UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Special and Inclusive Education

2627-4-G8501R040-G8501R060M

Course title

Special Education

Topics and course structure

The course addresses the issue of the pathways of people with disabilities and special educational needs from the perspective of building a life project in the open society, in inclusive contexts. This lifelong pedagogical dimension will be the framework within which all the nodes of the support network will be closely examined, starting from the privileged observatory constituted by educational and scholastic institutions.
Participatively constructing an analytical knowledge of historical events, the national and international regulatory framework and the evolution of social representations, the borderline territory between inclusive and special didactics will be explored, with particular attention to educational and training paths in pre-school and primary schools.

Objectives

Through this teaching, with constant and participative attendance of the lessons and Workshops related to the course, we intend to PROMOTE the following learning:

- the historical evolution of the conceptual framework and social representations related to disability and the processes of social exclusion/inclusion
- the main international documents (ICF, UN Convention, Documents of the European Agency for Special Educational Needs), the Italian legislation in its cultural and historical evolution
- a critical analysis of the professional figures involved in the inclusion process, starting from the specific role

played by curricular teachers and specialised support teachers, in educational and didactic planning

Dublin descriptors

A: KNOWLEDGE AND UNDERSTANDING

- Knowledge and understanding in the field of educational sciences, in particular psychological, sociological, pedagogical and didactic sciences, with particular attention to the socio-historical development of these fields of knowledge.
- Understanding of the role of the educational sciences, and in particular of pedagogy and didactics, in the analysis and design of school contexts and educational action.
- Knowledge of the perspectives and theoretical models relating to learning processes, also with attention to their historical development.
- Knowledge and understanding of the main problems connected with the definition of the role and professional profile of the teacher, also with attention to the social and historical aspects.
- Knowledge of the main elements and problems related to teaching action, in a perspective of inclusive didactics.
- Knowledge of information technology and tools and understanding of their role in the management of teaching activities.
- Knowledge of the processes of educational, formative and social inclusion
- Knowledge of the historical-normative and institutional framework, of the main theoretical models, of the international reference documents
- Understanding of the interpretative coordinates related to the condition of disability, learning disorders, and other special educational needs
- Knowledge of the main diagnostic frameworks related to developmental disorders
- Knowledge of the main theoretical and practical models of welcoming, listening to and accompanying pupils with special educational needs and their families
- Knowledge of prevention protocols, processes for identifying difficulties and intervention strategies aimed at increasing active participation in shared learning experiences
- Knowledge of inclusive teaching methodologies
- Knowledge of the fundamentals of special education and inclusive pedagogy
- Knowledge of the main approaches to individualised and personalised planning: from the collection of the diagnostic and functional profile to the construction of the project and the evaluation of the pathway

B. APPLICATION SKILLS

- To be able to identify pedagogical/didactic perspectives and models that have developed at particular historical moments and critically revisit them in the light of the current context and current school legislation.
- To make use of knowledge on the evolution of the subject in order to plan, understand, interpret the development of different pupils and the class system.
- Knowing how to create a welcoming and inclusive climate that promotes the development of children, in their individual, family, socio-cultural, linguistic, religious and gender diversity and in their different learning styles.
- Knowing how to design and implement training paths contemplating a variety of methodologies and organisational solutions, making use of the different didactic tools and information technologies
- To use theoretical knowledge and operational tools connected to observation and reflection techniques to understand the characteristics of the school context, of the subjects and their relations, as well as of the didactic action
- To know how to initiate and develop communication and collaboration relationships with families and other bodies to allow adequate processes of pupils' development
- To be able to reflect on one's own professionalism, identifying and critically analysing the intervention models implemented.
- To know how to analyse inclusion processes in one's own class context, in the school and in the territory
- Knowing how to create an empathetic and inclusive classroom climate, capable of valuing differences and promoting participation
- Know how to welcome pupils and their families, offering listening, sharing, educational and didactic

proposals targeted on the pupil's specific needs
- Knowing how to identify the most appropriate conceptual and regulatory tools to implement personalised projects in the context of the more general educational itinerary of the class
- Know how to read information relating to the disabled or difficult condition of the pupils in a planning and inclusive key
- Know how to promptly identify any difficulties by preparing appropriate relational, educational and didactic interventions
- Knowing how to collect and interpret observational data on all the pupils in the class to develop active and participative teaching practices
- Knowing how to prepare special methodological and didactic interventions according to the profile and needs of the pupil, also with the use of digital tools
- Know how to draw up, implement, monitor and evaluate an individualised educational plan/personalised teaching plan in collaboration with the other actors in the process
- Knowing how to activate the resources and skills present 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 connected to the exercise of the teaching function and assumption of the consequent duties towards pupils, their families, the school institution and the territory;
- aptitude for reading and interpreting the needs and behaviours of pre-school and primary school children in the light of contemporary social contexts;
- aptitude to problematise educational situations and events, to analyse them in depth and process them in a reflective manner;
- aptitude for considering alternative solutions to problems and making decisions that meet the pupils' educational needs;
- aptitude to formulate judgements on educational situations and events after accurate documentation;
- aptitude to self-evaluate one's own professional preparation and the effectiveness of teaching action;
- aptitude for renewing teaching practices through openness to research, experimentation and innovation.

