

Course of Study in
“PSYCHOLOGICAL SCIENCES AND TECHNIQUES OF HUMAN RESOURCES” - [L24].
 a.y. 2021/2022

SUBJECT
DIDACTICS AND INCLUSION

SDS: **M-PED/03**; ECT: **6**
 III YEAR; II SEMESTER

Lecturer: **Prof. A. Zuccaro, Prof. Tommaso Fratini**
 Disciplinary tutor: **Prof. Terenzio Tecleme**

<p>Qualification and scientific background of lecturers</p>	<p>Antonella Zuccaro is the first researcher at Indire where she has been working since 1998. She is in charge of the research structure dedicated to Professionalising tertiary education for the productive system and national strategic technological areas. Models of competence development for the world of work. The activity is oriented towards analysing and developing models of integration between the world of school and the world of work and identifying and developing innovative operational models relating to the curriculum, organisation and didactics, for use by the school and scientific community.</p> <p>Tommaso Fratini is a researcher in Methods and Didactics of Sporting Activities at the IUL Telematic University. He is a psychologist and has a PhD in Psychology from the University of Bologna. He was also a research fellow in Didactics and Special Pedagogy at the University of Florence. He obtained the National Scientific Habilitation for the second level of university professors in the macro-disciplinary sector of Didactics, Special Pedagogy and Educational Research (11/D2). He works on research topics related to sport, in particular the mental training of athletes, but also on disability, marginality and social inclusion.</p>
<p>Description of contents and subdivision of the programme into teaching modules</p>	<p>The general content of the course is about the possibility of transmitting knowledge and developing pedagogical and didactic competences to realise an inclusive personal life and career project, especially with regard to disabled and marginalized people.</p>

	<p>The teaching is organised in 2 modules.</p> <ul style="list-style-type: none"> ➤ Module 1 - Guidance Didactics The topic is guidance didactics that enables students to make choices throughout their lives, at school and elsewhere. ➤ Module 2 - Pedagogy of inclusion, disability and marginality The topic focuses on the fundamentals of pedagogy of inclusion, disability and marginality, with elements of <i>disability management</i> and integration at work of the person in marginalised contexts.
<p>Abstract</p>	<p>The aim of the course is to transmit knowledge and develop pedagogical and didactic skills to carry out a personal inclusive project of life and career, in particular referring to disabled and marginalized people.</p>
<p>Learning objectives</p>	<p>The course is divided into two parts. The aim of the first part is to provide basic knowledge about the meaning of orientation and the role that orientation has in didactic processes and how guidance didactics can be functional for the construction of a personal life and career project. The aim of the second part is to provide basic theoretical, clinical and practical knowledge regarding the inclusion and social integration of disabled people, with particular reference to autism and cognitive impairment, and young people in marginalised contexts, such as unaccompanied foreign minors.</p>
<p>Expected learning outcomes</p>	<ul style="list-style-type: none"> A. Knowledge and understanding Understanding of the basics of guidance didactics and the basics of pedagogy of inclusion, disability, and marginality. B. Applied knowledge and understanding The basics of the construction of a personal life and career project also with disabilities and marginal conditions. Elements of pedagogy of the helping relationship and orientation. C. Autonomy of judgement A further objective is to increase the autonomy of assessment in the development of guidance and social inclusion intervention projects. D. Communication skills The course aims to provide elements to improve communication skills, also in relation to the relationship with disabled people, in particular with autism and mild cognitive impairment. E. Learning ability

	<p>One aim of the course is to help direct oneself in one's own cultural and/or professional learning in order to realise a personal life and career project.</p> <p>An objective of the course is to support the student in his or her potential for autonomous learning of knowledge of inclusion and integration processes of people with disabilities and from marginalised contexts.</p>
<p>Skills to be acquired</p>	<p>EXPECTED RESULTS</p> <p>A. Developing guidance competences (for the support of students in relation to social, learning and decision-making skills, for the development of an informed personal pathway).</p> <p>B. Use of advanced textbooks and knowledge of some cutting-edge topics in the field of special pedagogy of inclusion and guidance didactics.</p> <p>C. Professional approach to work and possession of appropriate skills to devise arguments, support them and solve problems in the field of inclusion. Ability to collect and interpret data to make independent judgements.</p> <p>D. Ability to communicate information, ideas, problems and solutions to specialists and non-specialists.</p> <p>E. Ability to undertake subsequent field studies and research with a high degree of autonomy.</p> <p>F. Ability to design sports training modules functional to the knowledge of the technique and tactics of team sports.</p>
<p>Didactics organisation</p>	<p>DIDACTICS PROVISION</p> <ul style="list-style-type: none"> ➤ 12 recorded video lessons accessible from the platform; ➤ 2 synchronous orientation and student reception meetings, ➤ Podcasts of all the above-mentioned video lessons. <p>INTERACTIVE DIDACTICS</p> <ul style="list-style-type: none"> ➤ 1 course orientation forum; ➤ 2 thematic follow-up forums (1 per module); ➤ Possibility to carry out work in groups.

	<p>➤ 2 structured <i>e-activities</i> (as described in the section “<i>in itinere assessment methods</i>”).</p> <p>SELF-LEARNING</p> <p>Teaching materials are provided for each module: in-depth thematic studies, articles and slides by the lecturer, open access readings, online resources, reference bibliography, etc.</p>
<p>Recommended texts</p>	<p>Recommended texts</p> <ul style="list-style-type: none"> ➤ Pellerey, M. (ed.) (2017), <i>Soft skills e orientamento professionale</i>, Ministero del Lavoro e delle Politiche Sociali/CNOS-FAP. ➤ D'Alonzo L. (ed.), <i>Dizionario di pedagogia speciale</i>, Scholé, Brescia, 2019. The parts to be studied will be specified at the beginning of the course. <p>Reference and further reading texts</p> <ul style="list-style-type: none"> ➤ Schön D.A., <i>Il professionista riflessivo</i>, Rome. Dedalo, 1993 ➤ Amatori G. (2020), <i>Disability management e pedagogia speciale</i>, Pensa MultiMedia, Lecce-Brescia. ➤ Cottini L. (2017), <i>Didattica speciale e inclusione scolastica</i>, Carocci, Rome. <p>Additional study materials will be indicated and provided at the beginning of the course in relation to the diversified needs of the students in the various courses.</p>
<p>In itinere assessment methods</p>	<p>Access to the final examination is subject to the following 2 e-activities:</p> <ul style="list-style-type: none"> ➤ Activity 1 - Completion of a questionnaire on the topics covered by the module. ➤ Activity 2 - Drawing up a clinical case and a small intervention project aimed at promoting personal planning, decision-making and choice-making through guidance didactics, referring to a disabled person or a person in a marginal situation.
<p>Procedure for the final examination</p>	<p>The assessment of learning will take the form of an oral interview on the course contents and on the final report submitted, if any. The grade (min 18, max 30 with possible honours) is determined by the level of performance for each of the following dimensions of the oral interview: mastery of contents, appropriateness of definitions and theoretical references, clarity of argument, command of specialist language.</p>

Language of instruction	Italian
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