

General Information	
Academic subject	Special Didactics
Degree course	Primary teacher education
ECTS credits	5
Compulsory attendance	No
Language	Italiano

Subject teacher	Name Surname	Mail address	SSD
	Loredana Perla	loredana.perla@uniba.it	M-PED/03

ECTS credits details			
Basic teaching activities	M-PED/03	D2	5

Class schedule	
Period	First half-year (October - January)
Year	V
Type of class	Lectures Workshops Seminars Assessment

Time management	
Hours measured	1 H =60 min
In-class study hours	40
Out-of-class study hours	85

Academic calendar	
Class begins	October 2018
Class ends	January 2019

Syllabus	
Prerequisite requirements	Students and students must possess: 1) knowledge concerning the fundamentals of teaching; 2) basic skills in the use of IT tools; 3) basic knowledge of the English language. 4) ability to analyse and summarize the contents.
Expected learning outcomes (according to Dublin Descriptors)	<ul style="list-style-type: none"> • Knowledge and ability of understanding: Analytic knowledge of the themes and problems about Pedagogy and Special Didactics • Knowledge and understanding, applied: Ability to elaborate the acquired knowledge in order to implement inclusive training projects. Development of a transposing didactic competence of the course contents. Development of a competence about the utilization both of the mediators and instruments of projecting and evaluation in the field of Special Didactics. • Autonomy of judgment: Ability to develop a critical way of thinking towards the challenges coming up from educational emergencies that are linked to every kind of marginalization, social exclusion, labeling of diversity.

	<ul style="list-style-type: none"> • Communication skills: Ability to develop a specific problem to argue about the topics of the course with an appropriate language, readiness and clarity. • Learning skills: Development of a transposing didactic competence of the course contents.
Contents	<ol style="list-style-type: none"> 1. Historical outlines: the birth and the rise of Special Pedagogy 2. Special Didactics and instruments of the inclusive education 3. The elaboration of the PEI 4. Specific Learning Disorders 5. The evaluation of the inclusion
Course program	
Bibliography	<ol style="list-style-type: none"> 1. L. Perla. (2013). <i>Per una didattica dell'inclusione. Prove di formalizzazione</i>. Lecce: Pensa Multimedia 2. T. Booth, M. Ainscow. (2014). <i>Nuovo Index per l'inclusione. Percorsi di apprendimento e partecipazione a scuola</i>. Roma: Carocci. <p>The students who do not attend courses must add the following texts:</p> <ol style="list-style-type: none"> 1. L. Cottini. (2011) <i>L' autismo a scuola. Quattro parole chiave per l'integrazione</i>. Roma: Carocci.
Notes	<p>The recommended texts will be supported by the multimedia presentations used by the teacher during the lessons and provided as pdf files.</p> <p>Students and attending students will be provided with study materials and in-depth analysis (slides presented in class and possible lecture notes). They are required to independently study the reference texts, the preparation of activities to be carried out in classroom (where necessary) and active participation in the proposed discussions.</p> <p>Non-attending students are required to supplement their preparation with the additional text indicated in the program.</p>
Teaching methods	<p>The organization of the course involves the alternation of lectures (conducted by the teacher with the use of support materials: slides, bibliographic materials of deepening), laboratories, flipped-classroom, in-depth seminars (also with the participation of sector experts) consistent with the profile professional outgoing.</p> <p>We will use social networks for informal teaching and sharing of materials deepening.</p>
Assessment methods	<p>The evaluation of the learning will take place through a final oral interview concerning the contents discussed during the course. For attending students, the interview will focus on the bibliography indicated and on the material (slides, in-depth) provided by professor. Non-attending students will support the interview by integrating an additional text.</p> <p>Evaluation criteria:</p> <p>The evaluation of the exam will take place in thirtieths and will take particular account of the following criteria:</p>

	<ul style="list-style-type: none"> - ability to present, argue and synthesize constructs treated with a clear, appropriate language and referring to precise theoretical references; - completeness in the theoretical contents acquired; - critical revision of the contents; - independent commitment.
Evaluation criteria	<p>Knowledge and ability of understanding: Students will have to demonstrate that they have acquired the critical knowledge of all the topics covered by the course, about the topics of special teaching.</p> <p>Knowledge and understanding, applied: Students will be able to process the knowledge acquired to prepare inclusive training projects and use mediators and planning and evaluation tools in the field of special teaching.</p> <p>Autonomy of judgment: In addition to demonstrating to have acquired the contents of the course, the students and students will have to demonstrate that they are able to contextualize them and problematize them adequately and independently. They will have to prove they have gained critical thinking in the face of the challenges posed by educational emergencies linked to any form of marginalization, social exclusion, labeling of diversity. Moreover, they will have to demonstrate to be able to rework in a critical way e personal content of the course.</p> <p>Communication skills: Students will have to show that they know how to expose clearly and exhaustive using appropriately the specific vocabulary of the discipline with adequate argumentative competence.</p> <p>Learning skills: Students must have developed the competence of autonomous study of the specific knowledge and skills acquired.</p>
Further information	<p>It is possible to agree with the students attending on-going exercises and the production of documents valid for the final evaluation. The students who they wish to carry out the final thesis they must first have obtained passing the exam. The teacher is available to non-attending students for further information by appointment.</p>

BARI, 06 MAGGIO 2018

Donatella Pele