# Elements of Didactics and of Special Pedagogy

## Prof. Marco Rondonotti; Prof. Luigi d’Alonzo

I Module: *Prof. Marco Rondonotti*

***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. To provide an exhaustive picture of the studies and research on the subject of didactics;
2. to illustrate the peculiar elements of teaching in the 0-3 age range;
3. to 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. to define spaces, times and teaching methods in early childhood, making sure to include exemplary experiences and good practices in different countries;
5. to stimulate the development of a critical approach to the themes of didactic mediation, the educational implications of teaching and the skills necessary to manage an educational setting today.

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

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

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

* to be able to correctly contextualise educational and didactic problems, to imagine oneself in specific situations in the different educational areas;
* to 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;

– screen education;

– design, document, evaluate in educational services.

***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. Mantovani, C. Silva ed E. Freschi, *Didattica e nido d’infanzia. Metodi e pratiche d’intervento educativo, Edizioni Junior, 2016* (Prefazione, Introduzione, 1, 2, 3, 4, 6)

Plus one text to choose from:

M. Rondonotti, *Connessioni comunitarie. Le tecnologie di comunità e i contesti ecclesiali*, Scholè-Morcelliana, Brescia, 2022.

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

The lecture materials - made available in the online course on Blackboard - are an integral part of the exam.

***TEACHING METHOD***

During the course, based on an integrated teaching method, the teaching activities are carried out according to the format of interactive lessons, guided practical activities and in-depth study favoured by experts’ experiences. The course includes some lessons concerning one of the texts in the reading list, connected to the MOOC 3-6-9-12 (free online course of the Catholic University provided through the EduOpen platform) and available to all students. This is not compulsory, but a free choice by the student to supplement the course lectures. The Blackboard platform will provide students with teaching materials. Students are invited to promptly register for the course in Blackboard (see tutorial in iCatt).

***ASSESSMENT METHOD AND CRITERIA***

The oral exam is aimed at verifying the students’ acquisition and correct understanding of the contents of the textbooks in the reading list, the topics covered in class and the teaching material made available online. This teaching material does not replace the study of textbooks but must be combined with them.

The elements that will be assessed during the oral exam will be: clarity of speech, knowledge of the general lines of the subject, critical reflection, the ability to link general issues to the specific topics addressed in class and in the texts. The assessment also includes the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their correct use of the language and communication skills.

***NOTES AND PREREQUISITES***

Since it is an introductory course, there are no prerequisites for attending it.

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.

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.