UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Teorie e Pratiche Pedagogiche dei Modelli Sociali della Disabilità (blended)

2526-1-F8502R007

Course title

Theories and Pedagogical Practices of Social Models of Disability

Topics and course structure

The course addresses the issue of disability from a social, cultural and educational perspective, highlighting the challenges and potential of teaching in contact with disability and within educational services. Particular attention is paid to adults with disabilities.

Objectives

Knowledge and Comprehension

• Knowledge of the cultural and theoretical assumptions related to disability conditions;
• Awareness of personal attitudes towards disability conditions
• Knowledge of the historical evolution of the perception of disability;
• Knowledge of the institutional framework of reference with regard to inclusion issues;
• Knowledge of the methodological premises for developing an inclusive perspective in services and schools;
• Knowledge of the relational dynamics involved in working with people with disabilities;
• Knowledge of the terminology and reference models of social models of disability.

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.

Disability issues therefore become the specific area in which to achieve, overall, educational objectives consistent with the Dublin descriptors:
• Knowledge and understanding
• Applying knowledge and understanding
• Making judgements
• Communication skills
• Learning skills

Methodologies

The course will be delivered in blended mode, according to this distribution:
• 30 hours of classroom teaching; one three-hour lesson per week
• 26 hours of asynchronous online teaching (recorded video lessons, proposal of themed videos and documentaries)
Classroom teaching alternates, for each individual lesson: moments of delivery teaching (DE) focused on the presentation and illustration of contents by the teacher and moments of interactive teaching (DI) starting from group work, case analysis, comparison with privileged witnesses.
The remote activity intends in particular to address the dimensions of personal approaches and self-reflection around people with disabilities, the network of family members and supports.
The aim is to produce a written assignment (individually or in pairs) on proposed documentaries.
The assignment is optional and can be completed by both attending and non-attending students.
The assignment, and its return by the lecturer, forms the introductory part of the exam.

Online and offline teaching materials

Presentations, discussion prompts, case studies.
The blended part of the course (viewing of themed documentaries) is an integral part of the course itself for all students, whether attending or not.
We recommend that both attending and non-attending students enrol in order to access the additional material.
At the beginning of the course, there will be a remote meeting with non-attending students to present the course, the topics and the bibliography.

Programme and references

In total, the programme includes the study of four texts for all students and non-students: three compulsory and one optional.

The following three texts are compulsory.

1. Schianchi Matteo (2021), Disabilità e relazioni sociali. Temi e sfide per l'azione educativa, Carocci, Roma.

2. Schianchi Matteo (2024), a cura di, Le contraddizioni dell'inclusione. Il lavoro socio-educativo nei servizi per la disabilità tra criticità e prospettive, Mimesis, Milano-Udine.

3. Bly Nelly (2020), Dieci giorni in manicomio, Edizioni clandestine, Massa.

A text of your choice from:

- Schianchi Matteo (2023), a cura di, Cinema e disabilità. Il film come strumento di analisi e partecipazione, Mimesis, Milano-Udine.

- Shakespeare Tom (2017), Disabilità e società. Diritti, falsi miti, percezioni sociali, Erickson, Trento.

- Giovanni Merlo, Ciro Tarantino (2018), a cura di, La segregazione delle persone con disabilità. I manicomi nascosti, Maggioli, Sant'Arcangelo di Romagna.

Assessment methods

There are no intermediate tests.
The exam will take the form of an oral interview. The oral interview as a form of examination is consistent with the objectives of the course: the dialogical communicative situation allows for interaction with students in order to assess their critical understanding of the course topics, their pedagogical analysis and their ability to connect theory and practice.

The exercises carried out during the semester (one paper in particular) will be used as a starting point for the development of the discussion during the interview. These activities are not compulsory but are strongly recommended for both attending and non-attending students.

For students who have chosen to write the optional paper, the exam begins with feedback from the lecturer and an initial question based on the topics covered in the paper.
For those who have not written the paper, there are two possible exam options. Each student is free to choose which option they prefer.

1. The first exam method, consisting of questions, assesses knowledge of the texts and the ability to develop a reflective, analytical and critical argument around the core concepts highlighted in the texts. The exam begins with each student presenting a topic of their choice, followed by one or more questions on the other exam topics.

2. The second exam method requires students to independently prepare a speech lasting a minimum of 10 minutes and a maximum of 15 minutes, exploring one or more topics covered in the course programme. When presenting their speech, students must explicitly and accurately refer to concepts, authors and theories found in the texts listed in the exam bibliography and to at least one of the activities proposed during the course. At the end of the speech, students may be asked some in-depth questions relating to their knowledge of the texts and topics covered in the course. At the request of the student, the presentation of the paper produced in relation to the material used in class may be assessed.
   At the request of the student, the presentation of alternative topics for further study, previously agreed with the lecturer, may be assessed.

The final mark takes into account the assessment of three aspects (whose weight in the final mark is expressed as a percentage in brackets):

knowledge of the concepts and topics covered in the texts to be studied and the ability to establish connections between the main thematic areas covered (50%) (according to the Dublin descriptors, the following are assessed: Knowledge and understanding); the ability to articulate discourse and develop analysis (20%) (according to the Dublin descriptors, the following are assessed: Learning skills; Application of knowledge and applied understanding; Independence of judgement); language skills and presentation (30%) (according to the Dublin descriptors, the following are assessed: Communication skills).

Office hours

By appointment, in person or remotely, by writing to matteo.schianchi@unimib.it.

Programme validity

Programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS