UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Workshop in Special and Inclusive Education 2

2425-4-G8501R040-G8501R062M

Course title

Special Education Workshop - Session 2

Topics and course structure

The workshop is an integral part of the **Special Education** course and focuses specifically on its teaching and relational components.
The first round consists of three meetings, covering the following topics:

- Meeting 1 - Social strategies
- Meeting 2 - Behavioural strategies
- Meeting 3 - Cognitive strategies

Each meeting is designed to tie in with the main course lectures.

Objectives

Dublin Descriptors

A: KNOWLEDGE AND UNDERSTANDING

- Understanding of the role of educational sciences, and in particular pedagogy and didactics, in the analysis and design of school contexts and teaching practices.
- Knowledge and understanding of the main issues related to the definition of the role and professional profile

of teachers, with attention also to social and historical aspects.
- Knowledge of the main elements and issues related to teaching, from an inclusive teaching perspective.
- Knowledge of information technology and tools and understanding of their role in the management of teaching.
- Knowledge of educational, training and social inclusion processes
- Understanding of the interpretative coordinates relating to disability, learning disorders and other special educational needs
- Knowledge of the main theoretical and practical models for welcoming, listening to and supporting pupils with special educational needs and their families
- Knowledge of the fundamentals of special education and inclusive pedagogy
- Knowledge of the main approaches to individualised and personalised planning: from the collection of diagnostic and functional profiles to the construction of the project and the evaluation of the pathway

B. APPLICATIVE SKILLS

- Use knowledge of the evolution of the subject to plan, understand and interpret the development of different pupils and the class system.
- Ability to create a welcoming and inclusive environment that promotes the development of children in their individual, family, socio-cultural, linguistic, religious and gender diversity, and in their different learning styles
- Ability to design and implement training programmes using a variety of methodologies and organisational solutions, making use of different teaching tools and information technology
- Use theoretical knowledge and operational tools related to observation and reflection techniques to understand the characteristics of the school context, individuals and their relationships, as well as teaching practices
- Be able to initiate and develop communication and collaboration with families and other institutions to enable adequate student development processes
- Be able to analyse inclusion processes in their classroom context, school and local area
- Be able to create an empathetic, inclusive classroom environment that values differences and promotes participation
- Be able to welcome pupils and their families, offering a listening ear, sharing, and educational and teaching proposals tailored to the specific needs of the pupil
- Be able to identify the most appropriate conceptual and regulatory tools for implementing personalised projects within the broader context of the class's educational programme
- Ability to interpret information relating to pupils' disabilities or difficulties in a project-based and inclusive manner
- Ability to identify any difficulties in a timely manner and prepare appropriate relational, educational and teaching interventions
- Ability to collect and interpret observational data on all pupils in the class in order to develop active and participatory teaching practices
- Know how to prepare special methodological and teaching interventions according to the profile and needs of the pupil, including the use of digital tools
- Know how to develop, implement, monitor and evaluate an individualised educational plan/personalised teaching plan in collaboration with other actors in the process
- Ability to activate the resources and skills available in the support network, with the aim of jointly promoting the full expression of the pupil's potential

C. AUTONOMY OF JUDGEMENT

- Awareness of the ethical and cultural responsibility associated with the teaching profession and the assumption of the resulting duties towards pupils, their families, the school and the local community
- ability to read and interpret the needs and behaviour of children in nursery and primary school in the light of contemporary social contexts;
- ability to problematise educational situations and events, analyse them in depth and process them in a reflective manner;

- ability to consider alternative solutions to problems and make decisions that meet the educational needs of pupils;
- ability to formulate judgements on educational situations and events after gathering accurate documentation;
- ability to self-assess one's professional preparation and the effectiveness of teaching activities;
- ability to renew teaching practices through openness to research, experimentation and innovation.

D. COMMUNICATION SKILLS

- the ability to modulate verbal and non-verbal communication in the classroom according to different purposes: to express, prepare experiences, explain concepts and theories, to motivate learning and support pupils in difficulty, and to stimulate interaction among peers;
- the ability to dialogue with colleagues within collegial bodies, to interact with the head teacher and with local service providers for the exchange of information, the development of projects and the coordinated management of educational processes;
- the ability to present the objectives and nature of teaching activities in an organised manner, through educational and teaching planning;
- the ability to clearly communicate to pupils, their families and colleagues the results of pupils' learning and possible solutions to any difficulties identified;
- the ability to convey institutional communications about pupils in a positive light, both within class councils or inter-class councils and in school-family meetings;
- the ability to maintain positive relationships with pupils' families, showing openness and genuine interest in dialogue and adopting a humanistic and empathetic approach to communication, particularly with families of pupils from different ethnic, cultural and religious backgrounds;
- the ability to use digital communication tools in school contexts, both to implement the use of educational technologies and to reduce the gap between the formal languages of school knowledge and the non-canonical languages of communication among the younger generations.

E: LEARNING ABILITY

- interest in the teaching profession and a desire to improve knowledge and practice;
- aptitude for broadening basic psycho-pedagogical and methodological-didactic culture, also in relation to advances in scientific research;
- motivation to deepen the content and methods of study of school knowledge, with regular updating of subject repertoires;
- willingness to explore the prospects of educational, methodological, technological and media research conducted at national and international level, with an openness to issues of pedagogy and special education;
- aptitude for self-supporting and self-regulating learning through independent bibliographic research and active participation in training and professional development opportunities.

Methodologies

The laboratory uses document analysis techniques, simulations and practical exercises.

Online and offline teaching materials

The materials will be shared by the instructors during the meetings and/or published in this course.

Programme and references

The workshop is based on the same bibliography as the main course, in particular the following texts:

- Mitchell, D., & Sutherland, D. (2022). *Cosa funziona nella didattica speciale e inclusiva: Le strategie basate sull'evidenza*. Trento: Erickson.
- Ianes, D., Cramerotti, S., & Fogarolo, F. (A c. Di). (2021). *Il nuovo PEI in prospettiva bio-psico-sociale ed ecologica: I modelli e le Linee guida del Decreto interministeriale n. 182 29/12/2020 commentati e arricchiti di strumenti ed esempi*. Trento: Erickson.

Assessment methods

The workshop does not include a final exam.
Approval is subject to attendance and participation in the sessions.
Attendance at the workshop is a prerequisite for taking the Special Education exam.

Office hours

To book a reception with lecturer Andrea Mangiatordi you can use this link: https://calendly.com/andrea-mangiatordi

To book a reception with lecturer Matteo Schianchi you can write to matteo.schianchi@unimib.it

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES