

SCIENZE DELLA FORMAZIONE PRIMARIA

General information	
Academic subject	Special Teaching
Degree course	Primary education sciences
Academic Year	I year, I semester
European Credit Transfer and Accumulation System (ECTS)	4+1
Language	ITALIAN
Academic calendar (starting and ending date)	I semester OCTOBER 15, 2021 - JANUARY 31, 2022
Attendance	The course has no obligation to attend, with the exception of the laboratory.

Professor/ Lecturer	
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Virtual headquarters	Teams platform
Tutoring (time and day)	The reception is held weekly. The day is to be defined.

Syllabus	
Learning Objectives	<p>You can find the training objectives at the following link: https://www.uniba.it/corsi/scienze-formazione-primaria/presiliazione-del-corso</p> <p>a) possess disciplinary knowledge relating to the areas being taught (linguistic-literary, mathematical, physical and natural sciences, historical and geographical, artistic, musical and motor);</p> <p>b) be able to articulate the contents of the disciplines according to the different school levels and the age of the children and the fulfillment of compulsory education</p> <p>c) possess pedagogical-didactic skills to manage the progression of learning by adapting the times and methods to the level of the different pupils;</p> <p>d) be able to choose and use the most appropriate tools for the planned path each time (frontal lesson, discussion, simulation, cooperation, mutual help, teamwork, new technologies);</p> <p>e) possess interpersonal and managerial skills in order to make class work fruitful for each child, facilitating the coexistence of different cultures and religions, knowing how to build common rules of life regarding discipline, a sense of responsibility, solidarity and a sense of justice;</p> <p>f) be able to actively participate in the management of the school and teaching by collaborating with colleagues both in didactic planning and in internal and external collegial activities, also in relation to the needs of the territory in which the school operates.</p>
Course prerequisites	<p>Students and students must possess:</p> <p>1) knowledge concerning the fundamentals of teaching;</p> <p>2) basic skills in the use of IT tools;</p>

	3) basic knowledge of the English language. 4) ability to analyse and summarize the contents
Contents	1. Historical notes: how Special Didactics was born and developed 2. Special teaching and inclusive education tools 3. Processing of special documentation (also on an ICF basis) 4. The evaluation of inclusion
Books and bibliography	A. Lascioli, L. Pasqualotto (2021). Il piano educativo individualizzato su base ICF. Strumenti e prospettive per la scuola (Nuova edizione aggiornata ai modelli nazionali), Carocci Faber, Roma. L. Perla, (2021). Per una didattica dell'inclusione (Nuova edizione aggiornata ai modelli nazionali), Pensa Multimedia, Lecce. In addition for non-attending students: I. Booth, M. Ainscow. (2014). Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola. Roma: Carocci.
Additional materials	The recommended texts will be supported by the multimedia presentations used by the teacher during the lessons and provided as pdf files. Students and attending students will be provided with study and in-depth materials (slides presented in class and any handouts). They are required to independently study the reference texts, the preparation of activities to be carried out in the classroom (where necessary) and active participation in the proposed discussions. Non-attending students are required to integrate their preparation with the additional text indicated in the program.

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
125	30	10	85
ECTS			
5	2	1	2
Teaching strategy			
<p>The organization of the course includes the alternation of lectures (conducted by the teacher with the use of support materials: slides, bibliographic materials), laboratories, flipped-classroom, in-depth seminars (also with the participation of experts from sector) consistent with the outgoing professional profile.</p> <p>Social networks will be used for informal teaching and the sharing of in-depth materials.</p> <p>The course will be held "in presence or blended learning (mixed, frontal and distance teaching).</p>			
Expected learning outcomes			
Knowledge and understanding on:	Analytical knowledge of the themes and problems of special teaching		
Applying knowledge and understanding on:	Ability to process the knowledge acquired to prepare inclusive training projects. Maturation of a didactic transposing competence of the course contents. Acquisition of competence in the use of mediators and design and evaluation tools in the field of special teaching.		
Soft skills	<ul style="list-style-type: none"> • Autonomy of judgment <p>Ability to develop critical thinking in the face of the challenges posed by educational emergencies linked to any form of marginalization, social exclusion, labeling of diversity.</p> <ul style="list-style-type: none"> • Communication skills <p>Ability to develop a correct scientific language to present and argue the</p>		

topics covered by the course with an appropriate language

. Ability to learn independently

At the end of the course, the student must be able to:

Maturation of a competence aimed at developing autonomy in learning, in doing insights, in participating in working groups.

Maturation of an interdisciplinary competence of integration of the contents of general didactics in the curricular planning of special didactics.

Assessment and feedback	
Methods of assessment	<p>The assessment of learning will be carried out through a final oral interview regarding the contents discussed during the course. Possible intermediate tests of a practical-applicative nature will be taken that allow to evaluate also the 'Applied knowledge and understanding capacity', the autonomy of judgment, the communication skills, the ability to learn (for example the compilation of an IEP based on ICF , the structuring of a questionnaire for the Index for inclusion, etc.)</p> <p>For attending students, the interview will focus on the bibliography indicated and on the material (slides, insights) provided by the teacher. Non-attending students will support the interview by integrating an additional text.</p>
Evaluation criteria	<ul style="list-style-type: none"> • Knowledge and understanding: ability to present, argue and synthesize the constructs dealt with in a clear, appropriate language and referring to precise theoretical references; • Applied knowledge and understanding: completeness in the theoretical contents acquired • Autonomy of judgment: - critical reworking of contents • Communication skills: ability to present, argue and synthesize the constructs dealt with in clear language, • Ability to learn: commitment to self-study.
Criteria for assessment and attribution of the final mark	<p>The assessment of learning will be carried out through a final oral interview regarding the contents discussed during the course. The final grade is awarded out of thirty. The exam is passed when the grade is greater than or equal to 18.</p> <p>Possible intermediate tests of a practical-applicative nature will be taken that allow to evaluate also the 'Applied knowledge and understanding capacity', the autonomy of judgment, the communication skills, the ability to learn (for example the realization of a curricular planning of the educational - social etc.)</p> <p>For attending students, the interview will focus on the bibliography indicated and on the material (slides, insights) provided by the teacher. Non-attending students will support the interview by integrating an additional text.</p>
Additional information	
	<p>It is possible to agree with students attending ongoing exercises and the production of valid papers for the purposes of the final evaluation. Students wishing to carry out the final thesis must first have passed the exam. The teacher is available to non-attending students for further information by appointment.</p>

