**Methodology of Learning and Special Activities**

## Prof. Gianluca Braga, Prof. Mariateresa Cairo

FIRST MODULE

Prof. Gianluca Braga

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

The course aims to provide students with an overview of the methods of training, teaching and education. Its goal is to encourage students to reflect on specificities of each method and gives the basis to choose appropriate methodological frameworks for contexts and actors in different formative and educational situations (kindergarten, school, extra-school and continuing education for adults).

In particular, at the end of the course, students will be able to:

* Describe and argue people’s learning methods in different ages of life, referring to the proposed models.
* List and describe the management of approaches, methodologies, methods, and tools to facilitate children, young people, and adults’ growth and learning processes.
* Associate the methodologies with contexts of training (adults) and education (school and early childhood), according to the type of learning to be developed and the constraints provided by the context.
* Express a personal critical judgment on the methodologies addressed, adopting relevant evaluation criteria, and expressing their own inclinations.
* Produce a management plan of some methodologies/methods, defining actions, times, spaces, and equipment.
* Transmit the skills acquired and mastered towards different subjects, demonstrating their own specificities.

***COURSE CONTENT***

*The course is organised in two parts, corresponding to the two semesters.*

The first part is dedicated to exploring the methods of teaching, education, and training, which will be presented following the “Hybrid Learning Model” framework:

* operational learning and *exercise*
* the classic approach of *receiving* information
* the *exploration* of human and natural environments
* *imitation* of models
* *creativity* at the service of learning processes
* discussion and sharing with others;
* meta-*reflection* and the search for meaning;
* experimentation and the value of errors.

***READING LIST***

G.P. Quaglino, *La formazione. I metodi,* Raffaello Cortina, Milano, 2014

(Capitoli: 1. Action Learning, 6. Caso, 7. Cinema, 23. Lezione, 29. Problem Based Learning, 30. Role play, 34. Storytelling).

Aa. Vv., *Pedagogia dell’infanzia. Atti del 55° convegno di Scholé*, La Scuola, Brescia, 2017 (Chapters edited by: P.C. Rivoltella, M. Amadini, O. Rossi Casottana, P. Trabalzini, A. Bobbio, N. S. Barbieri, M. Santerini).

Additionally, a textbook to choose from:

P.C. Rivoltella, *La scala e il tempio. Metodi e strumenti per costruire comunità con le tecnologie,* Franco Angeli, Milano, 2021 (Chapters 2 and 3; Section III – Tecniche e Strumenti)

S. Pasta, *Razzismi 2.0. Analisi socio-educativa dell'odio online,* La Morcelliana-ELS La Scuola, Brescia, 2018 (Capitoli III, IV, V e VI)

S. Tisseron, *3-6-9-12. Crescere al tempo degli schermi digitali,* La Morcelliana-ELS La Scuola, Brescia, 2016

The lecture materials made available online on the Blackboard platform and the activities carried out during the course are an integral part of the exam.

***TEACHING METHOD***

The teaching activities of the course are carried out in an integrated and multimodal form, favouring student activation through forms of workshops, practical exercises, case analyses, planning of sessions, expert guests, and seminars, both face-to-face and remotely.

The course also includes the possibility of carrying out an individual activity on the topics addressed in the MOOCs 3-6-9-12 dedicated to the textbook in the reading list (online free course of the Catholic University delivered through the Blackboard Open Education platform). It is not compulsory, but optional at students’ choice.

***ASSESSMENT METHOD AND CRITERIA***

The exam consists of a written paper (“short paper”) that summarises one of the methodologies addressed during the course, and of an oral interview aimed at verifying the acquisition and correct understanding of the contents of the texts included in the reading list, of the methodologies covered during the course, and the teaching material made available by the teacher. The interview will retrace the activities carried out online required by the MOOC path (if attended) and the activities agreed and communicated through the Blackboard platform.

The exam is aimed at assessing students’ knowledge, reasoning skills, and analytical rigour concerning the topics covered by the course, as well as mastery of specific language and communication skills.

The final mark will consider accuracy and quality of answers on knowledge gained as well as the ability to connect such knowledge to teaching practice, according to the quality of the references cited, the richness and specificity of the examples made, the consistency of contexts and learning themes, the ability to argue their choices, highlighting advantages and disadvantages.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course.

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.

SECOND MODULE

## Prof. Mariateresa Cairo

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

The course purpose is to aims to provide students with a systemic overview of fundamental knowledge about the aims and objectives of educational action, as well as the methods and most appropriate methodologies to encourage and support learning and communication in people with disabilities and fragilities. At the end of the course, students will have developed a greater sensitivity to the issues of school integration and social inclusion and will have to demonstrate operational knowledge in carrying out an observation in the initial, ongoing and final stages of an educational/rehabilitative path and, know a wide range of expressive and relational strategies to be used in a personalised way and in groups with people with disabilities and frailties.

***COURSE CONTENT***

* Notes on the history of special pedagogy.
* From the individualized educational project to the life project.
* The most known disabilities: sensory disabilities, autism, intellectual disability, motor disabilities.
* Observation and definition of objectives according to the International Classification of Functioning, Disability and Health (ICF) model.
* Disability in old age.
* Family and disability.
* The support system for people with disabilities.
* Educational integration, social inclusion and free time.
* Creativity in education. Educating for creativity.
* Expressive and relational methods and methodologies to prevent, maintain and encourage the skills and competences of people with disabilities and difficulties (fairy tales, drawing, games, music, theatre, animal-assisted interventions, technologies, and aids ...).
* Law 104 of 1992.
* The UN Convention on the Rights of the Child and Adolescent.
* The UN Convention of Human (Humanity) Rights.
* The UN Convention on the Rights of Persons with Disabilities.

***READING LIST***

* Pavone M., *L’inclusione educativa. Indicazioni pedagogiche per la disabilità*, Mondadori, Milan, 2014;
* Galanti A. Pavone M.- edited by -, *Didattiche da scoprire. Linguaggi, diversità, inclusione,* Mondadori, Milan, 2020.

Material available on Blackboard (slides, pdf sheets on individual topics).

***TEACHING METHOD***

Lectures and guided exercises (watching videos, reading testimonials and articles, other documentation).

***ASSESSMENT METHOD AND CRITERIA***

Oral exam in which students will have to demonstrate their knowledge of the course topics (see reading list) and their ability to identify the theoretical references necessary in educational and didactic work with people with disabilities development and communication. The criteria used for the assessment will be: clarity of presentation, knowledge of the general lines of the subject, critical reflection, the ability to connect general issues to the topics of the in-depth studies included in the reading list.

***NOTES AND PREREQUISITES***

For students wishing to get an insight of the course topics, the following books are recommended:

D’Alonzo L., *Pedagogia speciale per preparare alla vita*, La Scuola, Brescia, 2006.

D’Alonzo L., *Integrazione del disabile. Radici e prospettive educative*, La Scuola, Brescia, 2008.

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

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