Design of Integrated Educational Activities

Prof. Elena Zanfroni

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with an articulated framework of special educational planning. The purpose of the course is to teach students the complex problems related to different educational needs, promoting an understanding of the theoretical assumptions, relational dynamics, tools and strategies underlying the implementation of inclusive processes.

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

* know the founding principles and paradigms of special educational planning, also with reference to the regulatory framework in force;
* understand and define the purposes, outline the objectives, and structure the phases of a project intended for people with disabilities and/or difficulties;
* master and discuss topics and issues related to special educational planning using an appropriate specialised vocabulary.

COURSE CONTENT

Planning in the special educational field

1. The main regulatory references
2. Observing and planning for special educational needs.
3. Phases, objectives and tools of ICF-based educational planning.
4. Case studies and good practices

READING LIST

1) L. D'Alonzo (Ed.), *Vite reali. La disabilità tra destino e destinazione,*

Pearson, Milan 2021. (Only chaps. 1-2-3-4).

2) One text to be chosen from among:

A. Canevaro – CM Cibin – M. Botá – S. Calderoni, *Dalla scuola al lavoro. Verso una realtà inclusiva*, Erickson, Trento, 2022.

L. D'Alonzo, *Motivare i demotivati a scuola,* La Scuola, Brescia, 2017.

A. Lascioli - L. Pasqualotto, *Il Piano Educativo Individualizzato su base ICF. Strumenti e prospettive per la scuola. New edition updated to national models,* Carocci, Rome, 2021.

A. Mura (Ed.), *Orientamento formativo e progetto di vita. Narrazione e itinerari didattico-educativi,* Franco Angeli, Milan, 2016.

C. Palmieri, *Dentro il lavoro educativo. Pensare il metodo tra scenario professionale e cura dell’esperienza educativa e della formazione*, Franco Angeli, Milan, 2018.

G. Savia, *Universal Design for Learning. Progettazione universale per l’apprendimento per una didattica inclusiva,* Erickson, Trento, 2015.

TEACHING METHOD

The course includes frontal lectures; at times, these may be delivered in seminar form with the participation of experts and/or testimonials. Students will be given the opportunity to carry out work in small groups in order to pedagogically reflect on the topics addressed.

ASSESSMENT METHOD AND CRITERIA

 The assessment of the second module will be in the form of an oral interview, aimed at ascertaining students' acquired knowledge and skills, and their 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/.