# Methodology of Training and Special Activities

## Prof. Stefano Pasta; Prof. Elena Zanfroni

Module 1: *Prof. Stefano Pasta*

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

The course aims to provide students with the basics of methodology and training methods. A specific study will be dedicated to early childhood (0-3 years). Students will be asked to develop a capacity for reflection on the specificities of the different methods and on the choice of the most appropriate methodological frameworks for contexts and players in the various training situations (educational contexts 0-3 years, school, extracurricular and adult training). The aim of the course is to develop in students a critical approach to different methods, attentive to causal links and long-term relationships between past and present.

The aim of the course is also to provide awareness on the use of technologies in training activities and on the characteristics of educational intervention in the digital environment.

The intended learning outcomes at the end of the course are:

* describe and argue how individuals learn in different ages of life, referring to the models proposed; particular attention will be paid to early childhood;
* list and describe the methods for managing approaches, methodologies, methods and tools for facilitating the learning of children, young people and adults, addressed during the course;
* be familiar with the reference authors;
* choose the most suitable training methods for contexts and actors in the different training situations;
* know the methods suitable for services for the 0-3 age group within the integrated system of educational services.
* express a personal critical and correctly argued judgment on the methodologies addressed, adopting relevant evaluation criteria and expressing their own affinities;

– know how to communicate information relating to training methodology using specialised vocabulary.

***COURSE CONTENT***

The course is structured into two parts, corresponding to the two semesters.

The first part is dedicated to explore the methods of teaching, education and training, which will be analysed and experimented with based on various guiding criteria: subject-group, inside-outside, network-presence, analysis-production. The course will include a special focus on the method of Peer and Media Education. This method will be analysed above all by investigating the methodological and organisational component in relation to setting, tools and resources.

The issues addressed will be divided according to the different educational contexts but will present a focus dedicated to early childhood and educational services for the 0–3-year-old age group.

As a means of more in-depth study, space will also be given to training activities with media and digital screens.

***READING LIST***

*Compulsory textbooks:*

G.P. Quaglino, *La formazione. I metodi,* Raffaello Cortina, Milan, 2014 (only chapters: 7, 18, 26, 30, 31, 34) (On the Publisher's website it is possible to purchase individual chapters and not the entire volume).

# Aa. Vv., *La povertà educativa. Quali risposte?,* Scholé 2/2020, Brescia, 2020 (only chapters by Rivoltella, Zoletto, Boccacin, Bobbio, Pagani et al., Balduzzi et al, Dodi et al., Arcangeli et al., Campolungo et al., Tripi).

Additionally, a textbook to choose from:

S. Pasta, *Razzismi 2.0. Analisi socio-educativa dell’odio online,* Scholé-Morcelliana, Brescia, 2018 (only chapters: 2,3,5,6).

P.C. Rivoltella*, La scala e il tempio. Metodi e strumenti per costruire comunità con le tecnologie*, FrancoAngeli, Milan, 2021 (only chapters: 2,3,4,10,11,12,13,14, Introduction and Conclusion).

S. Pasta-M. Santerini, *Nemmeno con un click. Ragazze e odio online,* FrancoAngeli, Milano, 2021 (The section “Strumenti e materiali” is not mandatory).

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

The lecture materials made available online during the course are an integral part of the exam.

***TEACHING METHOD***

The course includes teaching activities carried out in an integrated form and some lessons in seminar form in co-presence with subject specialists through interactive teaching. The different methods, defined at a theoretical level, are analysed in their practical application, using case studies and experiences.

The course also provides students with the opportunity to attend the MOOC 3-6-9-12 (free online course from the Università Cattolica), made available to all students on Blackboard. This is not an obligation, but a choice by the student.

The lecture material is available on the Blackboard platform, organised in folders.

***ASSESSMENT METHOD AND CRITERIA***

Oral exam aimed at evaluating the correct comprehension of the texts of the reading list, the subjects analysed during lectures and the lecture material made available during the term.

Furthermore, the text assesses the reasoning skills and analytical rigour, as well as language properties and communication abilities concerning the course content. The final mark takes into account answers accuracy and quality about the knowledges acquired and the abilities in connected them with educational practice.

The course adopts a widespread evaluation methodology that includes, in addition to the oral interview, the evaluation of an ongoing activity in the form of a short reaction paper. A checklist (available on Blackboard) will be provided for the assessment of the activity. The overall assessment of the course will be obtained by weighing the results of the different assessment steps.

***NOTES AND PREREQUISITES***

There are no 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.

The Module: *Prof. Elena Zanfroni*

**Methodology of Special Activities**

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

The course aims to provide students with the opportunity to acquire a methodological awareness in the context of planning educational interventions and/or training actions, designed for people living in a condition of disability and hardship. Particular attention will be given to the issue of the quality of inclusion in services to 0-6 year old children.

The purpose of the teaching is to promote knowledge of the fundamentals of special pedagogy and key concepts related to this discipline. In particular, the following topics will be explored: the concepts of integration, inclusion, and special educational need in the light of the ICF, the different types of disabilities, the construction of the life plan of the person with disabilities and the possible educational responses, with particular reference to the most appropriate methodologies.

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

* know the founding principles and paradigms of special pedagogy, also with reference to the regulatory framework in force;
* understand and define the main issues relating to the choice of the most suitable methodologies for the development of an authentic life plan for people living in a condition of disability or hardship;
* adopt a correct linguistic register and an adequate subject-related lexicon.

*COURSE CONTENT*

1. The concept of special educational need
2. The life plan for people with disabilities
3. The design of inclusive contexts
4. The quality of inclusion in early childhood services
5. Methods, tools, and techniques for educational intervention with people in fragile states

***READING LIST***

1) L. d’Alonzo ( edited by), *Vite reali. La disabilità tra destino e destinazione,*

Pearson, Milan 2021. (Only chs. 1-2-3-4)

2) A textbook to choose from:

A. Canevaro-C.M. Cibin-M. Bottá-S. Calderoni, *Dalla scuola al lavoro. Verso una realtà inclusiva*, Erickson, Trento, 2022

L. D’alonzo, *Ognuno è speciale,* Pearson, Milano, 2019.

S. Maggiolini-E.Zanfroni, , *Innovare al nido*, Scholè, Brescia, 2019.

P. Molteni, *Autismo a scuola.* *Dimensioni educative del lavoro di rete*, Pensa, Lecce, 2016.

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

G. Savia, *Universal Design for Learning. Progettazione universale per l'apprendimento per una didattica inclusiva,* Erickson, Trento, 2015.

***TEACHING METHOD***

The course includes classroom lectures and some lessons in seminar form in the presence of specialists and/or experienced people. Students will be given the opportunity to carry out practical exercises on the issues addressed.

***ASSESSMENT METHOD AND CRITERIA***

As for the second module, the method used for assessing the knowledge and skills acquired consists of an oral interview aimed at investigating the acquisition and correct understanding of the contents of the textbooks provided in the reading list. The exam is aimed at assessing the students’ reasoning and analytical rigour skills on the topics covered by the course, as well as their command of the subject-specific language. The elements that will become part of the assessment will be: correctness of the answers, clarity of presentation, critical reflection, use of suitable language, ability to connect issues to related topics and to adequately justify statements, analyses and judgments.

***NOTES AND PREREQUISITES***

Since this is an introductory course, there are non content-related prerequisites. However, intellectual interest and curiosity for pedagogical reflection and inclusive education is expected.

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.

Any changes will be notified to students also on the lecturer’s University web page.

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.