**Special Education (with Workshop)**

## Prof. Silvia Maggiolini

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

The course aims to provide the basis for the epistemological, conceptual, and methodological definition of the didactics and special pedagogy field. At the end of the course, students will get an in-depth knowledge of the focal points of special education, its origins, its historical evolution, and its role within today's society. Secondly, students will acquire the ability to distinguish the specific educational needs of male and female pupils and, more generally, of people with disabilities or who live in situations of hardship and marginalisation. Furthermore, they will be able to have an articulated knowledge of the school institution with reference to the regulations that regulate inclusive processes, strategies, and the planning of educational and teaching interventions according to inclusive logics.

***COURSE CONTENT***

* Educational objectives and skills of the inclusive teacher
* Inclusive management of the classroom in teaching practice
* The relationship with disabled and problematic students
* The pedagogical dimensions of integration and inclusion processes
* The student knowledge
* The educational potential of disabled students
* The educational potential of problematic student
* Educational choices for the future of the person with disabilities.
* 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 – R. Sala (a cura di), *Il profilo di apprendimento. Conoscere per differenziare*, Scholé, Brescia, 2023

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

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

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

P. Molteni, *Autismo a scuola. Dimensioni educative del lavoro di rete*, Pensa Multimedia, Lecce 2015

G. Amatori – V. Macchia – S. Maggiolini (a cura di) *Pensare IN Grande. L’educazione inclsuiva per l’infanzia di oggi e di domani*, Pensa Multimedia, Lece 2022

L. d’Alonzo (a cura di), *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-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.

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.