

2018 - 2019

General Information	
Academic subject	Experimental Pedagogy (Educational Research)
Degree course	Communication Sciences
Curriculum	
ECTS credits	9 CFU
Compulsory attendance	No
Language	Italian

Subject teacher	Name Surname	Mail address
	prof. Michele Baldassarre	michele.baldassarre@uniba.it

ECTS credits details			Credits
Basic teaching activities	I1/D2 Didattica, Pedagogia Speciale e Ricerca Educativa	M-PED/04 Pedagogia Sperimentale	9

Class schedule	
Period	1° Semester, a.a. 2018/19
Year	2018 - 2019
Type of class	Lecture- workshops. Lessons with the use of power point, audiovisual and educational cards will alternate with simulations and exercises in laboratory work, and the presentation-discussion of experimental research projects realized ("educational seminars" with privileged witnesses). Blended learning will also be used.

Time management	
Hours measured	1 Hour = 60' minutes
In-class study hours	60 hours
Out-of-class study hours	165 hours

Academic calendar	
Class begins	15 October 2018
Class ends	31 January 2019

Syllabus	
Prerequisite requirements	
Expected learning outcomes	The course aims to illustrate the problems and research methods in education. We will deepen the concepts and basic procedures in experimental and empirical research. At the end of the course, the student may (knowledge and comprehension skills): to know the main lines of epistemological debate in the Experimental Pedagogy, compare and distinguish between them fundamental characteristics of the theoretical and methodological approaches of quantitative and qualitative empirical research in education; recognize the fundamental phases of empirical research and experimental analyzes of the characteristics of certain instruments and research procedures

2018 - 2019

	<p>used in education and know how to use (comprehension skills applied) such as the questionnaire, the interview, the attitude scales, grids of direct observation, evidence of assessment of learning; reading and interpreting the results of empirical research, analyze and critically evaluate (Judgement) - in their methodological aspects fundamental - empirical research in various fields of communication. Him / her student / it will have understand and investigate the dynamics related to media education, social media for understanding (ability to learn) how these tools are used by young people, whether they represent real devices to socialize in a virtual dimension which then results in a plane of reality or drive away the personal and lived encounter with the other (communication skills). Deepen the relationship between communication and identity (on-line and off-line) by analyzing the ways in which adolescents reorganize their social contexts in space-time new and changing and if the network can be an instrument of education to cosmopolitanism . The course aims to describe a model of "media education" that links the different aspects of media education and illustrate the processes related to e-learning</p>
Contents	<p>The theoretical basis of experimental research in education, research methodologies, techniques and tools of detection; processes related to the collection and coding of the experimental data, the empirical research in education, research and observational research with intervention qualitative research and quantitative, and the phases of quantitative research, the moments of different forms of qualitative research, choose a search strategy; explain the stages of the research, organizational and managerial aspects of educational research, a model of participatory research: action research, the evaluation of educational interventions: theory, tools and techniques of evaluation and that the fundamental principles of media education, media literacy, learn the media, the media write; new perspectives; relational intelligence of Gardner; case study: read a television program, read the advertisement, create the image; reach the public; produce advertising, new media and Identity;; between media consumption and knowledge, to use the media; grow with the media; epistemology of representation of the construction and the third culture: a space shaped by sharing, the information society strategies in the European Union, citizenship and e-democracy; multimedia and teaching: students web 2.0; live in the network; social network and relationship dynamics and the network as an educational tool to cosmopolitanism; digital generation and the internet; glocalism and the digital world; identity online and offline, processes relating to e- learning.</p>

2018 - 2019

<b>Course program</b>	
Bibliography	<p>1) R. Trincherò, I metodi della ricerca educativa, Laterza, Roma- Bari, 2009 (2<sup>a</sup> ed.),</p> <p>2) P. Rivoltella, Media Education. Idea, metodo, ricerca, Ed. La scuola, Brescia, 2017</p> <p>3) M. Ranieri, S. Manca, I social Network nell'educazione. Basi teoriche, modelli educativi e linee guida, Erickson, Trento, 2013.</p> <p>4) A. Fornasari, M. Giorda, Dietro lo schermo. Gli adolescenti e la comunicazione ai tempi di Facebook, Bibl. della Fondazione Intercultura, Siena, 2013 (Only chapters I, II, VI, VIII, X)</p>
Teaching methods	Lessons face to face and on-line, workshops and laboratory activities
Assessment methods	<p>Formative intermediate assessment methods are provided, as well as the assessment of skills with rubrics and final summative assessment.</p> <p>The formative intermediate assessment allows the student and the teacher to have feedback on the teaching-learning process.</p> <p>The evaluation for competences with rubrics makes it possible to be sure about the acquisition of skills, as well as knowledge.</p>