# Elements of Didactics and of Special Pedagogy

## Prof. Alessandra Carenzio; Prof. Luigi d’Alonzo

I Module: *Prof. Alessandra Carenzio*

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

The general aim of the course is to offer students the opportunity to reflect on the main issues associated with the knowledge of didactics. More specifically, the course aims are:

1. provide an exhaustive picture of the studies and research on the subject of didactics;
2. recognise the peculiar elements of teaching in the 0-3 age range;
3. address emerging issues concerning the relationship between early childhood and contemporary media, environmental and cultural stimuli (access to screens, use of teaching technologies in services, difficult elements, benefits);
4. define spaces, times and teaching methods in early childhood, making sure to include exemplary experiences and good practices in different countries;
5. develop a critical approach to the themes of didactic mediation, the educational implications of teaching and the skills necessary to manage an educational setting today.

*Intended learning outcomes*

The intended learning outcomes concerning *knowledge and understanding* are:

* know and understand the fundamental points of the theoretical frame of reference concerning didactic knowledge;
* know and understand the main theoretical points relating to early childhood;
* be familiar with the reference authors.

The intended learning outcomes concerning the *ability to apply knowledge and understanding* are:

* be able to correctly contextualise educational and didactic problems, to imagine oneself in specific situations in the different educational areas;
* know and develop applied understanding skills to carry out educational and training interventions thinking of media and screens as a weighted and critical choice, starting from early childhood.

***COURSE CONTENT***

The course focuses on the study of the main themes connected with didactic knowledge. Specifically, the following issues will be addressed:

– epistemological education statute;

– formal and informal education;

– learning and teaching;

– teaching methods;

– media and teaching;

– teaching in early childhood;

– examples, scenarios and good teaching practices in early childhood education services.

An in-depth study will focus on teaching with media and digital screens.

***READING LIST***

L. Perla-M.G. Riva, *L’agire educativo. Manuale per educatori e operatori socio assistenziali,* La Scuola, Brescia, 2016 (Introduction and chapters 3, 4, 8, 9, 11, 12, 14, 16, 19, 20).

S. Tisseron, *3-6-9-12. Diventare grandi con gli schermi digitali,* La Scuola, Brescia, 2016.

M. L. Bosoni, D. Bramanti (edited by*), Famiglie, infanzia e servizi educativi. Partecipazione, reti, alleanze,* Vita e Pensiero, Milano 2021.

The lecture materials and the design activities carried out during the course are an integral part of the exam and are available to all students on Blackboard.

***TEACHING METHOD***

The course follows an integrated didactic approach including classroom lectures, practical exercises, and some lessons in seminar form in co-presence with subject specialists using an interactive teaching approach (during the so-called “experience week”, a meeting will be organised with three professionals, in the form of a lecture-experience, preceded by a preliminary work and a subsequent activity that will be assessed). The course also includes the opportunity to follow the MOOC 3-6-9-12 dedicated to one of the textbooks in the reading list (free online course held by the Catholic University available through the Blackboard Open Education platform). This is optional for the students.

The lecture material (articles, video stimuli, slides) is available on the Blackboard platform, organised in folders.

***ASSESSMENT METHOD AND CRITERIA***

The course adopts a widespread assessment method, which includes:

* the assessment of an ongoing activity in the form of a short reaction paper;
* a final oral exam.

A check list (available on Blackboard) will be provided for the assessment of the activity.

The exam is oral and includes questions on the textbooks and on the materials made available on the platform. The assessment criteria for the oral exam will be: clarity of presentation, knowledge of the general lines of the subject, critical reflection, the ability to connect general issues to the specific topics addressed, and appropriate use of the language.

The overall assessment of the course will be obtained through the weighting of the outcomes of the different assessment steps.

***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.

II Module: *Prof. Luigi d’Alonzo*

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

The general aim of the course is to offer students the opportunity to reflect on the main issues associated with the knowledge of didactics and the issues related to special pedagogy. More specifically, the course aims are:

1. provide an exhaustive picture of the studies and research on the subject of didactics and special pedagogy;
2. recognise the peculiar elements of teaching in the 0-3 age range;
3. address emerging issues concerning the relationship between early childhood and contemporary media, environmental and cultural stimuli (access to screens, use of teaching technologies in services, difficult elements, benefits);
4. define spaces, times and teaching methods in early childhood, making sure to include exemplary experiences and good practices in different countries;
5. develop a critical approach to the themes of didactic mediation, the educational implications of teaching and the skills necessary to manage an educational setting today.
6. Know the pedagogical and didactic issues related to disability and inclusion.

*Intended learning outcomes*

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

* know and understand the fundamental points of the theoretical frame of reference concerning special didactic and pedagogical knowledge;
* know and understand the main theoretical issues related to early childhood;
* be familiar with the reference authors;
* correctly contextualise the educational and didactic problem, to imagine themselves in specific situations in the different educational areas;
* know and develop applied understanding skills to carry out educational and training interventions thinking of media and screens as a weighted and critical choice, starting from early childhood;
* use adequate linguistic register and subject-specific lexicon.
* Understand the educational and didactic dynamics related to special pedagogical issues.

***COURSE CONTENT***

The second part of the course aims to provide students with the knowledge necessary to understand the fundamental issues of special pedagogy, in particular pedagogical issues related to disability, marginalisation, and special educational needs of pupils. Particular attention will be paid to special pedagogical issues related to early childhood.

Special pedagogy and its history.

1. The concepts of marginalisation, insertion, integration, and inclusion.
2. The concept of disability.
3. Disability in early childhood
4. The path of citizenship and work for the freedom of individuals with problems.
5. The special educational needs of people with disabilities, with SLD and problems.

***READING LIST***

L. d’Alonzo, *Integrazione del disabile. Radici e prospettive educative,* La Scuola, Brescia, 2016.

Furthermore, students must choose one research material among the following:

L. d’Alonzo, *Disabilità obiettivo libertà,* La Scuola, Brescia, 2014.

L. D’Alonzo (edited by), *La rilevazione precoce delle difficoltà. Una ricerca-azione su bambini da o a 6 anni*, Erickson, Trento, 2017.

The lecture materials and the planning activities carried out during the course are an integral part of the exam.

***TEACHING METHOD***

The teaching activities of the course will be carried out in class in the form of lectures, workshops, and seminars.

***ASSESSMENT METHOD AND CRITERIA***

The assessment method for testing the knowledge and skills acquired consists of an oral interview aimed at verifying the students’ acquisition and correct understanding of the contents of the textbooks included in the reading list recommended during the course, of the topics covered in class and of the teaching material made available during the semester. The assessment criteria will be: clarity of presentation, knowledge of the founding elements of special pedagogy, critical reflection, and the ability to relate general issues to the themes connected with the in-depth studies specified in the reading list. In addition, the assessment will include the students’ reasoning skills and analytical rigour concerning the topics covered by the course, as well as their command of the language and communication skills.

***NOTES AND PREREQUISITES***

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

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

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.