D. COMMUNICATION SKILLS

- the ability to modulate verbal and non-verbal communication in the classroom for different purposes: to express, set out experiences, explain concepts and theories, to motivate learning and support pupils in difficulty and to stimulate peer interaction;
- the ability to dialogue with colleagues within collegiate bodies, to interact with the school headmaster and with the operators of territorial services for the exchange of information, the development of projects and the coordinated management of training processes;
- the ability to set out in an organised form the objectives and nature of the educational intervention, through educational and didactic planning;
- the ability to communicate with clarity to pupils, their families and colleagues the results of pupils' learning and possible solutions for the difficulties detected;
- the ability to connote in positive terms the institutional communications on pupils, carried out in interclass or intersection councils and in school-family interviews;
- the ability to entertain positive relations with pupils' families, showing openness and genuine interest in dialogue and adopting the humanistic-affective register of communication, valid, in particular, for the families of pupils of different ethnicity, culture and religious beliefs;
- the ability to use digital communication tools in school contexts, both to implement the use of teaching technologies and to reduce the distance existing between the formal languages of school knowledge and the non-canonical languages of communication between the younger generations.

E: ABILITY TO LEARN

- interest in the teaching profession and desire to improve knowledge and practice of it;
- aptitude to broaden the basic psycho-pedagogical and methodological-didactic culture, also in relation to the advancement of scientific research;

- motivation to deepen the contents and methods of study of school knowledge, with a recursive updating of disciplinary repertoires;
- willingness to explore the perspectives of didactic, methodological, technological and media research conducted nationally and internationally, with an openness to the themes of pedagogy and special education;
- aptitude to self-support and self-regulate one's own learning through autonomous bibliographic research and interested participation in training and professional development opportunities.

Methodologies

Face-to-face and participative lectures; group work and thematic in-depth studies; participation in specialised seminar activities with experts.
The course intends to propose an individual and shared analysis of the main cultural contributions and cognitive contents, with the aim of promoting the acquisition of a flexible and spendable working methodology in the professional field that is able to connect the pedagogical and didactic dimensions of the discipline

Online and offline teaching materials

All materials offered in class will be available on the course e-learning page. Slides will be used and annotated versions of these will be provided. Video content and images will be used.

Programme and references

- Ianes, D., Cramerotti, S., & Fogarolo, F. (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.
- Bizzaro M., Caligaris, L., (2017). *I processi cognitivi nell'apprendimento. Modelli e applicazioni nella clinica e nella didattica*, Trento: Erickson
- Emili, E. A. (2023). *Costruire ambienti inclusivi con le tecnologie: Indicazioni teoriche e spunti pratici per una scuola accessibile*. Trento: Erickson
- Schianchi, M. (2026). *Scuola e disabilità. Culture e pratiche condivise*. Milano: Carocci

Assessment methods

It will be possible to participate in a completely optional ongoing assessment test, consisting of ten closed-ended questions and one open-ended question. The overall mark for the ongoing assessment will be expressed in twenties.

The final examination consists of an oral test, an interview on all the examination texts with a final mark expressed in thirtieths. The choice of an oral interview as the examination method is consistent with the objectives of the course, as it allows, thanks to a communicative dialogue situation, interaction with the student in order to assess their critical understanding of the course topics, didactic/disciplinary analysis and connection between theory and practice.

The final mark is calculated by adding the mark for the ongoing assessment and the oral examination, for those who take the ongoing assessment; only the mark for the oral examination is used for those who do not take the ongoing assessment. If, at the end of the oral examination, the mark is rejected, any mark for the ongoing assessment will remain valid. It is also possible to reject the mark for the ongoing assessment and take the oral examination on the entire bibliography.

The oral exam can be taken in any exam session.

There is no requirement to wait for the next exam session (i.e. those who fail the exam or reject the mark can retake it in any exam session, even the next one).

Those who have a PUoI (Special Educational Needs) and wish to request support for the ongoing assessment or oral exam are asked to contact the lecturers as soon as possible.

Office hours

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

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES