# Elements of Didactics and of Special Pedagogy

## Prof. Gloria Sinini, Prof. Ilaria Folci

Module 1: *Prof. Gloria Sinini*

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide students with a general understanding of the conceptual frameworks and methodological tools for educating of educators and trainers. The aim of the course is to promote knowledge of the key elements of teaching.

KNOWLEDGE AND UNDERSTANDING:

At the end of the course, students will be able to:

- recognise the basic constructs of teaching;

- identify criteria, models and theories of teaching: instructionism, activism, constructivism, post-constructivism;

- recognise the main educational mediators, describe their specificities and possible applications;

- describe methods and forms of didactic planning and assessment of learning;

- know and develop applied understanding skills to carry out educational and training interventions working with media and screens as a weighted and critical choice.

ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING:

At the end of the course, students will be able to:

- choose and apply the most appropriate design model for different contexts and in relation to the different targets (childhood 0-6, adults) and educational needs;

- apply and manage different didactic mediators in relation to different targets (childhood 0-6, adults) and educational needs;

- manage training communication in relation to the various targets (infancy 0-6);

***COURSE CONTENT***

The first module is structured along the analysis of five key words: didactics, planning, communication, mediators, and evaluation.

Didactics: focuses on the general theory of teaching: disciplinary statute and characteristics of teaching; teaching theories.

The second keyword focuses on the theme of design, or didactic-educational design: theories and models of didactic design, competency-based design.

The third keyword intends to develop the theme of formative communication, the ways and styles of communication in the educational relationship.

The fourth will present an overview of possible didactic mediators, from traditional ones to technological devices, which educators and trainers can implement to achieve the educational objectives.

Finally, the last point develops the theme of learning assessment: forms and tools for the assessment of contents, checklists, and columns.

***READING LIST***

L. Perla-M.G. Riva, *L’agire educativo. Manuale per educatori e operatori socio assistenziali,* La Scuola, Brescia, 2016 (chapters: 1,2,3,6,8,9,11,12,13,14). [*Buy from VP*](https://libreria.vitaepensiero.it/scheda-libro/autori-vari/lagire-educativo-manuale-per-educatori-e-operatori-socio-assistenziali-9788835043874-237640.html)

S. Tisseron *3-6-9-12. Diventare grandi con gli schermi digitali,* edited by P.C. Rivoltella La Scuola, Brescia, 2016. [*Buy from VP*](https://libreria.vitaepensiero.it/scheda-libro/serge-tisseron/3-6-9-12-diventare-grandi-allepoca-degli-schermi-digitali-9788835043423-235750.html)

S. Mantovani, C. Silva and E. Freschi, *Didattica e nido d’infanzia Metodi e pratiche d’intervento educativo, Ed. Junior, 2016* (Chapters: Preface, Introduction, 1,3,4,6,8)

The articles and lecture materials are made available in the online course on Blackboard.

***TEACHING METHOD***

The course includes classroom lectures and some seminar lessons in co-presence with specialists through the use of interactive teaching. The course also provides the opportunity to carry out an individual activity on the topics addressed in the MOOC 3-6-9-12 dedicated to one of the textbooks in the reading list (online free course of the Catholic University delivered through the Blackboard Open Education platform), following a precise path made available to all students on Blackboard. This is not compulsory, but a choice of the student.

The lecture material is available on the Blackboard platform, organised in folders.

***ASSESSMENT METHOD AND CRITERIA***

The method for verifying knowledge and skills acquired consists of an oral interview aimed at testing the correct understanding of the textbooks included in the reading list. The exam is aimed at assessing students’ reasoning skills and analytical rigour relating to the topics covered by the course, as well as their command of subject-specific language. The elements considered for the assessment will be: correctness of answers, clarity of presentation, critical reflection, ability to connect the issues to the related themes and to adequately motivate statements, analyses and judgments.

***NOTES AND PREREQUISITES***

*Prerequisites*

Due to its introductory character, there are no content-related prerequisites for the course. However, students are expected to have intellectual interest and curiosity towards pedagogical reflection and inclusive education.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

Module 2: Special pedagogy - *Prof. Ilaria Folci*

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The second module of the course aims to provide students with basic elements regarding Special Pedagogy. The aim of the course is to promote knowledge of the characteristics of the different conditions of special educational needs and to develop an inclusive approach to intervention.

At the end of the course, students will:

* know the theoretical, cultural, and methodological premises of Special Pedagogy, with particular reference to the Italian and European scientific landscape
* know the use of some operational intervention tools
* master and be able to discuss themes and issues relating to Special Pedagogy using specialist lexicon.

***COURSE CONTENT***

*Special pedagogy*

1. Special pedagogy: from the founding fathers to today
2. The long path towards inclusion: regulatory, social, and cultural aspects
3. The different types of disabilities and special educational needs
4. Diagnostic and assessment tools
5. Educational and didactic interventions
6. The educational world from 0-6 years: early detection of difficulties

***READING LIST***

L. D’Alonzo, *Pedagogia speciale per l'inclusione,* Morcelliana, Brescia, 2018.

A textbook to choose from:

Barkley A., *ADHD: strumenti e strategie per la gestione in classe*, Erickson, Trento, 2018.

Caldin R., *Percorsi educativi nella disabilità visiva*, Erickson, Trento, 2006.

Daffi G. (edited by), *L’alunno con funzionamento intellettivo limite (FIL*), Erickson, Trento, 2015.

D’Alonzo L. (edited by), *La rilevazione precoce delle difficoltà. Una ricerca azione su bambini da 0 a 6 anni*, Erickson, Trento, 2017.

D’Alonzo L. (edited by), *Autismo. Kit di strumenti per l’inclusione nella scuola. Il modello TAE,* Morcelliana, Brescia, 2019.

Lascioli A.- Pasqualotto L., *Il piano educativo individualizzato su base ICF. Strumenti e prospettive per la scuola,* Carocci, Roma, 2021.

Maggiolini S., Zanfroni E., *Innovare al nido*, ed. Morcelliana, Brescia, 2019.

Scuola Audiofonetica., *Sordità e inclusione scolastica,* Scholè, Brescia, 2020.

***TEACHING METHOD***

The course includes classroom lectures. Students will be given the opportunity to carry out practical exercises on the topics addressed in class.

***ASSESSMENT METHOD AND CRITERIA***

 The method for verifying knowledge and skills acquired consists of an oral interview aimed at testing the correct understanding of the textbooks included in the reading list. The exam is designed to assess students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their command of subject-specific language. The elements used for the assessment will be: correctness of answers, clarity of presentation, critical reflection, ability to connect the issues to the related themes and to adequately motivate statements, analyses and judgments.

***NOTES AND PREREQUISITES***

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