

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. Dr. Phil. Simone Seitz
- Responsibilities: Educational research on teaching and didactics, and research on childhood in primary school, with a focus on diversity, inclusion, (in)equality, and internationally comparative research (scientific disciplinary area 11/PAED-02), teaching

Professional experience

From / to	Job title	Name of academic Institution	Academic level	Responsibilities
01.11.2023 to 31.01.2026	Researcher with a fixed-term contract (RTDa)	Free University of Bozen-Bolzano, Faculty of Education	Postdoctoral researcher	Research on diversity, inclusion and (in)equality in education (M-PED/03), teaching
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 2025/26

Inklusive Didaktik: Kompensation, Metakognition und Kooperation (1. Teil & 2. Teil) (Lecture, 2 parts, 15 hours each), Spezialisierungslehrgang für Inklusion mit Fokus auf Kinder und Schüler:innen mit Behinderungen im Kindergarten und der Grundschule sowie in der Mittel- und Oberschule, Faculty of Education, Free University of Bozen-Bolzano

Academic Year 2024/25

Diversität, Lernschwierigkeiten und Lernbeeinträchtigungen (Lab., 3 groups of 20 hours each), Einstufiger Master in Bildungswissenschaften für den Primarbereich, Faculty of Education, Free University of Bozen-Bolzano

Academic Year 2023/24

Diversität, Lernschwierigkeiten und Lernbeeinträchtigungen (Lab., 3 groups of 20 hours each), Einstufiger Master in Bildungswissenschaften für den Primarbereich, Faculty of Education, Free University of Bozen-Bolzano

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

Member of the WERA-Network (*In*)*Equity in Primary Education* under the leadership of Prof. Simone Seitz and Prof. Sarah Désirée Lange

Member of the organization and scientific committee of the conference *InSightOut 2024* by the IN-IN Education Cluster of the Faculty of Education, Free University of Bozen-Bolzano

Member of the scientific committee of the conference *Didattica e Inclusione scolastica – Inklusion im Bildungsbereich 2021* and *2023* of the Competence Centre for School Inclusion of the Free University of Bozen-Bolzano

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

Research and scholarships

Summary of current research projects:

- Sensitise perception, recognise multiplicity: Children's path to sustainability through narrative and participatory research (STEPS; PI: Petra Auer, Co-I: Elisabeth Gsottbauer; Team: Stephanie Mian, Evi Agostini, Giorgio Camuffo, Anna Döring, Denis Francesconi, Elena Makarova, Susanne Schumacher, Gerda Videsott; unibz Internal Funding – ID2024)

- Scientific accompaniment of the project "Wege in die Bildung 2030" of the German School Authority of the Province of Bolzano – GOODWILL (PI: Simone Seitz, Competence Centre for School Inclusion, Internal Funding)

- Leistung aus Sicht von Grundschulkindern (CRISP) (PI: Simone Seitz, Faculty of Education, unibz Internal Funding)

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

- Konzeptualisierung von Inklusion im Bildungsbereich (KIBI) (PI: Simone Seitz, Competence Centre for School Inclusion, Internal Funding)

- 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)

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

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

- Discourse on achievement in Schools: Achievement in different contextes – 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.
- Seitz, S., Imperio, A., Auer, P. (2025). What do children think about grading? *Ricerche di Pedagogia e Didattica. Journal of Theories and Research in Education*, 20(1), 93-110. <https://doi.org/10.6092/issn.1970-2221/20669>
- Imperio, A., Seitz, S., Auer, P. (2025). Ri-scrivere la conoscenza attraverso le voci dei bambini. In P. Sorzio, B. Bocchi (a cura di), *I metodi per la ricerca sulle pratiche scolastiche per favorire l'apprendimento*. EUT Edizioni Universitarie Trieste.

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., & lanes, 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. (2024). "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. (2024). Leistung aus der Sicht von Grundschulkindern. In A. Flügel, A. Gruhn, I. Landrock, J. Lange, B. Müller-Naendrup, J. Wiesemann, P. Büker & A. Rank (Eds.), *Grundschulforschung meets Kindheitsforschung reloaded* (pp. 223–231). Klinkhardt.
- Auer, P., Bruwer, B., February, P., Festa, F., & Sivunen, U. (2025). Enhancing Minority Languages for Inclusion. In A community project from all-means-all.education (Eds.), *All means all! An OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education*. Pressbooks.
- Auer, P., Murphy, L., Saespi, M., & Santilli, T. (2025). The Role of Values. In A community project from all-means-all.education (Eds.), *All means all! An OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education*. Pressbooks.
- Mian, S. & Auer, P. (2025). Sensitising perception, recognising multiplicity: the foundations of sustainable co-existence. In Langer, S., Agostini, E., Francesconi, D., & Zambaldi, N. (Eds.), *PEA – Pedagogy, Ecology and the Arts* (pp. 203–211). FrancoAngeli.

Edited volumes

- Seitz, S., Auer, P., & Bellacicco, R. (2023). *International Perspectives on Inclusive Education: In the Light of Educational Justice*. Barbara Budrich.
- Fiorucci, A., Auer, P., Bocci, F., De Angelis, B., Dell'Anna, S., Ghedin, E., Morganti, A., Pinnelli, St., Sannipoli, M., & Visentin, S. (2025). *L'Universal Design for Learning nei contesti universitari: linee guida UDL per promuovere una didattica universitaria sensibile alle differenze*. PensaMultimedia.
- Fiorucci, A., Auer, P., Bocci, F., De Angelis, B., Dell'Anna, S., Ghedin, E., Morganti, A., Pinnelli, St., Sannipoli, M., & Visentin, S. (2025). *Universal Design for Learning in higher education: UDL guidelines for promoting inclusive pedagogy responsive to student diversity*. PensaMultimedia.

Conference contributions

SIPeS 2025 (Verona, Italy) 28.–29.11.2025	Co-Autor and Presenting Autor of the Paper <i>La partecipazione delle famiglie al Piano Educativo Individualizzato: prospettiva di famiglie e docenti a confronto</i>
33. Jahrestagung der DGfE-Kommission Grundschulforschung und Pädagogik der Primarstufe (Feldkirch, Austria) 15.–18.09.2025	Co-Autor and Presenting Autor of the Paper <i>Schritt für Schritt zu nachhaltigen Visionen: Eine Forschung mit Grundschulkindern</i> Co-Autor and Presenting Autor of the Paper <i>Inklusive Schul- und Unterrichtsentwicklung für eine zukunftsorientierte Grundschulbildung: Befunde und Erkenntnisse zu professionsbezogenen Überzeugungen von Grundschullehrpersonen</i>
ALTER Conference 2025 (Innsbruck, Austria) 8.–10.07.2025	Co-Autor and Presenting Autor of the Paper <i>Connecting class planning and Individual Educational Plans in primary school: Teachers' and parents' perspectives</i>
Didattica e Inclusionescolastica – Inklusion im Bildungsbereich 2025 (Brixen, Italy) 09.–10.05.2025	Co-Autor and Presenting Autor of the Workshop <i>«Fa quel che può, quel che non può non fa»</i> Co-Autor and Presenting Autor of the Paper <i>Gemeinsam auf dem Weg zu Nachhaltigkeit: Beispiele inklusiver und partizipativer Methoden aus einem Forschungsprojekt mit Grundschulkindern</i>
Jahrestagung der Kommission Pädagogik der frühen Kindheit (PdffK) 2025 (Brixen, Italy) 27.02.–01.03.2025	Co-Autor and Presenting Autor of the Paper <i>(Frühkindliche) Bildung als Blickwendung: Auf dem Weg von mir zu dir: Wie Kinder andere und anders erfahren</i>
Jahrestagung der Inklusionsforscher*innen (IFO) 2025 (Cologne, Germany) 17.–19.02.2025	Co-Autor and Presenting Autor of the Paper <i>Transformation durch Inklusions- und Bildungsforschung? Beispiel eines forschungsmethodischen Zugangs zum Thema Nachhaltigkeit aus der Perspektive von Grundschulkindern</i> Co-Autor and Presenting Autor of the Paper <i>Herausforderungen der Koexistenz der Unterrichtsplanung für die Klasse und individueller Bildungspläne (IBPs):</i>

	<i>Auswirkungen auf die Argumentationen der Lehrpersonen bezüglich einer (Nicht)Verbindung</i> Co-Autor of the Paper <i>Inklusive Schul- und Unterrichtsentwicklung in einem inklusiven Schulsystem: Einblicke in ein laufendes Forschungsprojekt</i>
Educazione Territori Natura 2024 (Brixen, Italy) 28.–30.11.2024	Co-Autor and Presenting Autor of the Paper <i>Educazione allo sviluppo sostenibile ripensata in modo nuovo e diverso: per la formazione di un ethos responsivo in senso della sostenibilità con e tra gli alunni della scuola primaria</i>
PEA – Pedagogy Ecology and the Arts conference 2024 (Meran, Italy) 5.–7. September 2024	Co-Autor of the Paper <i>Sensitising Perception, Recognising, and Acknowledging Multiplicity. Foundations for Sustainable and Peaceful Togetherness</i>
All means all! Summer Workshop 2024 (Göttingen, Germany) 15.–19.07.2024	Erasmus+ Project on an Open Textbook for Inclusion Participant of the Summer School and Co-Author of the Chapter <i>The Role of Values</i>
Scuola Democratica 2024 – Education and/or social justice (Cagliari, Italy) 03.06–06.06.2024	Co-Author and presenting author of the Paper <i>Fostering Quality Inclusive Education: Teachers' Valuation and Beliefs Related to Heterogeneity in Learning Groups</i> Co-Author of the Paper <i>Individual Educational Plans as Pedagogical Strategy to Realise Inclusion? A Multiple-case Study on the Relationship Between Individual and Class Planning</i>
ATEE Spring Conference 2024 (Bergamo, Italy) 29.05–01.06.2024	Co-Author of the Paper <i>How is the ambivalent role of IEPs dealt with in practice? A multiple-case study on the relationship between class and individualised planning in primary schools</i>
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 Leitsungsbewertung aus der Sicht von Grunschulkindern</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</i> within the Symposium <i>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 Workshop 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 Bildungsberreich. 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 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 (Vertiefungsvortrag): <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 (with scholarship)</i>
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 research Interest

- Diversity and inclusion in educational settings
- Value research in primary school children
- Socialization and Acculturation in the school context
- Childhood Studies
- Sustainability

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)