-. Methodology of Training and Special Activities

Prof. Stefano Pasta - Prof. Elena Zanfroni

Module 1: Prof. Stefano Pasta

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with the basic notions of the methodology and methods of training. A specific in-depth study will be dedicated to Early Childhood (0-3 years). Students will be asked to develop a capacity for reflection on the specificities of the different methods and on the choice of the most appropriate methodological frameworks for contexts and players in the various training situations (educational contexts 0-3 years, school, extracurricular and adult training). The aim of the course is to develop in students a critical approach to different methods, attentive to causal links and long-term relationships between past and present.

The aim of the course is also to provide awareness on the use of technologies in training activities and on the characteristics of educational intervention in the digital environment.

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

* describe and argue the learning modalities of individuals at different ages, referring to the proposed models; particular attention will be paid to early childhood;
* list and describe the methods for managing the approaches, methodologies, methods and tools for facilitating learning in children, young people and adults, addressed in the course;
* be familiar with the authors of reference;
* choose the most appropriate training methods for the contexts and players in the various teaching situations;
* know the methods suitable for services aimed at the 0-3 year old age group within the integrated system of educational services;
* express a personal and correctly argued critical judgment on the methodologies addressed, adopting pertinent evaluation criteria and expressing their own affinities;
* know how to communicate information relating to the training methodology using the specialised vocabulary.

COURSE CONTENT

The course is organised in two parts, corresponding to the two semesters.

The first part is dedicated to exploring the methods of teaching, education and training, which will be analysed and tested on the basis of some guiding criteria: subject-group, inside-outside, network-presence, analysis-production. The course includes a topical in-depth study on educational action, which will be analysed by exploring in-depth the methodological and organisational components of settings, tools and resources.

The topics addressed will be delineated according to the different educational contexts, but will present a focus dedicated to early childhood and educational services for the 0-3 year old age group.

For a more in-depth study, space will also be given to training activities with media and digital screens.

***READING LIST***[[1]](#footnote-1)

Compulsory texts:

GP Quaglino, *La formazione. I metodi,* Raffaello Cortina, Milan, 2014 (only chapters: 7, 18, 26, 30, 31, 34) (On the Publisher's website there is the possibility of purchasing individual chapters and not the entire volume). [*Bought from VP*](https://librerie.unicatt.it/scheda-libro/autori-vari/formazione-i-metodi-9788860306791-214173.html)

# Aa. Vv., *La povertà educativa. Quali risposte?,* Scholé 2/2020, Brescia, 2020 (only the chapters by Rivoltella, Zoletto, Boccacin, Bobbio, Pagani et al, Balduzzi et al, Dodi et al, Arcangeli et al, Campolungo et al, Tripi ). [*Bought from VP*](https://librerie.unicatt.it/scheda-libro/pedagogia-dellinfanzia-atti-del-55c2ba-convegno-di-schole-9788826500171-685309.html)

Plus one text to be chosen from among:

S. Pasta, *Razzismi 2.0. Analisi socio-educativa dell’odio online,* Scholé-Morcelliana, Brescia, 2018 (only chapters: 2, 3, 5, 6). [*Bought from VP*](https://librerie.unicatt.it/scheda-libro/stefano-pasta/razzismi-20-analisi-socio-educativa-dellodio-online-9788828400301-553008.html)

PC Rivoltella*, La scala e il tempio. Metodi e strumenti per costruire comunità con le tecnologie*, FrancoAngeli, Milan, 2021 (only chapters: 2, 3, 4, 10, 11, 12, 13, 14, Introduction and Conclusion).

S. Pasta, M. Santerini, *Nemmeno con un click. Ragazze e odio online,* FrancoAngeli, Milan, 2021 (The section "Strumenti e materiali" is not compulsory).

S. Tisseron, *3-6-9-12. Crescere al tempo degli schermi digitali,* ELS La Scuola, Brescia, 2016. [*Bought from VP*](https://librerie.unicatt.it/scheda-libro/serge-tisseron/3-6-9-12-diventare-grandi-allepoca-degli-schermi-digitali-9788835043423-235750.html)

The lecture materials made available online during the course are an integral part of the exam.

