# Special Education and Social Psychology of Groups

## Prof. Roberta Sala; Prof. Claudia Manzi

Module one: *Social Psychology of groups* (Prof. Claudia Manzi)

1. ***COURSE AIMS AND INTENDED LEARNING OUTCOMES***
2. The group is a situation in which we are immersed constantly and which plays a part in moulding ourselves, our thoughts and our actions. In the world of sport the group is even more fundamental, and its dynamics have an important influence on the motivations, performance and self-fulfilment of sportspeople. The aim of this course is to make students aware of the importance that the group and social relationships have on building the self and on the formation of attitudes, cognitive representations, emotions and behaviour. The aim will also be to give participants some elemental factors for running a group and managing the psychological aspects associated with it.
3. At the end of the course, students will be able to:
4. – understand the fundamental psychological and socio-relational dynamics involved in health and rehabilitation facility physical training contexts;
5. – link adapted interventions to sports proposals that consider the pedagogical, psychological and social aspects of the individual.
6. ***COURSE CONTENT***
7. The program will be organised into two main parts:
8. – *General concepts of group psychology*: identity and belonging to the group; motivations underlying the processes of identification with the group; the development of groups and their structure (culture, rules, roles, communication, cohesion, etc.); relationships among groups with special focus on the subjects of collective emotions, prejudice, conflict and reconciliation.
9. – *Elemental factors for leading and managing a group.*

The course is supplemented with a compulsory 20-hour workshop (in which the skills for managing small groups will be provided). Information on how to register, together with the workshop dates, will be provided in class and made available on the Blackboard platform.

1. ***READING LIST***
2. 1. C. Manzi-C. Gozzoli, *Sport. Processi Psicosociali,* Carocci, 2009.
3. 2. Slides and study material provided during the course and available on BlackBoard platform.
	1. Students who wish to, may replace point 2 with:
4. C. Cortese-L. Spagnolo, *Leader e follower nei gruppi di lavoro*, Cortina, 2013
5. ***TEACHING METHOD***
6. Theoretical lectures offering a conceptual framework will be supplemented with practical lessons which will allow students to reflect upon the main themes presented from a personal perspective.
7. ***ASSESSMENT METHOD AND CRITERIA***
8. An oral exam aimed at assessing students on the following aspects:
9. – their knowledge of the course topics;
10. – their ability to reflect on the different contents, discussing their applicability in specific contexts;
11. - learning how to reflect on the issues addressed in the workshop;
12. - an in-depth knowledge of the course texts' contents.
13. Furthermore, during the oral exam students will have to demonstrate the ability to use language and methodology relevant to the subject.
14. The oral exam mark will consider correctness and quality of student's answers, the communication skills they display during the interview, their ability to adequately motivate statements, analyses and judgments, as well as internal consistency and relevance of the design lines demonstrated in their individual work.
15. Students will only be allowed to take the oral exam if they have satisfied the workshop attendance requirements.
16. ***NOTES AND PREREQUISITES***
17. As introductory in nature, there are no prerequisites for attending the course.
18. 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: *Special Education (*Prof. Roberta Sala)

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

The course aims to provide students with specific knowledge and in-depth study on a number of special pedagogy issues, with particular reference to the analysis of specific forms of disability and the special needs related to them, seeking to focus attention on the possibility of combining sports activity with an inclusive educational approach.

The course aims to promote the ability to analyse and critically reflect on the design of inclusive courses in the field of motor disciplines.

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

* Know and understand the various types of disabilities and discomfort, shifting the focus from the deficit to some key constructs from an ICF perspective, such as the operating profile and the special educational need
* Express the contents learned clearly and pertinently, using a correct and universally recognised language
* Summarise the contents learned, formulating concrete hypotheses for the design of inclusive pathways
* Problematise and critically argue some of the key issues of special pedagogy, using examples and clear references to the course content.

***COURSE CONTENT***

* Evolution of the concept of disability: from the initial definitions to the current international classifications.
* The concept of health and illness in the ICDH and ICF codes.

– Managing a person with disabilities (motor, sensory, cognitive) in sports activities.

– Managing a person with ADHD in sports activities.

– Managing “difficult children” in sports activities.

* Elements of the methodology of an intervention.
* The skills of the educator and his role in supporting inclusive processes for people with disabilities or in difficulty.

– Free time for people with disabilities: the value of Baskin.

***READING LIST***

l. d’alonzo, *Motivare i demotivati*, La Scuola, Brescia, 2017

One text chosen from:

r. Caldin (a cura di), *Percorsi educativi nella disabilità visiva: identità, famiglia e integrazione scolastica e sociale*, Erickson, Trento, 2006

l. d’alonzo., *Marginalità e apprendimento*, La Scuola, Brescia, 2016.

s. maggiolini, *Le sindromi genetiche rare. Percorsi educativi,* Junior, Bergamo, 2011

g.f. ricci & d. resico, *Pedagogia della devianza. Fondamenti, ambiti, interventi,* Franco Angeli, Milano, 2010

***TEACHING METHOD***

The course will be taught through lectures, integrated with the Blackboard IT platform, which will be used both as a repository for study materials and as a discussion space. There will be individual and group exercises and practical work on the topics covered in class.

***ASSESSMENT METHOD AND CRITERIA***

There will be an oral examination to assess students’ acquisition and understanding of the contents of the suggested reading list, the topics covered during lectures and the learning material provided during the term.

Furthermore, the student's ability to apply the course contents will be assessed through the individual elaboration of an educational inclusion project, following an outline published by the lecturer on the Blackboard platform.

Furthermore, the examination is designed to assess students’ reasoning and analytical skills regarding course topics, their mastery of language as well as their communication skills.

The final mark will consider the correctness and quality of the student's answers, the communication skills they display during the interview, their ability to adequately motivate statements, analyses and judgments, as well as the internal consistency and relevance of their lines.

***NOTES AND PREREQUISITES***

Students are required to regularly consult the *Blackboard* IT platform for notices and updates concerning the course and the scheduling of student reception times.

*Prerequisites*

Given the likely different origins of the students, there are no prerequisites for the course. Active participation and a willingness to reflect deeply on the topics presented in class is deemed necessary.

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.