

Syllabus

Course Description

| Course Title | Pedagogy of the Supportive Relationship |
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| Course Code | 80912 |
| Course Title Additional | |
| Scientific-Disciplinary Sector | M-PED/01 |
| 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 |
| СР | 1 |
| Teaching Hours | 7,5 |
| Lab Hours | 0 |
| Individual Study Hours | 15,5 |
| Planned Office Hours | 0 |
| Contents Summary | The course explores the concept of care as a key element in fostering an inclusive educational environment. |
| Course Topics | The course develops the following competency from the graduate profile: - Design and implement activities with students in the classroom to raise awareness about differences and to foster an inclusive classroom climate |
| Keywords | differences; educational care; inclusive classroom climate |
| Recommended Prerequisites | |



| Propaedeutic Courses | |
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| Teaching Format | Lecture with the use of digital teaching materials |
| Mandatory Attendance | In accordance with the regulation |
| Specific Educational Objectives and Learning Outcomes | Knowledge and Understanding - Understand the key themes related to helping relationships - Know the foundational principles for creating an inclusive classroom climate capable of addressing stereotypes and prejudices |
| | Applying Knowledge and Understanding - Design activities that foster an inclusive climate and address stereotypes and prejudices Making Judgment, Communication Skills, and Learning Skills - Use clear, assertive, and empathetic communication. |
| Specific Educational Objectives and Learning Outcomes (additional info.) | |
| Assessment | Written with open-ended questions |
| Evaluation Criteria | Assignment of a single final grade. For the written test, the following aspects will be considered and evaluated: relevance, logical structure, clarity of argumentation, formal accuracy, etc |
| Required Readings | The study materials will be made available on Teams. Canevaro, A., & Malaguti, E. (2014). Inclusione ed educazione: sfide contemporanee nel dibattito intorno alla pedagogia speciale. <i>Italian Journal of Special Education for Inclusion</i> , 2(2), 97-108. Mortari L. (2017). Educatori e lavoro di cura. <i>Pedagogia Oggi</i> , XV (2), 91-105. Gaspari P. (2021). <i>Cura educativa, relazione d'aiuto e inclusione</i> . Roma: Anicia (Introduzione). |
| Supplementary Readings | Canevaro A. (2015). <i>Nascere fragili. Processi educativi e pratiche di cura.</i> Bologna: EDB. Montanari M. (2022). La dimensione inclusiva dell'intersoggettività |

| | nella relazione di cura educativa. <i>Scholé</i> , LX (1), 179-189. |
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| Further Information | |
| Sustainable Development | Quality education |
| Goals (SDGs) | |