**-. Planning of Integrated Educational Activities**

Prof. Elena Zanfroni

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

The course aims to provide students with a detailed framework in the field of special educational planning.

The aim of the course is to promote knowledge of the complex issues related to different educational needs, fostering an understanding of the theoretical assumptions, relational dynamics, tools and strategies underlying the implementation of inclusive processes.

Knowledge and understanding

At the end of the course, students will:

* know the founding principles and paradigms of special educational planning, also in reference to the regulatory framework in force;
* understand and define the aims, outline the objectives and structure the phases that make up a project aimed at people with disabilities and/or in vulnerable conditions;

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 pedagogical planning in the special education sector;

“Independent judgement”, “Communication skills” and “Learning skills”

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

* demonstrate independent judgment regarding the elements of pedagogical planning;
* master and discuss themes and issues relating to special pedagogical planning using an adequate specialist vocabulary;
* learn critically from one's own experience, developing reflective working methods.

***COURSE CONTENT***

Planning in the special education field

1. The main regulatory references
2. Observe and plan for special educational needs.
3. Phases, objectives, and tools of pedagogical planning on an ICF basis.
4. Case studies and good practices

*READING LIST*

1)l. d’alonzo ( edited by), *Vite reali. La disabilità tra destino e destinazione,*

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

2) A textbook to choose from:

a. canevaro – c. m. cibin – m. bottá – 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. mura, (edited by), *Orientamento formativo e progetto di vita. Narrazione e itinerari didattico-educativi,* Franco Angeli, Milano, 2016.

g. savia, *Universal Design for Learning. Progettazione universale per l'apprendimento per una didattica inclusiva,* Erickson, Trento, 2015.

*TEACHING METHOD*

The course includes frontal lessons in the classroom, which may be alternated with seminars with the participation of experts and/or testimonials. Students will be given the opportunity to work in small groups for pedagogical reflection on the topics addressed.

***ASSESSMENT METHOD AND CRITERIA***

 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 included in the reading list. The exam is aimed at assessing the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their ability to use specific language. Other critera that will become part of the assessment will be: correctness of the answers, clarity of presentation, critical reflection, ability to connect the issues to the related themes and to adequately motivate statements, analyses and judgments.

***NOTES AND PREREQUISITES***

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

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

Any changes will be communicated via a notice also on the lecturer’s web page of the Catholic University website.