Syllabus

Course Description

Course Title	Transformative Strategies for Educational Environments
Course Code	56000
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Degree Course	Master 2nd level EDENSPACES - Designing Educational Landscapes: A Dialogue Between Pedagogy, Architecture, Design and Nature"
Other Degree Courses (Loaned)	
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 dr. Giorgia Ruzzante, Giorgia.Ruzzante@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44419
Teaching Assistant	
Semester	All semesters
Course Year/s	-
CP	3
Teaching Hours	14 h (Prof. Weyland Beate) 4 h (Dr. Ruzzante Giorgia)
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	The course explores innovative approaches to the shared design of educational spaces, understood as dynamic and inclusive environments that foster active learning and participation. The pedagogical principles underlying the configuration of spaces, the

	new functions and designations of environments, and the practices of appropriation by students, teachers and communities will be analysed. Particular attention will be paid to strategies of active involvement of all actors in the design process and the application of Universal Design for Learning (UDL) principles to ensure accessibility and inclusion.
Course Topics	At the end of the course, participants will be able to: - Understand the role of educational spaces in transforming learning processes. - Develop a pedagogical concept of spaces that integrates physical, relational, and symbolic dimensions. Identify and redefine the functions and naming of environments in an innovative way. - Design strategies for appropriation and co-creation of educational spaces. Apply the principles of Universal Design for Learning to create inclusive and accessible spaces. - Promote participatory practices that actively involve students, teachers, designers, and the community.
Keywords	Shared Design Pedagogy of Space Educating Spaces Appropriation of Environments Active Engagement Universal Design for Learning Inclusion Functions and Naming of Spaces Transformative Processes
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Dialogic and Interdisciplinary In-Person Lectures Interactive Simulation Workshops Online Lessons
Mandatory Attendance	See master's regulations.
Specific Educational Objectives and Learning Outcomes	1. Critically analysing the role of educational spaces in learning processes and pedagogical transformation. 2. Elaborate a pedagogical concept of spaces, integrating physical,

	relational and symbolic dimensions. 3. Designing innovative educational environments, redefining functions and designations of spaces in an inclusive and participative manner. 4. Apply the principles of Universal Design for Learning (UDL) to ensure accessibility and equity in educational spaces. 5. Devise strategies of appropriation and co-creation of spaces that encourage the active involvement of students, teachers, designers and the community. 6. Promoting collaborative practices for shared design, developing facilitation and mediation skills between different actors. 7. Assessing the pedagogical impact of spatial transformations on educational processes and inclusion dynamics.
Specific Educational Objectives and Learning Outcomes (additional info.)	- Critically analyze the role of educational spaces in learning processes and pedagogical transformation. - Develop a pedagogical concept of spaces, integrating physical, relational, and symbolic dimensions. - Design innovative educational environments, redefining the functions and naming of spaces in an inclusive and participatory way. - Apply the principles of Universal Design for Learning (UDL) to ensure accessibility and equity in educational spaces. - Create strategies for appropriation and co-creation of spaces that foster active engagement of students, teachers, designers, and the community. - Promote collaborative practices for shared design, developing facilitation and mediation skills among different stakeholders. - Evaluate the pedagogical impact of spatial transformations on educational processes and inclusion dynamics.
Assessment	Written report referring to the design development and including a reflection on the insights that emerged from the workshop simulations and interdisciplinary exchanges.
Evaluation Criteria	Theoretical Understanding (40%) Mastery of key concepts: pedagogy of space, participatory design, Universal Design for Learning. Design and Application (40%)

	Ability to develop a pedagogical concept for spaces and propose innovative and inclusive solutions. Participation and Critical Reflection (20%) Active engagement in collaborative activities and critical reflection on the design process.
Required Readings	Weyland B., Attia S. (2015). *Progettare scuole Tra pedagogia e architettura.* Milano: Guerini. Weyland B., Prey K.(2020). *Ridisegnare la scuola tra didattica e design.* Milano: Guerini. Open access : https://guerini.it/index.php/ridisegnare-la-scuola-tra-didattica-architettura-e-design.html Weyland B., Falanga M. (2023). *Didattica della scuola. Spazi e tempi per una comunità in ricerca.* Milano: Guerini – Open access: https://www.guerini.it/index.php/prodotto/didattica-della-scuola/
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Industry, innovation and infrastructure, Reduced inequalities, Partnerships fot the goals, Responsible consumption and production, Peace, justice and strong institutions, Sustainable cities and communities