# Planning Educational and Special Activities

## Prof. Simona Ferrari; Prof. Silvia Maggiolini

## Module one: *Prof. Simona Ferrari*

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

The first course module analyses the topic of planning educational activities by re- building the epistemological framework of said activities and then closely examining both macro and micro aspects thereof (methodologies, stages and tools) for the planning of educational activities. In particular, the course analyses the models and stages of micro-planning and exemplifies theoretical concepts via media-educational processes.

With reference to knowledge and comprehension skills:

1. Recognition of the theoretical reference framework of educational planning and familiarity with the main writers and an understanding of planning models.
2. Recognition of planning stages.
3. Recognition of the teaching methodologies and their application to an educational context.
4. Understand the crucial points of a design that supports digital education.

With reference to the application of knowledge and comprehension skills:

1. Identify the design models within the different contexts of educational intervention.
2. Be able to identify educational needs and correctly pinpoint the problem so as to be able to implement effective micro-planning.
3. Be able to operationalise the problem in educational objectives using coherent teaching methodologies to achieve them.
4. Be able to identify key criteria for the assessment of educational planning.
5. Identify the design development topics related to digital education, with particular attention to the 0-3 year age group.

***COURSE CONTENT***

*Planning educational activities*

– Analysis of the main models for planning educational activities.

– Needs analysis: theories and methods.

* Defining aims.
* Micro-planning: models, stages, tools.
* Assessment: analysis of the impact of the plan and monitoring tools.

– Planning media education interventions for digital education.

***READING LIST***

Material for further study

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, *Le virtù del digitale. Per un’etica dei media*, Morcelliana, Brescia, 2015.

The articles, lesson materials - made available in the online course - and the activities carried out during the course are an integral part of the exam. All materials and information relating to the activities can be found in Blackboard. Students are invited to promptly register for the course on Blackboard (<https://ilab.unicatt.it/ilab-ilab-ificazione-corsi>).

***TEACHING METHOD***

The teaching activities of the course are carried out according to the lesson format and the form of the activity and study favoured by the expert. The course includes some lessons linked with the MOOC 3-6-9-12 concerning one of the textbooks in the reading list (online and free course of the Catholic University delivered through the EduOpen platform), available to all students. This is not mandatory but optional for students to supplement the lectures.

***ASSESSMENT METHOD AND CRITERIA***

The course uses a widespread assessment methodology, which includes:

* the assessment of an ongoing activity in the form of a project work;
* a final oral exam.

For the assessment of the materials produced by the students during the course, the relative assessment section (available on Blackboard) will be provided. The oral exam is aimed at verifying the acquisition and correct understanding of the contents of the textbooks provided in the recommended reading list, of the topics covered in class and the didactic material made available. The exam is aimed at assessing the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their command of the language and communication skills.

The overall assessment of the course will be obtained through the weighting of the results of the different assessment stages.

***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.

## Module two: *Prof. Silvia Maggiolini*

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

The second module of the course provides students with an articulated framework of special educational planning. The aim of the course is to promote knowledge of the complex problems related to the different requirements of special education, particularly the comprehension of the main dynamics and tools for planning which form the basis of inclusive processes.

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

– recognise the basic principles and paradigms of planning special education, also in reference to current legislation;

– understand and define the aims, interpret the objectives and structure the different stages of a project for people with disability and/or with special needs.

– master and be able to argue topics and issues related to planning special education using specialised vocabulary.

***COURSE CONTENT***

Planning special education activities

1. Special pedagogy: role and epistemological foundations

– Inclusive processes and regulatory references

– Causes, classification and typology of disability

– Educating children in a context of social complexity and educational challenges: the role of special pedagogy

– Intellectual disability, autism spectrum disorder.

2. Planning special education

– Observing and planning according to special education requirements.

– Early detection of the difficulties of preschoolers

– Stages, objectives and tools of pedagogical planning based on ICF.

– Case studies and good practice.

***READING LIST***

L. D’Alonzo, *Pedagogia speciale per l'inclusione*, Morcelliana, Brescia, 2018.

Choose one of the following:

L. D’Alonzo, Autismo. *Kit di strumenti per l'inclusione nella scuola. Il modello TAE*, Scholè, Brescia 2019

S. Maggiolini, *Le sindromi genetiche rare. Percorsi educativi*, Edizioni Junior, Bergamo, 2010

G. Amatori-S. Maggiolini, *Pedagogia speciale per la prima infanzia*, Pearson, Milano, 2021

A. Cinotti, *Fratelli e sorelle nella disabilità. Dimensioni esistenziali e scenari educativi*, Scholè, Brescia 2021

M.C.C. Carruba, *Tecnologia e disabilità. Pedagogia speciale e tecnologie per un'inclusione possibile*, Pensa Mutimedia, Lecce 2014

***TEACHING METHOD***

Lectures including the support of educational technology. Students will be required to take an active part.

***ASSESSMENT METHOD AND CRITERIA***

Assessment will be by means of an oral test designed to test students’ acquisition and understanding of contents of the reading list. Students will be assessed on their reasoning and analytical skills regarding course topics, as well as their grasp of specific language. Specifically, the examination assesses: accuracy of students’ answers, clarity of presentation, critical thinking, their ability to link questions to course topics and to support their statements, analyses and opinions.

***NOTES AND PREREQUISITES***

This is an introductory course; as such there are no prerequisites for attendance. However, students are expected to be intellectually curious about pedagogic thinking and inclusive 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.

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