**Planning Educational and Special Activities**

Prof. Gianluca Braga; Prof. Giovanni Zampieri

## First Module: *Prof. Gianluca Braga*

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

The first module will analyse the topic of planning by reconstructing its epistemological framework and then exploring more deeply the macro and micro aspects (methodologies, phases, and tools) of planning educational teaching activities. Models and phases of micro-planning will be analysed by providing examples of theoretical concepts on media-educational and training processes.

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

1. Comprehend the theoretical framework of educational planning by becoming familiar with the main authors and understanding the planning models.
2. Know the planning process.
3. Know teaching methodologies and their applications in educational and training contexts.
4. Understand the key points of a planning that supports digital education and training.

With reference to the application of this knowledge, students will be able to:

1. Identify planning models within the different contexts of educational intervention.
2. Identify the educational and training need and correctly contextualise the problem in order to start an effective micro-planning.
3. Operationalise this problem into educational objectives and the consistent teaching methodologies to achieve.
4. Identify the key criteria for evaluating the educational project.
5. Identify project 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, *La scala e il tempio. Metodi e strumenti per costruire comunità con le tecnologie,* Franco Angeli, Milano, 2021 (Capitolo 2; Sezione II – Metodo)

Articles, lecture materials - made available in the online course - and 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 teaching activities will be conducted according to the lecture format and in the form of an activity and in-depth study facilitated by expert testimony. The course includes a number of lessons linked to the 3-6-9-12 MOOC dedicated to one of the texts in the bibliography (an online and free-of-charge course of the Catholic University delivered via the EduOpen platform), available to all students. This is not an obligation, but a choice on the part of the student

***ASSESSMENT METHOD AND CRITERIA***

The assessing method of the course consists of a final oral exam.

This exam is aimed at verifying the acquisition of a correct understanding of the textbooks contents included in the recommended bibliography, the topics covered in class and the teaching material made available. The exam is also aimed at assessing the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their proper language and communication skills.

***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. Zampieri Giovanni*

***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;
* Didactic differentiation for inclusion

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, *Pedagogia speciale per l’inclusione,* Scholé, 2018. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/luigi-dalonzo/pedagogia-speciale-per-linclusione-9788828400356-552904.html)

A further study textbook chosen from the list:

* L. D’Alonzo – A. Monauni*, La differenziazione didattica. Via obbligata per una scuola inclusiva ed innovativa,*Scholé, 2021. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/carol-ann-tomlinson/la-differenziazione-didattica-in-classe-per-rispondere-ai-bisogni-di-tutti-gli-alunni-9788828404521-712631.html)
* L. D’Alonzo (a cura di)*, La rilevazione precoce delle difficoltà. Una ricerca-azione su bambini da o a 6 anni,*Erickson, 2017. [Acquista da V&P](https://librerie.unicatt.it/scheda-libro/autori-vari/la-rilevazione-precoce-delle-difficolta-una-ricerca-azione-su-bambini-da-0-a-6-anni-9788859012856-250332.html)
* Lascioli A.- Pasqualotto L.*, Il piano educativo individualizzato su base ICF. Strumenti e prospettive per la scuola,*Carocci, Roma, 2021.
* G. Savia*, Universal Design for Learning. Progettazione universale per l'apprendimento per una didattica inclusiva,*Erickson, Trento, 2015.

***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.