TEACHING METHOD

The course foresees the teaching activities being carried out in an integrated form, with some lessons in seminar form in the co-presence of subject specialists and using interactive teaching. The different methods, defined on a theoretical level, are analysed in practical applications, using case studies and experiences.

The course also provides the opportunity to follow the MOOC 3-6-9-12 (online and free course of the Catholic University delivered via the platform), available to all students. This is not compulsory, but rather the student's own choice.

The lecture material is available on the Blackboard platform, organised in folders.

ASSESSMENT METHOD AND CRITERIA

An oral exam, aimed at ascertaining the student's knowledge and correct understanding of the contents of the reading list texts, the topics covered in class and the learning materials made available during the semester. The exam is also intended to assess the student's reasoning and analytical rigour regarding the course topics, as well as their mastery of the language and communication skills. The final mark will take into account the accuracy and quality of the answers given, the knowledge acquired, and the ability to link this knowledge to the teaching practice.

For the purposes of the assessment, an ongoing activity, optional and in the form of a short reaction paper, will also be proposed. A checklist (available on Blackboard) will be provided for assessing the activity. If this is done, the overall course assessment will be obtained from the weighted results of the various assessment components. Undertaking the ongoing activity is not compulsory, but rather the student's own choice.

NOTES AND PREREQUISITES

There are no prerequisites for attending the course.

**Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students**.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.

Module 2: Methodology of Special Activities

Prof. Elena Zanfroni

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with the opportunity to acquire methodological awareness in the planning of educational interventions and/or training actions, aimed at people who live with a disability and/or discomfort. Particular attention will be given to the issue of inclusion quality in services targeting 0-6-year-olds.

The aim of the course is to teach the foundations of special pedagogy and of the key concepts connected to this discipline. In particular, the following topics will be explored: the concepts of integration, inclusion and special educational need in light of the ICF, the different types of disabilities, the construction of a life plan for the person with disabilities and the possible educational responses, with particular reference to the most appropriate methodologies.

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

* know the founding principles and paradigms of special pedagogy, including with reference to the regulatory framework in force;
* understand and define the main issues around choosing the most suitable methodologies for developing an authentic life project for people living in a condition of disability or hardship;
* adopt a correct linguistic register and an adequate disciplinary lexicon.

COURSE CONTENT

1. The concept of special educational need
2. The life plan for the person with disabilities
3. Building inclusive contexts
4. Inclusion quality in early childhood services
5. Methods, tools and techniques for designing special education

*READING LIST[[2]](#footnote-2)*

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

G. Amatori - S. Maggiolini (Eds.), *Pedagogia speciale per la prima infanzia. Politiche, famiglie, servizi*, Pearson, Milan, 2021.

TEACHING METHOD

The course includes frontal lectures and some lectures in seminar form with the co-presence of specialists and/or testimonials. Students will be given the opportunity to carry out exercises on the topics addressed.

ASSESSMENT METHOD AND CRITERIA

The assessment includes a first part that assesses the student's knowledge and competence concerning the first module, and a second part that assesses their knowledge and competence concerning the second module. The final mark is based on the average of the marks obtained in the two parts.

Regarding the second module, the method for ascertaining the knowledge and skills acquired consists of an oral interview aimed at investigating the acquisition and correct understanding of the contents of the reading list texts. The exam is designed to assess the student's reasoning ability and analytical rigour with respect to the course subjects, as well as their specific language command. Students will be assessed on the following criteria: accuracy of the answers, presentation clarity, critical reflection, and the ability to link the questions to the related topics and adequately motivate any statements, analyses and judgments.

NOTES AND PREREQUISITES

Being introductory in nature, there are no prerequisites for attending the course. However, a degree of interest and intellectual curiosity regarding pedagogical reflection and inclusive education is assumed.

**Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated promptly to students**.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.

1. The texts indicated in the reading list can be purchased at the University bookstores; they may also be bought from other outlets. [↑](#footnote-ref-1)
2. The texts indicated in the reading list may be purchased at the University bookstores; they may also be bought from other outlets. [↑](#footnote-ref-2)