UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychology of Disability and Inclusion

2425-5-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 consistent and participatory class attendance, the following learning is intended to be promoted, in terms of:

Knowledge and Understanding (Knowledge and Understanding)

1. Acquire a thorough understanding of disability as a complex phenomenon, analyzing it through a biological, psychological and social perspective, in line with the bio-psychosocial model and the positive psychology approach.
2. Understand the historical and theoretical evolution of the concept of disability, from the earliest definitions to

the most recent regulations and models of inclusion.
3. Critically examine the characteristics of different forms of disabilities, with particular attention to their implications for the psychological well-being of the individual.

**Ability to Apply Knowledge and Understanding **.
4. Apply theoretical models to the assessment of barriers and opportunities for the inclusion of people with disabilities in educational settings.
5. Analyze and design interventions for inclusion and well-being, leveraging the innovative use of video games, augmented reality and virtual reality.
6. Evaluate the role of new technologies in adapting learning environments for students with disabilities, identifying their limitations and effectiveness based on empirical research.

Autonomy of Judgment (Making Judgements)
7. Develop critical thinking in evaluating interventions for inclusion, integrating scientific evidence and ethical considerations.
8. Analyze and discuss risk and protective factors for the psychological well-being of people with disabilities, with a focus on emotional and relational aspects.

**Communication Skills.
9. Clearly and rigorously communicate concepts and findings related to disability psychology, using appropriate scientific language in both written and oral form.
10. Develop argumentation and comparison skills on case studies.

Learning skills (Learning Skills)
11. Develop a critical approach to learning, integrating interdisciplinary knowledge to enhance one's professional training.
12. Promote the ability to continually update oneself on new trends and innovations in the field of inclusion and disability, with a focus on emerging technologies.

Methodologies

The course aims to promote the achievement of the objectives through lectures, exercises and discussions.
Hours of teaching activities organized as face-to-face lectures (Didactics Erogative) will cover about 60 percent of the course (33 hours) while those involving classroom discussions, case presentations, group work and conducting exercises (Didactics Interactive) will be about 40 percent (23 hours).

Online and offline teaching materials

The lecturer provides additional and alternative materials to support nontraditional students in studying and preparing for the exam (e.g., full recording of in-person lectures; supplementary slides; audiovisual and multimedia materials)

Programme and references

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

Students/students from previous years - unless requested to the Lecturer - bring the program of the year in which they were enrolled.

Erasmus students are requested to contact the lecturer to arrange an alternative bibliography in English

Students who intend to biennalize the exam must agree with the lecturer on a new updated bibliography to take the test.

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.

Assessment range:
1. Low Range (0-17/30) - Not sufficient
Knowledge and Understanding: Student demonstrates limited and fragmentary knowledge of the topics covered, with difficulty understanding key concepts in disability psychology.
Ability to Apply Knowledge: Inability to link theory and practice; no reference to or inappropriate use of technology for inclusion.
Autonomy of Judgment: No critical ability or evaluative autonomy; exclusive dependence on information provided by the lecturer.
Communication Skills: Poor exposition; technical language absent or misused; disorganized and inconsistent responses.
Learning Skills: Difficulty integrating knowledge and making connections between concepts covered.
2. Range Medium (18-24/30) - Sufficient/Good
Knowledge and Understanding: The student possesses general knowledge of the topics covered, with some uncertainty about specific concepts.
Ability to Apply Knowledge: Fair ability to apply knowledge to simple situations, but with difficulty in dealing with more complex cases.
Autonomy of Judgment: Partial autonomy in making critical evaluations, with reflections mainly based on learned concepts.
Communication Skills: Good clarity of exposition, with acceptable use of technical language, though not always rigorous.
Learning Skills: The student demonstrates sufficient ability to learn.

Students who request it may supplement the exam with an oral interview, which will cover the texts in the

bibliography and may raise or lower the grade of the written test by a maximum of 1 point. To apply, it is necessary to have passed the written test with a minimum score of 18 and to register for the oral examination, which is held about 7 to 10 days after the written exam.

Erasmus students will have the choice of answering questions in English or Italian.

Office hours

For the updated timetable 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

Dr. Marzia Quaglia

Sustainable Development Goals

REDUCED INEQUALITIES