Course title

Didactics and Pedagogy of Inclusion

Topics and course structure

The course deals with the meanings, methodologies, and techniques of both didactic and pedagogy of inclusion.

Briefly speaking, didactic studies extracurricular learning processes, while pedagogy of inclusion questions the notions of ‘social inclusion’ and ‘inclusive practice’.

The course deals also with the design, implementation and evaluation of the so called ‘inclusive learning environment’.

The course will explore these topics:

- What is praxis?
  - Relationship theory/praxis
- What make an experience an educational experience?
- What does it mean ‘to learn’?
The difference/inclusion binary. What do these two concepts mean?

Difference and social representations in relation to disability.

Working with differences: inclusion and exclusion.

Inclusion in education: a theoretical model.

The inclusive environment: what is it? The role of didactic in designing and implementing it.

Educational apparatus, scenes, and settings.

Fiction and mediation strategies.

Planning strategies.

Objectives

Thanks to an involved attendance to this course, we mean promote these abilities, in terms of learning:

- Fostering a multidisciplinary understanding of the notions of ‘inclusion’ and ‘inclusive practice’, considering their relations with the one of ‘exclusion’.
- Analysing social and psychological practices determining social inclusion and exclusion
- Critical reflection on current models of inclusion, with particular reference to those dealing with disability, mental disease, and social marginalisation.
- Understanding the relations among educational sciences, focusing on their contributions to inclusive practices
- Linking theory and practice
- Evaluating the role and contribution of social workers’ practices in promoting social inclusion.
- Designing and implementing inclusive practices and inclusive environments.

- Prefiguring and evaluating the effects of the educational practices on the basis of inclusion perspective
**Methodologies**

Experiential learning, peer education, explanation and theoretical analysis of various learning theories

**Online and offline teaching materials**

Slides and other material made during the course will be put into the Moodle or the course.

**Programme and references for attending students**

Moving among differences. Perspectives and pedagogical instruments to practice inclusion

What does ‘inclusion’ mean? Why is it so necessary today? What is the relationship between education and inclusion? Is it possible to create inclusion? How? Could ‘didactic’ support ‘pedagogy of inclusion’? How to foster inclusive environments and inclusive educational projects?

In order to answer these questions, it is necessary to understand what to educate means from an inclusive perspective. Inclusion is not a theoretical perspective, a deontological duty, or a moral injunction. It is a practice: a certain way of doing things, intertwined with a certain way of thinking. Inclusion is the product of certain historical, social, economic, cultural, and educational conditions. They determine whether or not a certain experience – including the learning process – can be named ‘inclusive’.

The aims of the course are to explore and analyse the social representations of differences (gender, age, culture, abilities, wealth…) in education, and the way they affect our practice. Didactics can help social workers to plan and implement inclusive learning experiences.

**References:**


Students have to add one of this books:


Maura Striano (2010), *Pratiche educative per l’inclusione sociale*, FrancoAngeli, Milano


**Programme and references for non-attending students**

The same than those of attending students.

**Assessment methods**

**ATTENDING STUDENTS**

Oral exam.

Students who regularly attended the course are expected to summarize its key aspects preparing a speech in which they have to point out the most important aspects of the course, and to go deep into them thanks to the study of the books.

Students are also expected to critically engage with the contents of the course and with the texts. The exam can refers to situations, cases, and examples discussed during the course too, and to learning or professional students’ experiences.

Attending students will prepare their discourse through specific exercises in classroom. They will write a paper (max. 5 pages) and submit it to the teachers, following the guidelines that will be done during the course. This paper will be the starting point to the oral exam.

The exam assesses:

- Acquired knowledge and understanding of the texts
- The originality of the final discourse
- Presentation and argumentation skills
- The achievement of a personal perspective concerning what has been studied
- Ability to critically read situations thanks to the theoretical perspectives and instruments used during the course
• Ability to take a personal stance within the educational debate and to relate it to the own experience of life, internship and work.

STUDENTS WHO DO NOT ATTEND:

Oral exam, in order to evaluate:

• knowledge of the books
• Ability to discuss and critically engage with the key notions of the texts
• Ability to deliver an autonomous speech about the transversal contents of the books
• Presentation and argumentation skills
• the achievement of a personal perspective concerning what has been studied
• Ability to link theory with his/her own professional practice

Ability to use acquired knowledge in order to locate, analyze, understand social needs of inclusion

Office hours

Cristina Palmieri: Wednesday 15,30/17,30. From March to May: Wednesday 13,30/15,30.

Please, check on the website: changes of hours or date are possibile.

Programme validity

The present program will last by the end of the a.y. 2017/2018

Course tutors and assistants