



# UNICUSANO

Università degli Studi Niccolò Cusano - Telematica Roma

<b>Subject</b>	<b>Special Pedagogy for Inclusion - PEDAGOGIA SPECIALE E DISABILITÀ</b>
<b>Course of study</b>	Master's degree in Science and Technic of Sport (LM-68)
<b>Academic discipline (SSD)</b>	M-PED/03
<b>Year of the course</b>	2
<b>Academic Year</b>	2024-2025
<b>University credits</b>	6
<b>Propaedeutics</b>	
<b>Professor</b>	Alessio Covelli AREA: SCIENZE MOTORIE NICKNAME: COVELLI.ALESSIO EMAIL: <a href="mailto:alessio.covelli@unicusano.it">alessio.covelli@unicusano.it</a>
<b>Presentation</b>	<p>The course addresses the fundamental issues of Pedagogy and Special Education for inclusion to understand, communicate and work with human diversity. The recognition of diversity as an ontological category of the human being is essential to build the competencies useful to foster inclusion processes in an ecosystemic perspective, with reference to situations of disability and more broadly to all special needs.</p> <p>The course focuses on the construction and development of inclusive educational and training practices in the field of motor and sport sciences. The goal of such processes is the person in his/her irreducible singularity, his/her development and realization in the perspective of the life project. Therefore, education and training are functional to the promotion of the person as value and purpose of the design and intervention of sports activities according to the inclusive approach of "sport for all," accessible and participatory.</p>
<b>Training aims</b>	<p>Training aims of this course are:</p> <ul style="list-style-type: none"> <li>• Knowing in depth the meaning and approach of Pedagogy and Special Education for the promotion of inclusive motor and sports activities.</li> <li>• Consolidating and disseminating the interpretative coordinates and models of disability and human diversity for the development of social and cultural awareness and pluralism.</li> <li>• Learning the meaning and theoretical-practical foundations of the pedagogical and educational approach to the person knowing how to read and evaluate the complexity and heterogeneity of intervention contexts for the inclusion of everyone.</li> <li>• Developing pedagogical-didactic design expertise for the implementation of inclusive and playful motor and sports activities.</li> </ul>
<b>Training aims</b>	Knowing the basic concepts related to the meaning and approach of Pedagogy and Special Education for promoting inclusive motor and sports activities.
<b>Prerequisites</b>	<p>Learning outcomes of this course are:</p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <p>The student has mastered the concepts, appropriate terminology and epistemological foundations of Special Pedagogy in their historical-scientific evolution. He/she will have gained advanced knowledge to understand the meaning of diversity as an ontological and interpretative category of the person for the purpose of its enhancement in existential contexts through playful motor and sport activities. The student will also know and be able to distinguish cultural models related to disability situations.</p>

	<p><b>APPLYING KNOWLEDGE AND UNDERSTANDING</b></p> <p>The student will be able to identify the characteristics of inclusive motor and sports practices and their educational and training purposes in order to prevent situations of discomfort and exclusion. He/she will be able to understand and experience the educational and training intentionality in order to foster positive social relationships and prevent situations of discomfort, exclusion and violence, taking into account the fundamentals of educational care and the helping relationship. The student will have the opportunity to build methodological competencies related to the scope and use of pedagogical and didactic strategies in the design of inclusive playful motor activities. He/she will be able to combine the design of inclusive playful-sports activities with the application of some techniques and regulations related to inclusive sports. The student will know the main theoretical and application features of cooperative teaching strategies.</p> <p><b>MAKING JUDGEMENTS</b></p> <p>Based on the methodological skills developed during teaching, the student will be able to identify design strategies for proposing of inclusive playful-sports motor activities with educational and training purposes. He/she will develop an aptitude for self-reflection and self-evaluation on pedagogical and didactic competencies to be used in the different professional fields of motor and sports activities from the perspective of lifelong learning.</p> <p><b>COMMUNICATION SKILLS</b></p> <p>The student will know how to use appropriate terminology both in reference to the expression of disciplinary concepts and in the identification of persons with disabilities and/or special needs. Finally, he/she will know how to use ICT as a form of didactic and pedagogical mediation.</p>
<p><b>Teaching organization</b></p>	<p>This course involves 6 CFU corresponding to a study load of at least 150 hours by the student. It is developed through pre-recorded audio-video lectures, slides, handouts and other supporting teaching resources. The study materials are available on the e-learning platform and contain all the necessary elements to tackle the study of the subject in preparation for the exam. In addition, students can refer to the texts recommended by the lecturer in the available teaching materials for in-depth study of the concepts addressed in the teaching.</p> <p>The study load includes at least the following components:</p> <ul style="list-style-type: none"> <li>- 135 hours (for 6 CFU) of didactic delivery for viewing and studying prerecorded lectures (7 hours of study for 1 hour of videotaped lecture, including 2 hours to listen to the lecture and 5 hours of self-study to assimilate the lecture content, for a total of 21 hours of videotaped lectures);</li> <li>- 15 hours (for 6 CFUs) of interactive teaching on the forum (virtual classroom) aimed at conducting exercises and</li> <li>- exercises proposed by the lecturers, called "e-tivity".</li> </ul> <p>The student is advised to spread the study evenly over a period of 7-8 weeks by devoting at least 20-25 hours per week to the study.</p>
<p><b>Course contents</b></p>	<p>Module I - The meaning and scientific model of Special education and teaching for inclusion</p> <p>Module II – Words, meanings and cultural models related to inclusion and disability</p> <p>Module III - Sport and Inclusion: competences, application principles, educational and training values</p> <p>Module IV - Pedagogical and didactic design of inclusive physical and sport activities</p> <p>Module V – Relationship of help and educational care</p>

<b>Study materials</b>	<ul style="list-style-type: none"> <li>• <b>Pre-recorded video lectures divided into 4 modules</b></li> <li>• <b>Supporting teaching materials by the lecturer (handouts, slides and others)</b></li> </ul>
<b>Learning check</b>	<p>The exam will normally consist in a written or oral test (oral testing can be only carried out at the Campus in Rome) to verify analytical skills, language property and the ability to reprocessing acquired concepts.</p> <p>The written exam consists of a test composed by 30 multiple-choice questions with 1 point awarded for each correct answer. The oral test consists of an interview aimed at ascertaining the student's level of preparation. The latter normally consists of 3 or 4 questions covering the entire teaching program.</p> <p>Particular attention in the evaluation of the answers is given to the student's ability to represent and reworking study topics of the various modules. The student should apply and present the various contents in a relevant, comprehensive manner and with language property.</p> <p>It will be considered proper performance of the proposed e-activities in the final assessment.</p>
<b>Criteria for the assignment of final work</b>	<p>Final paper will be assigned to applicant students based on an interview with the professor. Students will express specific interests in relation to the topics that he/she intends to study in depth; there are no preclusions to the request for thesis assignment and there is no particular grade point average for requesting it.</p>