



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia della Disabilità

2021-3-E1901R130

Course title

Education of disability

Topics and course structure

- _____
- _____
- _____
- _____
- SEN - Special Educational Needs
- Family educational relationships
- The main models of *care* ("presa in carico") of families
- _____
- _____
- _____
- The _____

Objectives

By the end of the course the student will have to reach knowledge and understanding on:

- _____

- _____

Design inclusive paths, addressed to both people with disabilities and parents; _____

Methodologies

The lectures include not only frontal lessons, but also case study analysis and/or videos and meetings with experts and/or privileged witnesses.

Online and offline teaching materials

Slide, case study analysis, video, expert testimony

Programme and references for attending students

Two basic texts:

- Pavone M. (2015). *Scuola e bisogni educativi speciali*. Milano: Mondadori (esclusa la sezione antologica).
- Cinotti A. (2021). *Sorelle e fratelli nella disabilità. Dimensioni esistenziali e scenari educativi*. Brescia: Scholè.

Two monothematic texts:

- Bulgarelli D. (2018). *Nido inclusivo e bambini con disabilità*. Trento: Erickson.
- Contardi A. (2016). *Verso l'autonomia. Percorsi educativi per ragazzi con disabilità intellettiva*. Roma: Carocci Faber.

Programme and references for non-attending students

Two basic texts:

- Pavone M. (2015). *Scuola e bisogni educativi speciali*. Milano: Mondadori (esclusa la sezione antologica).
- Cinotti A. (2021). *Sorelle e fratelli nella disabilità. Dimensioni esistenziali e scenari educativi*. Brescia: Scholè.

Two monothematic texts:

- Bulgarelli D. (2018). *Nido inclusivo e bambini con disabilità*. Trento: Erickson.
- Contardi A. (2016). *Verso l'autonomia. Percorsi educativi per ragazzi con disabilità intellettiva*. Roma: Carocci Faber.

Assessment methods

Assessment proofs for attending students

- _____
- Second essay/project that it will done in small group. This second essay requires in-depth study of the two mono-thematic texts. Each group will be given a trace to follow in order to draw up this elaboration/project. The projects of each group will be presented and discussed during the last lessons of

the course and the written project proposal will be hand to the teacher.

The first part will be evaluated with a score between 0 and 15 points and the second part, by analogy, will be evaluated with a score between 0 and 15 points.

The overall grade will be the sum of the two parts and will be expressed in thirtieths (eg $12 + 13 = 25/30$ final grade).

The first part is essentially aimed to assessing the knowledge of the contents in the texts and learned during the cours; while, the project proposal aims to verify the critical-reflexive ability of the student with reference to the subjects of the discipline, as well as the ability to apply theoretical knowledge to a "real case".

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- First essay - which takes place at home - written after reading two basic texts. The essay will be 6-8 pages long (min. 13.000, max. 20.000 chars.). The essay must analyze and deepen a topic of your choice, common to the two basic texts, from a pedagogical point of view. The text must be divided into paragraphs (introduction, central part, conclusion, bibliography). The first essay must be loaded in the Moodle platform in the section "Loaded here your first essay".
 - Second essay/project that it will done during the exam in the classroom. This second essay requires in-depth study of the two mono-thematic texts. Each student will be given a "real case" and a trace to follow in order to draw up this elaboration/project. The proof will last 1 hour and a half.

Office hours

The office hours is specified on the teacher's personal page on the website of the Department of Human Sciences for Education.

Programme validity

Programme validity: two academic years

Course tutors and assistants
