UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia della Disabilità

2021-3-E1901R130

Course title

Education of disability

Topics and course structure

- The diachronic and cultural dimension of disability

- The current development of Special Education
- The main national and international documents on disability policies

- Impairment ("deficit"), handicap and disability
- School insertion, integration, inclusion
- SEN - Special Educational Needs

- Family educational relationships

- The main models of *care* (“presa in carico”) of families
- The nursery service and children with disabilities
- Project of life
- The assumptions of inclusive education and its methodologies
- The role of the educator

Objectives

- Knowledge and understanding

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

The diachronic development of Special Education and the main approaches to disability
The main national and international documents on disability policies
Use the proper terminology of Special Education
The educational needs of children, young people and adults with disability;
How to read into the family educational relationships, with specific reference to the situations of disability

The main methodologies to design an inclusive educational context

- Ability to relate differentiated knowledge and models

By the end of the course the student will be able to:

Rcognise and apply the inclusive education principles, with particular reference to the professional profile of the *Educator*

- Ability to apply knowledge and models

Design inclusive paths, addressed to both people with disabilities and parents; implement strategies in order to promote a significant relationship between educators and children and to foster both family-school and family-school-environment alliances

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.

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- 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

- 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 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".

Assessment proofs for non-attending students

- 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.

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 studied in the reference in the text; 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".

The parameters of the evaluation are the following (for all): the completeness and congruence of the answers, the discursively organized knowledge, the adequacy of the vocabulary used, the completeness and feasibility of the project proposal.

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