# Methods for Educational and Special Intervention

## Prof. Mariateresa Cairo; Prof. Stefano Pasta

***Text under revision. Not yet approved by academic staff.***

module 1: *Prof. Mariateresa Cairo*

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

The course aims to provide students with knowledge on the constructs of quality of life, resilience, empowerment, and independent living applied to the field of disability and human frailty. The course will offer knowledge on the situations involved in taking care of a person with disabilities with reference to the logics, strategies, and objectives for personalising the educational and assistance intervention.

At the end of the course, students will be able to identify the educational objectives useful for improving resilience and self-determination in people with frailty and to critically read an individualised/personalised educational project (PEI/PEP).

***COURSE CONTENT***

1. The bio-psycho-social model of health (ICF).
2. *Capabilities, empowerment,* and self-determination.
3. Health, education, and *special educational needs.*
4. Independent living, disability, and rights.
5. Resilience and disability.
6. Quality of life and disability: explanation of the construct and reference theories.
7. The quality of inclusive education and the support system: presentation of a research.
8. From the individualised education plan to the life project.
9. Disability in old age.
10. Family and disability: presentation of a research.
11. Italian legislation on the integration and inclusion of people with disabilities (Law 104/1992 and Guidelines for the school integration of learners with disabilities).
12. The Salamanca Statement (UNESCO, 1994)
13. The UN Convention on Human Rights.
14. The UN Convention on the Rights of the Child.
15. The UN Convention on the Rights of Persons with Disabilities.

***READING LIST***

M. Cairo – M. Carruba, *Additional support and Mediated Learning in Inclusive Education in Europe,* V&P, in print

Choose one of these textbooks:

M. Cairo-V. Mariani-R. Zoni Confalonieri, *Disabilità ed età adulta. Qualità della vita e progettualità pedagogica*, Vita e Pensiero, Milan, 2010 *oppure* Cairo M. (edited by), *Bambini e adolescenti in cerca di aiuto: competenze pedagogiche al servizio della famiglia e della scuola*, Vita e Pensiero, Milan, 2021.

Blackboard material (slides, pdf sheets on single topics, material in the Forum).

***TEACHING METHOD***

Lectures, video viewing, analysis of documents, testimonials.

***ASSESSMENT METHOD AND CRITERIA***

Oral exam aimed at assessing the students’ knowledge of the topics covered during the course, linguistic and expressive relevance and knowledge of the subject-specific terminology, critical and reflective thinking ability, willingness to discuss views, and sharing project ideas for the resolution of educational and/or didactic problems/tasks in contexts of special normality.

***NOTES AND PREREQUISITES***

To students who are not familiar with Special Pedagogy and the professional profile of the psycho-pedagogist, we recommend consulting the following books:

L. D’Alonzo – edited by -, *Dizionario di pedagogia speciale*, Morcelliana, Brescia, 2019

L. D’Alonzo – edited by -, *Vite reali. La disabilità tra destino e destinazione*, Pearson, San Bonico (PC), 2021

M.T. Cairo – edited by -, *Benessere, qualità della vita e salute. Tra istanze di normalità e bisogno di diversità*, PensaMultimedia, Lecce-Rovato (BS), 2014

M. Cairo-M. Marrone – edited by -, *Qualità della vita, narrazione e disabilità. Esperienze e proposte*, Vita e Pensiero, Milan, 2017

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 2: *Prof. Stefano Pasta*

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

The course intends to provide a conceptual and methodological framework relating to educational intervention and is placed in the perspective of organisational action, which takes shape in all those contexts where it is possible to certify the presence of an educational intentionality, and which assumes educational values by intentionally contributing to the development of the subjects. In particular, the course will focus on training and education methods in socio-environmental contexts characterized by school dropout (the case of "street teachers"). Students will be also guided to reflect on the relationship between training, organisation, and person, and on the role played by technologies. The course also aims to present the conceptual framework of reference in which Community Technologies and the Peer & Media Education are included, as a paradigm and intervention methodology; the constructs will be applied in particular to combating online hatred.

Intended learning outcomes in terms of *knowledge* and *understanding*:

* illustrate the key concepts of the construct of organisational action;
* illustrate the main forms, methods, and techniques of educational action in contexts of risk of school dropout;
* know the educational opportunities and challenges that digital technology offers educators, in relation to the different stages of life and the different socio-educational contexts;
* know the conceptual framework that includes the design and intervention work in the field of Community Technologies and the Peer & Media Education;

– apply these conceptual frameworks to the fight against online hatred.

Intended learning outcomes in terms of the *ability to apply knowledge and understanding*:

* analyse and choose the methodological and technological solution suitable for educational intervention in specific professional fields (socio-educational services, educational processes, and systems).

***COURSE CONTENT***

The course topics of are organised as follows:

* the key concepts of the construct of organisational action: contexts, change, work, technologies;
* educational intervention in contexts of risk of school dropout (the case of “street teachers”);
* technologies in socio-educational contexts: technologies for inclusion (the school), for empowerment (the street), for balancing (the community), for re-education (the prison);
* Community Technologies (CT): from paradigm to intervention methodology;
* the planning and intervention logics of a CT project: participatory planning, *Peer&Media Education*, *Community building*, *Capacity building*;

– Media-educational intervention in the fight against online hatred.

***READING LIST***

C. Melazzini, *Insegnare al Principe di Danimarca (nuova ediz. 2023),* Sellerio, Palermo, 2023.

M. Ranieri, *Tecnologie per educatori socio-pedagogici. Metodi e strumenti*,Carocci, Roma, 2020.

S. Pasta, M. Santerini (eds.), *Nemmeno con un click. Ragazze e odio online,* FrancoAngeli,Milano, 2021.

***TEACHING METHOD***

The course includes an integrated teaching methodology. The didactic activities will be carried out according to the lesson format, the guided practical activity and in-depth seminar.

The Blackboard platform will include teaching materials (an integral part of the course teaching), all notices and information on the course and will also be configured as a favorable space for discussion on the topics covered and for carrying out the activities. Students are encouraged to promptly enroll in the Blackboard course (<https://ilab.unicatt.it/ilab-ilab-iscrizione-corsi>).

***ASSESSMENT METHOD AND CRITERIA***

The assessment consists of an oral exam, focussed on the contents of the textbooks provided in the reading list, the topics covered in class and the teaching material made available on Blackboard.

The elements that will form part of the oral exam assessment will be: clarity of presentation, general knowledge of the subject, the ability to link general issues to the specific topics addressed, critical reflection, the use of an appropriate language.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

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