UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Deaf Education and Pedagogy

2627-2-E2007P015

Learning area

III. Learning area: Acquisition of socio-cultural knowledge and skills aimed at communication and interlinguistic and intercultural mediation in the context of deafness

Learning objectives

Knowledge and understanding

Knowing the foundations of special education (pedagogia speciale) and personalist pedagogy (pedagogia della persona). Understanding the history of deaf education, deaf identity, and both school and social inclusion processes.

Applying knowledge and understanding

Developing operational and practical skills in pedagogical translation into LIS and LIST. Ability to adapt and reformulate educational texts and contents according to different communicative needs, diverse target audiences, and varying contexts. Practical capacity to translate and adapt an assigned text (such as a fairy tale or story).

Making judgments

Ability to independently choose a pedagogical topic for a short research paper/presentation. Skill in critically evaluating and discussing concrete case studies during practical exercises, choosing the most appropriate adaptation and reformulation strategies to meet special educational needs.

Communication skills

Ability to effectively convey emotions and implicit meanings contained within pedagogical texts. Competence in

presenting, explaining, and discussing a chosen pedagogical topic during the oral exam using a PowerPoint presentation.

Learning skills

Developing the ability to independently absorb and apply translation and adaptation techniques under time constraints (e.g., within one week of receiving an assignment). Capacity to engage in autonomous self-study and further learning through provided educational materials and recommended literature in special education and inclusion.

Contents

Fundamentals of special education and personalised education.

History of deaf education.

Deaf identity and educational/social inclusion.

Techniques and practices of educational translation into British Sign Language (BSL).

Adaptation and reformulation of educational content.

Detailed program

Theoretical part (10 hours)

History of Deaf Education

History of Pedagogy and the Definition of Pedagogy

Special Pedagogy

Pedagogy of the Person

Deaf Identity

Educational and Social Inclusion

Practical part (32 hours)

Translation of educational texts

Guided and individual exercises

Discussion of specific cases

Adaptation of content for different audiences

Prerequisites

Basic knowledge of LIS.

For the academic year 2026/2027 it will not be possible to select this course as a single-course entry.
Exam not selectable from the study plan by students not enrolled in Interpretariato e Traduzione in Lingua dei Segni Italiana (LIS) e Lingua dei Segni Italiana Tattile (LIST) *(Italian Sign Language (LIS) and Tactile Italian Sign Language (LIST) Interpretation)*.

Teaching methods

Lectures (10 hours).

Practical exercises (32 hours).

Blended learning: face-to-face lessons (green on the calendar) and online lessons (pink on the calendar).

Assessment methods

Oral examination

PowerPoint presentation on a pedagogical topic of your choice, to be presented and discussed during the examination.
Translation and adaptation of a story (fairy tale or other text), assigned one week before the examination.

The term paper aims to assess the effective acquisition of both theoretical knowledge and the ability to analyze a specific topic related to the didactics and pedagogy of deafness.
The evaluation criteria are: the ability to argue, synthesize, make connections, and critically interpret reality.

The translation task aims to assess the effective acquisition of the lexicon and linguistic techniques required to communicate effectively with signing individuals of various age groups (children, adults, and the elderly), adapting the linguistic register and narrative modes to the communicative context. The examination may involve not only the narration of fairy tales, but also stories, historical texts, or other contents. The evaluation criteria are: the use of appropriate lexicon, grammatical correctness, narrative effectiveness, the ability to adapt the communicative register to the target audience, and the observation of the interlocutor's reactions, demonstrating the ability to mediate communication in LIS (Italian Sign Language) based on any comprehension difficulties.

Evaluation grid:
-18: Barely passing knowledge, minimal application and interpretation skills.
-19–22: Satisfactory knowledge of core content, with some inconsistencies in application.
-23–26: Fair knowledge, good application skills with occasional inaccuracies.
-27–30: Solid knowledge, strong command of content, and critical thinking skills.
-30 with honors (30 e lode): Comprehensive knowledge, full mastery of the subject, and excellent command of academic language.

Textbooks and Reading Materials

Teaching materials provided by the lecturer (selected educational texts).

Recommended further reading on special education, the history of deaf education and inclusion.

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES