# -. Methodology of Training and Special Activities

Prof. Enrico Carosio - Prof. Elena Zanfroni

**Module 1**: Prof. Enrico Carosio

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

The course aims to provide students with the basic notions of methodology, training methods and management of the training process. 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 importance of the method, on the neuroscientific assumptions and specificities of the different methodologies and on their appropriate use for the contexts and actors in the different training situations (educational contexts 0-3 years, school, formal, informal, and non-formal in the education of minors and adults). The aim of the course is to develop a critical approach to different methods, paying attention to causal links and the impact on the development of people and organisations.

A further objective of the course is also to provide awareness on the use of technologies in training activities and on the characteristics of educational/training intervention in the digital environment.

The intended learning outcomes at the end of the course are:

* describe and argue about the learning methods of individuals at different ages of life, by referring to the neuroscientific principles that support them;
* list and describe the management methods, approaches, methodologies, methods and tools for facilitating the learning of children, young people and adults;
* get to know and becoming familiar with the relevant authors;
* use the most appropriate training methods for the context;
* know the methods suitable for the services for the 0-3-year age group within the integrated system of educational services;
* express a personal and correctly argued critical judgment on the methodologies addressed, adopting relevant evaluation criteria and expressing one’s own affinities;
* be able to communicate information relating to the training methodology using specialist vocabulary.

***COURSE CONTENT***

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

The first part focuses on exploring the methods of teaching, education, and training, which will be analysed and tested in an experiential logic and in reference to digital and analogue methods.

The topics addressed will be divided based on the different educational contexts and will present a focus dedicated to early childhood and educational services for the 0-3-year age group.

In terms of in-depth analysis, the course will also cover training activities with digital media and applications.

Main themes:

* Neurosciences and educational experience
* Animate training using a method
* Training methodologies
* Digital training

***READING LIST***

*Mandatory textbooks:*

G. P. Quaglino, *La formazione. I metodi,* Raffaello Cortina, Milan, 2014 (only the chapters: Introduction, 14, 18, 26, 32, 34) (On the publisher's website there is the possibility of purchasing individual chapters instead of the entire volume).  [*Buy from VP*](https://librerie.unicatt.it/scheda-libro/autori-vari/formazione-i-metodi-9788860306791-214173.html)

S. Tisseron, *3-6-9-12. Crescere al tempo degli schermi digitali,* ELS La Scuola, Brescia, 2016.

E. Carosio, *Animazione Didattica – Apprendere tra passato e futuro*, Monographic special issue on the magazine “Scuola e Didattica”, Ed. La scuola SEI, 2012 – Available on Blackboard

E. Carosio, *Formazione e immagine filmica* in C. Z. Baruffi, *Il cinema - Tra percorsi educativi e sentieri formativi*, libreriauniversitaria.it, 2011 – Available on Blackboard

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

***TEACHING METHOD***

The course requires that teaching activities be carried out in an integrated form and that some lessons be in seminar form in the presence of field specialists through the use of interactive teaching. The different methods, defined on a theoretical level, are analysed in practical application, using exercises and experiences.

# The course also includes the possibility of following the MOOC “*3-6-9-12, Growing with digital screens*” (free online course of the Catholic University delivered via the EduOpen.org platform), available to all students. This is not compulsory, but can be freely chosen by the student.

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

***ASSESSMENT METHOD AND CRITERIA***

The exam consists of an oral interview aimed at verifying the acquisition and correct understanding of the contents of the textbooks included in the reading list, the topics covered in class and the teaching material made available during the semester. Furthermore, the exam is aimed at assessing the reasoning skills and analytical rigour on the topics covered by the course, as well as command of language, and communication skills. The final mark will take into account the correctness and quality of the answers on the knowledge gained and the ability to apply this knowledge to teaching practice.

Furthermore, the exam is aimed at assessing the reasoning skills and analytical rigour on the topics covered by the course, as well as the command of language, communication skills and the ability to apply the knowledge acquired to teaching practice.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course.

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

**Module 2**: Prof. Elena Zanfroni

**Special Activities Methodology**

*COURSE AIMS AND INTENDED LEARNING OUTCOMES*

The course aims to provide students with the opportunity to acquire methodological awareness, in the context of planning educational interventions and/or training actions, aimed at people experiencing a condition of disability and/or discomfort. It will particularly focus on the theme of the quality of inclusion in services for children aged 0-6 years.

The aim of the course is to promote knowledge of the foundations of special pedagogy and the key concepts connected to this discipline.

Knowledge and understanding

At the end of the course, students will have to know:

* the concepts of integration, inclusion and special educational needs;
* the main classifications (ICD; ICIDH, ICF);
* the different types of disabilities;
* the characteristics of the life plan of the person with disabilities;
* the main elements of early detection of preschool children's difficulties;
* the possible educational responses, with particular reference to the most appropriate methodologies.

Apply knowledge and understanding

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

* correctly use the fundamental concepts of special education;
* adopt a correct linguistic register and an adequate disciplinary vocabulary;
* define the main issues relating to the choice of the most suitable methodologies for the development of an authentic life project for people living in a condition of disability or hardship;

“Independent judgment”, “Communication skills” and “Learning abilities”

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

* show independent judgment regarding the characteristics of inclusive processes;
* communicate and argue the founding principles and paradigms of special pedagogy, also in reference to the regulatory framework in force;
* learn critically from one's own experience, developing reflective ways of working.

*COURSE CONTENT*

1. The concept of special educational needs
2. The life project of the person with disabilities
3. The design of inclusive contexts
4. The quality of inclusion in early childhood services
5. The main methods and tools for educational intervention with people in fragile conditions.

*READING LIST*

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

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

The teaching material made available on Blackboard will form an integral part of the reading list.

*TEACHING METHOD*

The course includes frontal lessons in the classroom and some lessons in seminar form in the presence of specialists and/or experienced people. Students will be given the opportunity to carry out exercises on the topics addressed.

*ASSESSMENT METHOD AND CRITERIA*

In the second module, the method for assessing the knowledge and skills acquired consists of an oral interview aimed at investigating the acquisition and correct understanding of the contents of the textbooks provided for in the reading list. The exam is aimed at assessing the reasoning skills and analytical rigour on the topics covered by the course, as well as the ability to use specific language. The elements that will become part of the assessment are: correctness of the answers, clarity of presentation, critical reflection, appropriate use of the language, ability to connect the questions to the related themes and to adequately justify statements, analyses and judgments.

*NOTES AND PREREQUISITES*

Since the course is introductory, there are no content-related prerequisites for attending it. However, interest and intellectual curiosity for pedagogical reflection and inclusive education are expected.

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