

**COURSE OF STUDY Philosophy**

**ACADEMIC YEAR 2023-2024**

**ACADEMIC SUBJECT Teaching Rudiments and Research**

General information	
Year of the course	<i>First year</i>
Academic calendar (starting and ending date)	<i>25.09.2023 13.12.2023</i>
Credits (CFU/ETCS):	<i>6</i>
SSD	<i>MPED-O3 Didactics and special education</i>
Language	<i>Italian</i>
Mode of attendance	<i>Not compulsory</i>

Professor/ Lecturer	
Name and Surname	<i>Serafina Pastore</i>
E-mail	<i>serafina.pastore@uniba.it</i>
Telephone	<i>080-5714546</i>
Department and address	<i>DIRIUM Room 208 Palazzo Chiaia-Napolitano Via Crisanzio, 42</i>
Virtual room	<i>Teams. Access code: tx6l6di</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	<i>In presence (and online) Wednesday 10.00-12.00</i>

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<i>150</i>	<i>42</i>		<i>108</i>
CFU/ETCS			
<i>6</i>			

<b>Learning Objectives</b>	<i>The module introduces to the main issues and problems in the educational contexts (school and extra-school). More specifically, the subject matter contents will be differentiated at theoretical level (with a focus on main dimensions of teaching and teacher education field); at practical level (with a focus on the main teaching methods and on educational research) and lastly, on practical level (with a focus on field experiences, testimonies and instruments).</i>
<b>Course prerequisites</b>	<i>Study skills Pedagogy content knowledge Research methodology rudiments Educational psychology rudiments English rudiments</i>

<b>Teaching strategies</b>	<i>Lecture; workshop, seminar, role-playing, research project work.</i>
<b>Expected learning outcomes in</b>	



terms of	
<b>Knowledge and understanding on:</b>	Students will acquire: <ul style="list-style-type: none"><li>○ Basic knowledge on Didactics and Educational Research;</li><li>○ Basic knowledge for analyse, elicit and understand educational problems.</li><li>○ Basic knowledge for design, implement and evaluate teaching process.</li></ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"><li>○ Students will acquire methodological knowledge and competencies necessary for design a responsive and effective teaching action.</li></ul>
<b>Soft skills</b>	<ul style="list-style-type: none"><li>• <i>Making informed judgments and choices</i><ul style="list-style-type: none"><li>○ Students will learn how to use in critical and autonomous way, through systematically practice of self-assessment, methods, strategies, instruments and teaching techniques in formal, non-formal and informal learning contexts.</li><li>○ They will learn how to implement a research project on the field (research aims and rationale, background analysis; theoretical framework; validity and reliability criteria; gathering data; analysis and interpretation; communication and dissemination)</li></ul></li><li>• <i>Communicating knowledge and understanding</i><ul style="list-style-type: none"><li>○ Students will develop fundamental competencies for didactic communication. They will learn how work in a team; how to manage workload; how to be timely; how to manage conflicts. They will learn also how to present and communicate a research project and a research report</li></ul></li><li>• <i>Capacities to continue learning</i><ul style="list-style-type: none"><li>○ Students will learn in a reflective and experiential way.</li></ul></li></ul>
Syllabus	
<b>Content knowledge</b>	<ul style="list-style-type: none"><li>• Teaching rudiments; k-words of Didactics; Methodological dimensions of teaching</li><li>• Formal, non-formal and informal learning contexts</li><li>• Teaching practice;<ul style="list-style-type: none"><li>○ Design, implementation and evaluation of formative process</li><li>○ Assessment of learning, assessment for learning</li><li>○ Teaching strategies and techniques</li><li>○ Self-assessment</li><li>○ Experiential and reflective learning</li></ul></li><li>• Educational research on teaching: themes, problems, methods<ul style="list-style-type: none"><li>○ Evidence-based research</li><li>○ Art-based research</li></ul></li></ul>
<b>Texts and readings</b>	<p><i>For all students:</i></p> <ul style="list-style-type: none"><li>• Bonaiuti G., Calvani A., Ranieri M. (2017). <i>Fondamenti di didattica</i>. Roma: Carocci (nuova edizione).</li><li>• Pastore S. (2020). <i>Saper ben valutare. Repertori, modelli e istanze formative per l'assessment literacy</i>. Milano: Mondadori.</li><li>• Pastore S. (2019). <i>Autovalutazione. Promuovere la riflessione e l'autoregolazione dell'apprendimento</i>. Novara: Utet.</li></ul> <p><i>Not attendee students are requested to read at least one of these monographies:</i></p> <ul style="list-style-type: none"><li>• Pastore S (2019). <i>La competenza valutativa dell'insegnante</i>. Roma:</li></ul>



	Carocci. • Moon J. (2012). <i>Esperienza, riflessione, apprendimento</i> . Roma: Carocci.
<b>Notes, additional materials</b>	Handouts, learning material and organizers (in Italian and English) will be provided to students. Some lesson can be taught in English or may provide reference to educational research made following the APA standards.
<b>Repository</b>	<a href="https://www.uniba.it/it/docenti/pastore-serafina-manuela/attivita-didattica">https://www.uniba.it/it/docenti/pastore-serafina-manuela/attivita-didattica</a> Teams (access code: ikj1vpz)

<b>Assessment</b>	
<b>Assessment methods</b>	Students will be assessed by oral examination. There will not be considered exemptions. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises. No exemptions will be allowed. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises.
<b>Assessment criteria</b>	<ul style="list-style-type: none"><li>• <i>Knowledge and understanding</i><ul style="list-style-type: none"><li>○ The process of assessment is designed to reflect content knowledge and to grasp these elements:</li><li>○ Didactics and teaching theories;</li><li>○ Lexicon;</li><li>○ Inference skills;</li><li>○ Reflexivity and critical thinking.</li></ul></li><li>• <i>Applying knowledge and understanding</i><ul style="list-style-type: none"><li>○ For the evaluation of the <i>applying knowledge and understanding</i> students will produce an education or research project related to course contents.</li></ul></li><li>• <i>Autonomy of judgment/ Communicating knowledge and understanding/ Communication skills/ Capacities to continue learning</i></li></ul> <p>During the course, simulations, drill and practices, as well as case studies will be performed in order to assess, through self and peer assessment modalities, if students progressed in making informed judgments and choices, in communicating knowledge and understanding, and self-regulate their learning.</p>
<b>Final exam and grading criteria</b>	The vote will be expressed out of thirty. The assessment of learning will be based on a careful analysis of the educational project carried out by students (Orderly and complete development; Articulated and effective argumentation; Use of technical terms; Personal experience references and independently use of the knowledge learned) (30% of final grade) and the oral exam (Recognition of the dimensions and foundations of the instructional design; Identification of the different models of analysis and teaching practice; Autonomous and conscious analysis of teaching professionalism) (70% of the final grade).
<b>Further information</b>	
	.