Workshop on Educational Technologies 3

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COURSE AIMS AND INTENDED LEARNING OUTCOMES

The workshop aims to teach students more about the condition of autism spectrum disorder in order to learn useful tools and strategies for creating inclusive environments with particular attention to that of the nursery school and primary school. The workshop also aims to promote shared reflection from an inclusive perspective through the activation, knowledge, reflection and research of appropriate educational and didactic actions.

The workshop path meets technology through the use of applications suitable for communicative, relational and educational purposes. In fact, digital can help eliminate a number of barriers and, from the ICF (the international classification of functioning, disability and health) perspective, implement resources in order to bring out the developmental potential in pupils in general and pupils with autism spectrum disorder in particular. Students need a concrete approach that allows them to reflect and experiment with suitable strategies and technological methods, so expanding and enriching their cultural reference range.

The aim of the course is to develop students' observational and didactic skills when dealing with autism spectrum disorder students; these will help them understand how to adapt the environment by leveraging spatial-temporal, communicative and relational tools to make someone intelligible and imaginable, in other words predictable, by himself. The simple products, designed according to a number of educational opportunity criteria, will be the outcome from blending the topic, the situation addressed and the choice of appropriate available resources.

The intended learning outcomes emerging from the general topic and the specific applications to the situation will enable students to:

* observe so as to know and recognise the characteristics and needs of students with autism spectrum disorder;
* understand the importance of communication and learn about the various available forms of communication and the use of communication tables;
* understand the importance of structuring and visually organising routines and the day;
* use specific and non-specific tools, useful in AAC (augmentative and alternative communication), and know the free ARAWORD software;
* understand that social skills can be taught to improve both the sphere of personal autonomy and the atmosphere within the classroom;
* know the structure of social histories and the applications suitable for these.

Therefore, space will be given to experimentation with applications suitable for responding to specific needs.

The transversal skills that the workshop will develop are:

* selecting the most suitable formats (images, videos, timelines, podcasts, etc.) according to the task;
* expressing and presenting cognitive artifacts produced individually or in groups.

COURSE CONTENT

The workshop is based on specific authentic tasks: starting from an emblematic situation in which the topic is addressed, students will be invited to create digital objects that will then become tools for inclusion. The situations will be proposed through the use of videos found on the web and adapted for the purpose. The situations addressed will be adapted to both kindergarten and primary school environments. At the end of the course, students will have at their disposal a "toolbox" they can use to address the individual situations encountered with autism spectrum disorder students as well as his class, so ensuring the educational success of each and every one.

Meetings and activities focus on:

* case observation with the compilation of observational tables and the use of the still image (real and figurative sense);
* the design and implementation of visual agendas and task analysis;
* the design and implementation of homogeneous communication tables by shape and type of images;
* AAC experimentation with the complex use of suitable software;
* the design and implementation of a social history.

The final meeting will be dedicated to the return of some works chosen by the groups.

READING LIST

L. Cottini, G. Vivanti (2017) *"Autismo: come e cosa fare con bambini e ragazzi a scuola"* Giunti: Florence

D'Alonzo, L. (2015). *Didattica speciale per l'inclusione*. La Scuola: Brescia

Grandin, T. (2006). *Pensare in immagini. E altre testimonianze della mia vita di autistica.* Edizioni Erickson: Trento

N. Raleigh Baskin (2013), *"Tutt'altro che tipico"* Uovonero: Crema

Beukelman, DR & Mirenda, P. (2014). *Manuale di comunicazione aumentativa e alternativa. Interventi con bambini e adulti con complessi bisogni comunicativi.* Edizioni Erikson: Trento.

M. Pontis (2021). "*Autismo. Cosa fare e (non). Guida rapida per insegnanti Scuola Primaria."* Edizioni Erikson: Trento.

Website list

<https://www.ctscti.istruzione.varese.it/wp-content/uploads/2017/06/Spettro-Autistico-Vademecum.pdf> *“Il bambino con disturbo dello spettro autistico… a scuola” Rotary Club Varese Ceresio (2017)* (downloadable document)

<https://www.asst-lecco.it/wp-content/uploads/2015/09/ucre16_guida_caa_npi.pdf> *“La CAA guida per genitori, insegnanti, educatori e terapisiti” ASPOC & ASST Lecco* (downloadable document)

<http://www.edu.lascuola.it/News/voce_per_chi_non_puo_parlare.pdf> *"Voce per chi non può parlare. CAA tra diritti e bisogni"* Editrice La Scuola e Fondazione Benedetta D’Intino (downloadable document)

Additional in-depth materials will be included on Blackboard.

TEACHING METHOD

The workshop favours active and experiential learning: it seeks to encourage students in collaborative production activities, which will be followed by moments of reflection guided by the lecturer.

The Blackboard platform will allow students to find educational materials (slides, videos, articles, tutorials, websites...) and can be configured as a space for discussion on the topics covered during the course.

During the workshop, educational mediators of an iconic, analogue and symbolic type will be used.

ASSESSMENT METHOD AND CRITERIA

The workshop will also include metacognitive reflection, a form of individual self-assessment in the form of KWL (Know; What; Learn) and will end with a group discussion. The assessment in class, intended as immediate feedback on the product and continuous feedback on the process by the lecturer with the groups and individual students, will focus on the topics of the day and the related classroom activities with the creation of specific artifacts. The assessment criteria are completeness, coherence, originality and, above all, educational applicability.

NOTES AND PREREQUISITES

The workshop lasts 25 hours in total: 5 meetings of 4 hours each in person and 5 hours of asynchronous work.

A student's attendance at the workshop can only be recorded if a minimum of 75% of the 20 hours have been attended in person.

Please note that attendance at the workshop (1 ECTS) is a prerequisite for taking the *"Didactics and Educational Technologies"* exam (4th year).

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.