

General information	
Academic subject	INCLUSION TEACHING
Degree course	SCIENCES OF PRIMARY EDUCATION
Academic Year	V
European Credit Transfer and Accumulation System (ECTS)	4 + 1
Language	ITALIAN
Academic calendar (starting and ending date)	II SEMESTER (MARCH - MAY)
Attendance	NO

Professor/ Lecturer	
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Department and address	Department of Education, Psychology, Communication, via Crisanzio 42, Bari
Virtual headquarters	CLASSROOM TEAMS
Tutoring (time and day)	Monday, 14,30

Syllabus	
Learning Objectives	<p>Management and organizational skills of the class or section and specifically with pupils with special educational needs (BES) or with disabilities.</p> <p>Skills of educational and didactic planning of inclusion</p> <p>Editing of the Pei and PDP according to the ICF.</p> <p>Skills in the construction and use of inclusive tools</p>
Course prerequisites	<p>Female students and students must have:</p> <ol style="list-style-type: none"> 1) knowledge regarding the fundamentals of teaching; 2) basic skills in the use of IT tools; 3) basic knowledge of the English language. 4) ability to analyze-synthesis and re-elaboration of contents.
Contents	<ol style="list-style-type: none"> 1. Historical notes: how Special Didactics was born and developed 2. Special didactics and inclusive education tools 3. Processing of special documentation (also on an ICF basis) <p>The evaluation of inclusion</p>
Books and bibliography	<ol style="list-style-type: none"> 1. M. Montessori. (2013). The discovery of the child, Garzanti 2. L. Perla, FJ Garofoli , I. Amati, MT Santacroce (2022). <i>The mild strength of education. A pedagogical device to combat bullying and cyberbullying</i> , FrancoAngeli . <p>In addition for non-attending students:</p> <ol style="list-style-type: none"> 1. L. D'Alonzo. (2012). How to manage the class in teaching practice. Florence: Joints
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). Non-attending students are required to integrate their preparation with the additional text indicated in the program.
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Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
40	30	10	85
ECTS			
5	4	1	
Teaching strategy	The organization of the course provides for 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. Social networks will be used for informal teaching and the sharing of in-depth materials.		
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. Development of a competence in the use of mediators and planning and evaluation tools in the field of special teaching.		
Soft skills	<ul style="list-style-type: none"> • <i>Autonomy from judgement</i> 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. • <i>Skills communicative</i> Ability to develop a correct scientific language to present and argue the topics covered by the course with an appropriate language. • <i>Capacity from learn in way autonomous</i> <p>Maturation of a competence aimed at developing autonomy in learning, in making insights, in participating in work groups.</p> <ul style="list-style-type: none"> ○ Maturation of an interdisciplinary competence of integration of the contents of general teaching in curricular planning of special teaching. 		

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Assessment and feedback	
Methods of assessment	<p>The evaluation 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 realization of a curricular planning of the educational - social etc.)</p> <p>For those attending, 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	<p>The evaluation of the exam will take place out of thirty and will take particular account of the following criteria:</p> <ul style="list-style-type: none"> - ability to present, argue and synthesize the constructs dealt with in a clear, appropriate language and referring to precise theoretical references; - completeness in the theoretical contents acquired - critical reworking of contents - commitment to autonomous study.
Criteria for assessment and attribution of the final mark	Oral exam and laboratory activities
Additional information	<p>It is possible to agree with the students attending on-going 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>