# . – Planning of Integrated Educational Activities

## Prof. Ilaria Folci

***Text under revision. Not yet approved by academic staff.***

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

The course aims to provide students with an articulated outline of the environment of special education planning. The aim is to promote knowledge of complex problems regarding the different conditions of special learning needs and favour understanding of the dynamics and main planning tools at the heart of inclusive processes.

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

* know the founding principles and paradigms of special education planning, also in reference to current legislation;
* understand and define the aims, outline the objectives and structure the phases that make up a project aimed at people with disabilities, with difficulties, in situations of deviance and marginalisation;
* master and discuss themes and issues relating to special pedagogical planning using adequate specialist vocabulary.

***COURSE CONTENT***

Planning in the field of special education.

1. The main regulatory references
2. Observe and plan for special educational needs
3. Phases, objectives, and tools of pedagogical planning on an ICF basis.
4. Case studies and good practices

***READING LIST***

1. L. D’alonzo ( a cura di), *Vite reali. La disabilità tra destino e destinazione,*

Pearson, Milano 2021. (Solo capp. 1-2-3-4)

1. Un testo a scelta tra:

A. Canevaro – c. m. cibin – m. bottá – s. calderoni, *Dalla scuola al lavoro. Verso una realtà inclusiva*, Erickson, Trento, 2022.

L. D’Alonzo, *Motivare i demotivati a scuola,* La Scuola, Brescia, 2017.

L. Decembrotto, *Adultità fragili, fine pena e percorsi inclusivi. Teorie e pratiche di reinserimento sociale,* Franco Angeli, Milano, 2020.

A. Mura, (a cura di), *Orientamento formativo e progetto di vita. Narrazione e itinerari didattico-educativi,* Franco Angeli, Milano, 2016.

C. Palmieri, *Dentro il lavoro educativo. Pensare il metodo tra scenario professionale e cura dell’esperienza educativa e della formazione*, Franco Angeli, Milano, 2018

***TEACHING METHOD***

The course includes frontal lessons in the classroom; in some cases they may be delivered in seminar form with the participation of experts and/or experienced people. Students will be given the opportunity to carry out small-group pedagogical reflection work on the topics addressed.

***ASSESSMENT METHOD AND CRITERIA***

Oral examination on course and reading material. The examination will assess students’ reasoning and analytical skills in relation to course topics as well as their use of specific language. Assessment will be based on: accuracy of answers, clarity of presentation, critical consideration, the ability to connect issues with topics and support any statements, analyses and opinions.

***NOTES AND PREREQUISITES***

Any changes will be communicated through a notice also available on the lecturer’s page of the Catholic University website.

*Prerequisites*

There are no prerequisites for attending the course. However, students should be interested in the consideration of education and in 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.