UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychology of Disability and Inclusion

2223-5-G8501R029

Course title

Psychology of Disabilities and Integration

Topics and course structure

The course aims to address the topic of disabilities and inclusion as a complex phenomenon that involves, along with the individual, the entire context of belonging. In the first part of the course, the concept of disability will be explored in depth, starting from the first definitions to the bio-psychosocial model. Different forms of disability will then be presented, always taking the threefold point of view: biological, psychological and social, in accordance with the approach of positive psychology. The second part of the course will present the potential of new technologies for reducing social exclusion and promoting well-being. The use of video games, augmented reality and virtual reality for promoting inclusion and fostering learning processes in the school context will be explored.

Objectives

Through this teaching, with constant and participatory attendance at lectures, the following learning is intended to be promoted, in terms of:

- Knowledge and understanding of the concept of disability in relation to biological, contextual and relational variables.
- Knowledge and understanding of the characteristics of different forms of disability.
- Ability to recognize and value the use of video games, reality augmentations and virtual reality for the promotion of mental inclusion and well-being.
- Ability to apply knowledge about video games, augmented reality and virtual reality to design and

implement interventions for the promotion of inclusion and learning processes in the school context.

Methodologies

The course aims to promote the achievement of the objectives through lectures, thematic seminars, exercises and discussions.

Online and offline teaching materials

- Lecture slides
- Online space for exercises and/or discussions

Programme and references for attending students

1. Soresi S. (2016), Psicologia della disabilità e dell'inclusione (Chapter 1,2,4,5,6,20). Il Mulino, Bologna.
2. Farber M. (2014). Gamify Your Classroom: A Field Guide to Game-Based Learning (Chapter 1,2,3,5,6,7,13). Peter Lang Pub Inc.
3. Pallavicini F. (2020), Psicologia della realtà virtuale. Mondadori Università, Milano.
4. One book to choose from:
   • Albanese O., delle Fave A. (a cura di) (2015), Disabilità, diversità e promozione del benessere. Franco Angeli, Milano.
   • Anderson A. (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences. Routledge.

IT IS RECOMMENDED THAT STUDENTS/STUDENTS REGISTER FOR THE COURSE ON THE E-LEARNING PLATFORM SO THAT THEY HAVE ACCESS TO MATERIALS, INFORMATION, NOTICES

Programme and references for non-attending students

The same as those attending.

Assessment methods

The examination is conducted in written form and lasts one and a half hours. This test includes three open-ended questions aimed at testing knowledge of the proposed topics and the ability to design interventions for inclusion and promotion of well-being in the school context.

Up to a maximum of 10 points are awarded for each question, depending on (a) relevance of the answer to the question, (b) completeness of the answer, and (c) propriety of language. The evaluation is given in thirtieths. The results of the test will be posted on the Moodle platform.

Office hours

For the updated timetable from September 2022, please consult the personal page of lecturer Federica Pallavicini. For any doubts or difficulties in preparation, you can contact the lecturer by email: federica.pallavicini@unimib.it

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Sustainable Development Goals

REDUCED INEQUALITIES