

# Syllabus

## *Course Description*

<b>Course Title</b>	Pedagogy of the Supportive Relationship
<b>Course Code</b>	80912
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PAED-01/A
<b>Language</b>	Italian
<b>Degree Course</b>	Specialisation course for the teaching of children with special educational needs - Italian section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	dr. Giorgia Ruzzante, Giorgia.Ruzzante@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/44419">https://www.unibz.it/en/faculties/education/academic-staff/person/44419</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	2
<b>CP</b>	1
<b>Teaching Hours</b>	7,5
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	15,5
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	The course explores the concept of care as a key element in fostering an inclusive educational environment.
<b>Course Topics</b>	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
<b>Keywords</b>	differences; educational care; inclusive classroom climate
<b>Recommended Prerequisites</b>	

<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Lecture with the use of digital teaching materials
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>- Understand the key themes related to helping relationships</li> <li>- Know the foundational principles for creating an inclusive classroom climate capable of addressing stereotypes and prejudices</li> </ul> <p>Applying Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>- Design activities that foster an inclusive climate and address stereotypes and prejudices</li> </ul> <p>Making Judgment, Communication Skills, and Learning Skills</p> <ul style="list-style-type: none"> <li>- Use clear, assertive, and empathetic communication.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	Written with open-ended questions
<b>Evaluation Criteria</b>	<p>Assignment of a single final grade.</p> <p>For the written test, the following aspects will be considered and evaluated: relevance, logical structure, clarity of argumentation, formal accuracy, etc</p>
<b>Required Readings</b>	<p>The study materials will be made available on Teams.</p> <p>Canevaro, A., &amp; 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.</p> <p>Mortari L. (2017). Educatori e lavoro di cura. <i>Pedagogia Oggi</i>, XV (2), 91-105.</p> <p>Gaspari P. (2021). <i>Cura educativa, relazione d'aiuto e inclusione</i>. Roma: Anicia (Introduzione).</p>
<b>Supplementary Readings</b>	<p>Canevaro A. (2015). <i>Nascere fragili. Processi educativi e pratiche di cura</i>. Bologna: EDB.</p> <p>Montanari M. (2022). La dimensione inclusiva dell'intersoggettività</p>

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