

Syllabus

Course Description

Course Title	Inclusive education: compensation, metacognition and cooperation in teaching and learning processes - part 2
Course Code	80911
Course Title Additional	
Scientific-Disciplinary Sector	M-PED/03
Language	Italian
Degree Course	Specialisation course for the teaching of children with special educational needs - Italian section
Other Degree Courses (Loaned)	
Lecturers	dr. Giorgia Ruzzante, Giorgia.Ruzzante@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44419
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	2
Teaching Hours	15
Lab Hours	0
Individual Study Hours	35
Planned Office Hours	0
Contents Summary	The course explores in depth the themes of metacognitive teaching and cooperative learning within the context of inclusive education.
Course Topics	The course develops the following competency from the graduate profile: - Designing inclusive learning experiences for the whole class, for example through cooperative group work, peer tutoring, or metacognitive teaching approaches.
Keywords	inclusive education; metacognitive teaching; cooperative learning

Recommended Prerequisites	
Propaedeutic Courses	/
Teaching Format	Lessons and small cooperative groups
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Know the principles of metacognitive teaching and cooperative learning - Understand the role of these approaches within inclusive education <p>Applying Knowledge and Understanding</p> <ul style="list-style-type: none"> - Be able to design inclusive teaching activities that incorporate metacognitive strategies, cooperative work, and peer tutoring <p>Making Judgment, Communication Skills, Learning Skills</p> <ul style="list-style-type: none"> - Demonstrate the ability to update one's teaching skills through critical reflection on inclusive practices
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written with open-ended questions
Evaluation Criteria	<p>Assignment of a single final grade.</p> <p>For the written test, the following aspects are considered and evaluated: relevance, logical structure, clarity of argumentation, formal accuracy, etc.</p>
Required Readings	Miato L., Andrich S. (2003). <i>La didattica inclusiva. Organizzare l'apprendimento cooperativo metacognitivo</i> . Trento: Erickson.
Supplementary Readings	<p>Borkowski J.G., Muthukrishna N. (2011). <i>Didattica metacognitiva. Come insegnare strategie efficaci di apprendimento</i>. Trento: Erickson.</p> <p>Johnson D.W., Johnson R.T., Olubec E.J. (2015). <i>Apprendimento cooperativo in classe. Migliorare il clima emotivo e il rendimento</i>. Trento: Erickson.</p>
Further Information	
Sustainable Development Goals (SDGs)	Quality education