**Planning Educational and Special Activities**

Prof. Simona Ferrari; Prof. Maria Concetta Carruba

## First Module: *Prof. Simona Ferrari*

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

The first module will analyse the topic of planning retracing its epistemological framework and then explore more deeply the macro and micro aspects (methodologies, phases and tools) of planning educational teaching activities. In particular, models and phases of micro-planning will be analysed by providing examples of these theoretical concepts in media-educational processes.

With reference to knowledge and understanding

1. Understanding of the theoretical reference framework of teaching methodologies and familiarity with the main writers and understanding of planning models.
2. Knowledge of planning stages
3. Knowledge of teaching methodologies and their application to educational contexts
4. Understanding the crucial points of a planning that supports digital education.

With reference to knowledge and applied understanding

1. Identify the planning models within the different contexts of educational intervention.
2. Be able to identify educational needs and correctly pinpoint the problem so as to implement effective micro-planning.
3. Be able to operationalise the problem into educational aims and consistent teaching methodologies to achieve them.
4. Be able to identify key criteria for assessing educational projects
5. Identify the planning development themes related to digital education with particular attention to the 0-3 age group.

***COURSE CONTENT***

*Planning educational activities*

– Analysis of the main models of didactic planning.

– Needs analysis: theories and methods.

* Setting goals.
* Micro-planning: models, phases, tools.
* The evaluation: project impact analysis and monitoring tools.

– The planning of media education interventions for digital education.

***READING LIST***

In-depth study material for the course

L. Paradiso, *La progettazione educativa e sociale. Modelli, metodologie, strumenti.* Mondadori, 2020.

S. Tisseron, *3-6-9-12. Diventare grandi all’epoca degli schermi digitali,* La Scuola, Brescia, 2016.

P.C. Rivoltella, *Le virtù del digitale. Per un’etica dei media,* Morcelliana, Brescia, 2015.

The articles, lesson materials - made available in the online course - and the activities carried out during the course are an integral part of the exam. All materials and information relating to the activities are available on Blackboard. Students are invited to promptly register for the course on Blackboard (<https://ilab.unicatt.it/ilab-ilab-iscrizione-corsi>).

***TEACHING METHOD***

The educational activities of course are carried out according to the lecture format and in the form of activity and study that is most suitable for the expert's intervention. The course includes some lessons connected with the MOOC 3-6-9-12, which focuses on one of the textbooks in the reading list (free online course of the Catholic University delivered through the EduOpen platform) and available to all students. This is optional for students.

***ASSESSMENT METHOD AND CRITERIA***

Assessment will be as follows:

* Assessment of an ongoing project work;
* A final oral examination.

An assessment booklet (available on Blackboard) will be given to students regarding assessment of material produced during the course. The oral examination is designed to assess acquisition and accurate understanding of the reading material, course topics and teaching material. The examination aims to assess students’ reasoning and analytical skills regarding course topics, as well as their mastery of language and communication skills.

The overall assessment will be obtained by considering the results of the various steps of assessment.

***NOTES AND PREREQUISITES***

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. Maria Concetta Carruba*

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

The second module of the course, linked to the themes explored in the first module, will explore the specific theme of inclusive planning. To reflect on how educational planning has taken on an increasingly inclusive form, the module will retrace the main legislative steps that have led to school, educational and social inclusion. It will present the main tools for inclusive planning in different contexts and for different needs, as well as the pedagogical approaches aimed at creating learning proposals and environments, including the digital ones that are attentive to the everyone’s needs.

***COURSE CONTENT***

*Planning of special activities*

The course includes a *theoretical*, a *methodological*, and a *practical* part.

As regards the *theoretical* aspects:

– Brief reconstruction of the legislative stages for school inclusion;

* The ICF and the role of the context in the inclusion process: between barriers, facilitators and active participation;
* Identification of the main documents/tools for planning, in different contexts, special teaching and educational activities.

Regarding the methodological aspects:

* Universal Design for Learning and building an inclusive Lesson Plan;
* Tpack model for an integrated design;
* Principles of inclusive multimedia design: environments and products;
* Learning Designer (free web-based tool) for inclusive and digital educational planning: tool functions and methods of use.

The *practical* part consists of exercises, in small groups, on the topics and tools presented in the practical and methodological part of the course.

READING LIST

Course materials that will be shared via Bb.

A reference manual chosen from those listed:

* L. d’Alonzo(ed.), *Dizionario di pedagogia speciale*, Scholé, 2019.
* L. d’Alonzo, *Pedagogia speciale per l’inclusione,* Scholé, 2018.

A further study textbook chosen from those listed:

* T. Zappaterra, *Progettare attività didattiche inclusiva. Strumenti, tecnologie e ambienti formativi universali,* Edizioni Angelo Guerini e Associati, 2022;
* E. Ghedin, *Per un design (connettivo) e inclusivo. Valorizzare e innovare capability connettive nelle scuole,* Edizioni Angelo Guerini e Associati, 2021;
* L. d’Alonzo – A. Monauni, *La differenziazione didattica. Via obbligata per una scuola inclusiva ed innovativa,* Scholé, 2021.
* L. d’Alonzo (edited by), *La rilevazione precoce delle difficoltà. Una ricerca-azione su bambini da o a 6 anni,* Erickson, 2017.
* M. Castoldi, *Ambienti di apprendimento. Ripensare il modello organizzativo della scuola,* Carocci editore, 2020;
* A. Mangitordi, *Costruire inclusione. Progettazione unviersale e risorse digitali per la didattica,* Edizioni Angelo Guerini e Associati, 2019;

***TEACHING METHOD***

Classroom lessons, exercises, and practical experiments on inclusive planning in light of “accessibility stories” that will be shared in the classroom. A guided tour will be planned to learn more about inclusive and, at the same time, digital planning tools.

***ASSESSMENT METHOD AND CRITERIA***

The course adopts a widespread assessment methodology which includes:

* the evaluation of an ongoing activity in the form of project work. Using the work delivered in the first module and the same planning structure, students will be invited to direct the planning towards an inclusive perspective;
* a final oral exam to verify the students’ understanding and acquisition of the contents of the course.

The overall assessment of the course will be obtained by weighting the results of the different assessment stages and of the two different modules of the course.

***NOTES AND PREREQUISITES***

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.