

| General Information   |                                    |
|-----------------------|------------------------------------|
| Academic subject      | Special Education                  |
| Degree course         | Sciences of Training and Education |
| Curriculum            |                                    |
| ECTS credits          | 6                                  |
| Compulsory attendance | No                                 |
| Language              | Italiano                           |

| Subject teacher | Name Surname  | Mail address           | SSD |
|-----------------|---------------|------------------------|-----|
|                 | Gallelli Rosa | rosa.gallelli@uniba.it | D2  |

| ECTS credits details      | Discipline Area | SSD | Credits |
|---------------------------|-----------------|-----|---------|
| Basic teaching activities | M-PED/03        | D2  | 6       |

| Class schedule |                         |
|----------------|-------------------------|
| Period         | Semester I , march 2021 |
| Year           | 2020-2021               |
| Type of class  | Lecture- workshops      |

| Time management          |    |
|--------------------------|----|
| Hours measured           | 42 |
| In-class study hours     |    |
| Out-of-class study hours |    |

| Academic calendar |  |
|-------------------|--|
| Class begins      |  |
| Class ends        |  |

| Syllabus   |   |
|--|---|
| Prerequisite requirements                                    |   |
| Expected learning outcomes (according to Dublin Descriptors) | <ol style="list-style-type: none"> <li>1. Analytical knowledge of issues and problems of Special Education.</li> <li>2. Acquiring abilities in order to prepare inclusive educational projects.</li> <li>3. Acquiring a critical thinking in order to face educational emergencies related to different forms of diversity and exclusion in complex modern societies.</li> <li>4. Trasposing teaching competences in course contents.</li> <li>5. Maturation of an expertise in the use of mediators and the design and evaluation tools in the field of special education .</li> </ol> |
| Contents   | <ol style="list-style-type: none"> <li>1 . How the Special education was born and how it developed</li> <li>2. Main concepts of Special Education ( Diversity , disability , handicap, inclusion , SEN – Special Educational Needs, etc . )</li> <li>4 . International Classifications: from ICDH to ICF</li> <li>5 . The cultural, terminological and legislative trail from exclusion to inclusion of disabled people.</li> </ol>   |

|                     |  |
|---------------------|--|
| Course program      |  |
| Bibliography        | <p>Researches and Books:</p> <p>M.de Caris, L. Cottini (2020). <i>Il Progetto individuale dal profilo di funzionamento su base ICF al PEI</i>. Milano: Giunti.</p> <p>AA. VV. (2018). <i>Disability studies e inclusione</i>. Trento: Erickson.</p> <p>A. Greco (2015). <i>Per una pedagogia dell'inclusione</i>. Bari: Progedit.</p> <p>B.<br/>Lecture notes by Professor Rosa Gallelli.</p>  |
| Notes               |  |
| Teaching methods    | Lectures , seminars , workshops  |
| Assessment methods  | <p>Mid-term tests , final interview.<br/>Evaluation criteria.</p> <ul style="list-style-type: none"> <li>• Knowledge and comprehension. Skills: verification of the analytical knowledge of the themes and problems of special pedagogy.</li> <li>• Knowledge and comprehension. Applied skills: verification of the ability to process the knowledge acquired to prepare inclusive training projects.</li> <li>• Autonomy of judgment: verification of the ability to develop critical thinking in the face of educational emergencies linked to forms of labeling diversity and excluding complex societies.</li> <li>• Communication skills: assessment of the maturity of a didactic transpositive competence of the course contents.</li> <li>• Ability to learn: assessment of a specific skill in the use of mediators and tools for design and evaluation in the context of special pedagogy.</li> </ul> |
| Further information |  |