



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Pedagogia della Disabilità

2122-3-E1901R130

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#### 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

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

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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 and two monothematic texts.

### BASIC TEXTS:

- Pavone M. (2014). *L'inclusione educativa. Indicazioni pedagogiche per la disabilità*. Milano: Mondadori (utile page 211).
- Cinotti A. (2021). *Sorelle e fratelli nella disabilità. Dimensioni esistenziali e scenari educativi*. Brescia: Scholé.

### 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 and two monothematic texts.

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- Pavone M. (2014). *L'inclusione educativa. Indicazioni pedagogiche per la disabilità*. Milano: Mondadori (utile page 211).
  - Cinotti A. (2021). *Sorelle e fratelli nella disabilità. Dimensioni esistenziali e scenari educativi*. Brescia: Scholé.

### 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 - which also includes a question of a theoretical nature. The projects of each group will be presented and discussed during the last lessons of the course and the written project proposal will be loaded in the Moodle platform in the section "Loaded here your project in group".

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 a structured text (min. 15.000, 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) with a title. 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 - which also includes a question of a theoretical nature - \_\_\_\_\_
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- In order to keep up to date with the various aspects of the course, students are invited not only to register on the course's Moodle page (a.y. 2021/22), but also to consult the "notices" section periodically.

- During the first lesson, the teacher will explain the programme in detail and in depth, as well as all the elements in the Syllabus.

## **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**

Francesca Bassi e Alessia Lusardi (Assistants)

Francesca Bassi (Tutor course)

