UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Inclusive Education (blended)

**2223-1-F8501R021**

## Course title

Inclusive Design in Education

## Topics and course structure

The course will reflect upon the topics of disability, in a historical, legal, social and educational perspective. Specifically, the topics of the inclusive design of educational content, services and models of intervention will be addressed closely.

## Objectives

### Knowledge and Comprehension

- Knowledge of cultural and theoretical premises of the inclusive perspective;
- Knowledge of the evolution of the perception of disability through history;
- Knowledge of the main classification systems promoted by the WHO;
- Knowledge of the legal framework related to the topics of inclusion (specifically in formal education and at work);
- Knowledge of the theoretical premises required to develop an inclusive perspective and inclusion for people with disabilities at school and in other educational institutions;
- Knowledge of the proper terminology and of the main models that are the building blocks of Special Education.

### Applying knowledge and understanding

- To evaluate the inclusivity level of educational services, by mapping resources, professional competence and skills in order to identify special needs and problems;
- To research information and documents that are relevant to inclusive design;
- To use or to design (auto)evaluation instruments for intervention plans, projects and educational services addressing the needs of people with disabilities.

## Methodologies

This is a *blended learning* course. Lectures and seminars (28 hours) will be integrated by online activities such as collaborative work, discussions, analysis of documents, simulations.

## Online and offline teaching materials

Presentations, discussion prompts, case studies.

## Programme and references for attending students

- Timmons, V., & Alur, M. (2009). Inclusive Education Across Cultures : Crossing Boundaries, Sharing Ideas. Los Angeles: Sage Publications Pvt. Ltd.
- Metcalf, D. J. (2011). Succeeding in the Inclusive Classroom : K-12 Lesson Plans Using Universal Design for Learning. Los Angeles: SAGE Publications, Inc.
- Stiker, H. J. (1999). A history of disability, Ann Arbor: The University of Michigan Press

## Programme and references for non-attending students

The same as for attending students. Non-attending students will be able to access all the resources made available during the course, to participate in the assignments and to view the recordings of classes.

## Assessment methods

Oral exam, based on the textbooks in the course programme and on the slides available in the course elearning page. The assignments given during the course will not be mandatory, but will be used as a starting point in the discussion.

## Office hours

Office hours can be booked with the two teachers of the course using the following links:

prof. Matteo Schianchi - invio mail

prof. Andrea Mangiatordi - scelta orario

## Programme validity

Programmes are valid for two academic years.

## Course tutors and assistants

## Sustainable Development Goals

REDUCED INEQUALITIES