**Special Education (with Workshop)**

## Prof. Luigi d’Alonzo

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

The course aims to define didactics and special education from an epistemological, conceptual and methodological point of view.

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

* know and understand the basis of special education, as well as its origins, its evolution across history, and its role in today’s society;
* distinguish specific educational needs in subjects with disability or who are marginalised or live in problematic situations;
* know the educational institution in all of its aspects, especially from the point of view of the regulations that control inclusion, as well as the strategies and the techniques adopted for the inclusion of students with physical and learning disabilities, or with special educational needs.

***COURSE CONTENT***

* Learning objectives and the teacher’s competencies.
* Class management in teaching practice.
* The relationship with the disabled student and with the problematic student.
* The pedagogical problems of integration and inclusion.
* The educational potential of the disabled individual and the problematic individual.
* Knowing the student.
* Educational choices for the future of the disabled individual.
* The role of motivation.
* The problem of failure.
* Differentiated didactic for inclusion.

The course is supplemented with didactic-workshop activities held by experts and characterised by specific themes and methodologies agreed with the lecturer. Each workshop edition will be aimed at the production of a project/artefact assessed by the expert based on parameters shared with the lecturer and on criteria of: completeness, consistency, originality, didactic use.

***READING LIST***

L. d’Alonzo, *Pedagogia speciale per l’inclusione,* Scholé, Brescia, 2018.

L. d’Alonzo(ed.), *Dizionario di pedagogia speciale*, Scholé, Brescia, 2019.

Students must also choose one text for in-depth study, from the following list:

L. d’Alonzo – A. Monauni, *La differenziazione didattica. Via obbligata per una scuola inclusiva ed innovativa,* Scholé, Brescia, 2021.

L. d’Alonzo (eds.), *Vite reali. La disabilità tra destino e destinazione*, Pearson, Milano, 2021.

L. d’Alonzo, *La gestione della classe per l’inclusione*, Scholé, Brescia, 2020.

L. d’Alonzo(ed.), *Autismo. Kit di strumenti per l’inclusione nella scuola*, Il modello TAE. Scholé, Brescia, 2019.

L. d’Alonzo, *Motivare i demotivati,* La Scuola, Brescia, 2017.

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

L. d’Alonzo, *Come fare per gestire la classe nella pratica didattica,* Giunti, Firenze, 2017.

L. d’Alonzo, *La differenzazione didattica per l’inclusione,* Erickson, Trento, 2016.

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

L. d’Alonzo-F. Bocci-S. Pinnelli, *Didattica speciale speciale per l’inclusione*, La Scuola, Brescia, 2015.

***TEACHING METHOD***

Lectures supported by teaching technologies for e-learning. Students will be asked to participate and take an active part in lectures as well as work in small groups to explore issues presented during lectures.

***ASSESSMENT METHOD AND CRITERIA***

The assessment method consists of an oral exam aimed at testing students’ acquisition and understanding of the contents of the reading list, topics explained during the course and material available on Blackboard. The assessment criteria will also evaluate students’ clarity of exposition, their knowledge of the basis of special education, their critical thinking, as well as their ability to create links between general more specific themes.

The examination assesses students’ reasoning and analytical skills regarding course topics as well as language mastery and communication skills. The final mark will be positive only if the student has already obtained a positive mark in the workshop.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, students should ideally be interested in pedagogical reflection and special education.

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.