

Syllabus

Course Description

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| Course Title | Inclusive education: compensation, metacognition and cooperation in teaching and learning processes - part 2 |
| Course Code | 80911 |
| Course Title Additional | |
| Scientific-Disciplinary Sector | PAED-02/A |
| 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 |

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| 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 |