paper <i>Values in the Classroom. How do students handle value pluralism and value conflicts in South Tyrolean schools?</i>
The Migration Conference 2018 (Lisbon, Portugal) 26.–28.06.2018	Presentation of the paper <i>Migration, Values and Socialization in South Tyrolean Schools. How do migrant students handle value conflicts?</i>
ÖGS-Congress 2017 (Graz, Austria) 07.–09.12.2017	Co-author and presenting author of the paper <i>Familiensoziologische Forschung: Förderung von Verstehbarkeit und Nutzbarkeit für die Praxis</i>

Statement of Interest

- Diversity and inclusion in educational settings
- Value research in primary school children
- Socialization in the school context
- Acculturation of ethnic minorities

Language competence

First language: German C1-Level
(Zweisprachigkeitsnachweis A der Autonomen Provinz Bozen)
Second language: Italian C1-Level
(Zweisprachigkeitsnachweis A der Autonomen Provinz Bozen)
Other languages:
English C1-Level (University internal language exam)
French B2-Level (Self-evaluation)