



## EDUCATION AND SPECIAL TEACHING METHODS

Enrollment year	2017/2018
Academic year	2018/2019
Regulations	DM270
Academic discipline	M-PED/03 (SPECIAL DIDACTICS AND PEDAGOGY)
Department	DEPARTMENT OF BRAIN AND BEHAVIORAL SCIENCES
Course	PSYCHIATRIC REHABILITATION TECHNIQUES
Curriculum	PERCORSO COMUNE
Year of study	2°
Period	(04/03/2019 - 31/05/2019)
ECTS	2
Lesson hours	16 lesson hours
Language	Italian
Activity type	ORAL TEST
Teacher	BONDIOLI BETTINELLI ANNAMARIA - 1 ECTS FERRARI MONICA - 1 ECTS
Prerequisites	Even if there are no particular prerequisites, in the awareness that many students will be approaching Education and Didactics and Special Education maybe for the first time during this course, for a proficient participation to the lessons students are expected to have a cultural attitude of willingness to listen, grasp and actively elaborate, discussing in a collaborative way, the theoretic and practical issues posed by pedagogical analysis.
Learning outcomes	To develop greater awareness of the topic of diversity as a resource and greater competence in the ways to promote the potential of each and every person. To offer students some keys to interpret the school context from the point of view of integration and inclusion of all students. To initiate students in the acquisition of communicative skills for use in multicultural contexts.



The course is divided into two parts, each worth 1 academic credit. The first part is the responsibility of prof. Monica Ferrari, the second of prof. Anna

Bondioli. Course title: "Accepting and giving value to diversity". During the course we will discuss acceptance and giving value to diversity as a resource for the class group and the community, taking care to promote in the attending students methodological and didactic skills useful to be effective in interpersonal relationships and to communicate clearly and transparently, respectful of each and every individual. To this end we will analyse the school laws on diversity and special needs from a diachronic perspective and in the present. We will talk

of a tool to observe and evaluate the quality of integration of different contexts. A tool will also be presented for auto-evaluation of the teachers' intercultural attitude.

## Teaching methods

All the professor's lessons aim at favouring student's active participation and interactive dialogue in group work. The participation of other professors/researchers/experts with an interest in the course topic is possible.

**Recommeneded or required  
readings**

Reference texts for the exam (in the available editions): A. Bondioli con M. Domimagni, G. Nigito, A. Sabbatini, ERVIS. Elementi per rilevare e valutare l'integrazione scolastica, Azzano San Paolo (BG), Edizioni Junior, 2009; M. Ferrari, F. Ledda, SAPIENSSII, Strumento per l'Autovalutazione dei Processi Interculturali in Educazione nella Scuola Secondaria di Secondo Grado, Milano, Franco Angeli, 2012 (or: M. Ferrari, G. Matucci, M. Morandi, La scuola inclusiva dalla Costituzione a oggi. riflessioni tra pedagogia e diritto (in preparation) ); D. Janes, S. Cramerotti, a cura di, Alunni con BES, Trento, Erickson, 2012; Slides presented in class. Recommended reading: C. Rogers, Libertà nell'apprendimento, trad. it. Firenze, Giunti-Barbera, 1973.





Oral exam.

Indicators:

- knowledge of the basic texts of the exam programme;
- ability to explain, autonomously, the silver thread that links some of the points in the basic texts, coherently with the exam's programme;
- ability to critically analyse and personally re-elaborate the issue proposed by the course;
- clear and logically coherent presentation;
- lexical accuracy.



