**-. Elements of Didactics and Special Pedagogy**

Prof. Patrizia Guardincerri - Prof. Roberta Sala

**MODULE 1**: Prof. Patrizia Guardincerri

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

The course aims to provide students with the basic elements of didactics.

The aim of the course is to provide participants with knowledge and understanding of the didactic action in educational situations aimed mainly at very early childhood, but also to allow them to approach educational agencies other than nursery schools, their aims, and their role within the current social scenario.

Intended learning outcomes

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

* know the basic elements of teaching in its triple subdivision into science, method, and art, aimed at promoting significant learning;
* use the regulatory framework relating to early childhood services;
* learn about one of the most suitable assessment tools for early childhood services;
* recognise the complexity of educational and teaching situations;
* identify methods, strategies, tools and materials suitable for learning situations;
* examine a learning environment;
* appreciate personal resources in teaching situations

***COURSE CONTENT***

National legislation relating to children's services with references to regional legislation.

The discovery of the child and the method through the scientific approach of Maria Montessori.

Good practices in childcare services.

Daily life at the nursery: times and spaces, subjects and objects.

The Preschool Evaluation Scale.

Part of Reggio Children's educational offering.

Don Lorenzo Milani as educator.

***READING LIST***

Law textbooks and other material uploaded onto Blackboard as an integral part of the exam.

Ministry of Education, Linee pedagogiche per il sistema integrato zerosei

M. Montessori, Il segreto dell’infanzia, Garzanti, Milan, 1999 or another edition as long as it is complete.

T. Harms - D. Cryer - R. M. Clifford, Scala per la Valutazione dell’Asilo Nido, FrancoAngeli, Milan, 1997 (present in the University library); to be studied only in part.

Michele Gesualdi, Don Lorenzo Milani. L’esilio di Barbiana, San Paolo, Milan, 2017.

One of the following titles:

E. Goldschmied - S. Jackson, Persone da zero a tre anni. Crescere e lavorare nell’ambiente nido, Junior, Bergamo, 1996; reprinted by the publisher Spaggiari.

B. Q. Borghi, Nido d’infanzia 1. Buone pratiche e problemi degli educatori, Erickson, Trento, 2007.

***TEACHING METHOD***

Illustration of reference texts and explanation of concepts and key passages; direct reading in the classroom of some parts of the adopted volumes or volumes by other authors; if possible, meetings with experts; viewing of short films and related reflections; analysis of teaching situations.

Contributions and questions aimed at clarifying the topics covered will be particularly appreciated during the course.

**MODULE 2**: prof. Roberta Sala

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

The second module is aimed at offering the knowledge necessary to understand the founding issues of Special Pedagogy, with particular reference to the pedagogical issues related to disability, marginality and the special educational needs of people with various types of critical issues.

The aim of the course is to promote the development of knowledge about the fundamental epistemological issues of Special Pedagogy and to foster the students’ ability to critically analyse some topical issues relating to the inclusion of people with disabilities.

**Intended learning outcomes**

At the end of the course, students are expected to:

* know the various types of disability and discomfort, shifting attention from the deficit to some key constructs from an ICF perspective, such as the functioning profile and special educational needs;
* express the contents learned in a clear and relevant way, using correct, specialised and universally recognised language;
* be able to express the contents learned in an essential way, formulating concrete hypotheses relating to the analysis of the needs of people with disabilities and the consequent identification of possible inclusive actions.

***COURSE CONTENT***

The evolution of the concept of disability: from the first definitions to current international classifications.

Placement, integration, and inclusion: pedagogical assumptions and regulatory references.

The different types of disabilities: functioning profiles and educational needs.

Early detection of difficulties and inclusion of children with disabilities in nursery school.

Special Educational Needs and inclusion pedagogy.

The role of the educator in the inclusion project.

***READING LIST***

D’Alonzo (edited by), Vite reali. La disabilità tra destino e destinazione, Pearson, Milan-Turin, 2021 (first 5 chapters).

- A volume to choose among the following:

R. Caldin, Percorsi educativi nella disabilità visiva: identità, famiglia e integrazione scolastica e sociale, Erickson, Trento, 2015

A. Cesaro, Asilo nido e integrazione del bambino con disabilità, Carocci, Rome, 2015.

A. Contardi, Verso l’autonomia. Percorsi educativi per ragazzi con disabilità intellettiva, Carocci, Rome, 2016.

L. Cottini, L’autodeterminazione nelle persone con disabilità. Percorsi educativi per svilupparla, Erickson, Trento, 2016.

G. F. Ricci - D. Resico, Pedagogia della devianza. Fondamenti, ambiti, interventi, FrancoAngeli, Milan, 2010.

Other material will be uploaded to the Blackboard platform as an integral part of the exam.

***TEACHING METHOD***

The teaching activities are carried out in the classroom in the form of lectures, workshops, and in-depth seminars. The case studies examined will facilitate the learning and consolidation of skills in the field of educational planning.

***ASSESSMENT METHOD AND CRITERIA***

The assessment of the learning outcomes will take place through an interview, aimed at verifying the students’ actual acquisition of the course knowledge, the reasoning skills and analytical rigour on the topics covered by the courses, their adequate use of the specific disciplinary language as well as the ability to express themselves appropriately.

The interviews, one for each module, will be organised around some questions, aimed at verifying both the required acquisition of the necessary theory and the students’ ability to project themselves into a professional situation; in this context the correctness and quality of the answers, the communication skills shown and the ability to adequately justify statements, analyses, and judgments will be taken into account.

The single final mark will correspond to the average of the marks obtained in the two different modules.

***NOTES AND PREREQUISITES***

There are no specific prerequisites for attending the course; however, active participation and willingness to make significant reflections on the topics proposed in the classroom are required.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

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