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| General Information | |
| Academic subject | Theory of Didactic and Analysis of Practice |
| Degree course | Educational Science |
| ECTS credits | 9 |
| Compulsory attendance | No |
| Language | Italiano |

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

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| ECTS credits details | | | |
| Basic teaching activities | M-PED/03 | D2 | 9 |

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| Class schedule | |
| Period | Semestre II (march-june) |
| Year | II |
| Type of class | Lectures Workshops Seminars Assessment |

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| Time management | |
| Hours measured | 1h =60 min |
| In-class study hours | 70 |
| Out-of-class study hours | 153 |

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| Academic calendar | |
| Class begins | March 2021 |
| Class ends | June 2021 |

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| 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 understanding: Analytical knowledge of the fundamentals of General Didactics intended as a theoretical field having as its object the teaching and the construction of formal, informal and non-formal learning contexts. • Knowledge and understanding, applied: Ability to elaborate the acquired knowledge to prepare training projects for educational professional contexts. Maturation of an interdisciplinary competence in integrating the contents of general teaching in the curricular planning of educational - social. • Autonomy of judgment: Ability to develop critical thinking in the face of the challenges posed by educational emergencies. • Communication skills: Ability to develop a correct scientific language to present the topics of the course |

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| | <p>orally.</p> <ul style="list-style-type: none"> Learning skills: Development of a transposing didactic competence of the course contents. |
| Contents | <ol style="list-style-type: none"> The action learning: principles, methods, devices The Didactic Mediation The analysis of practice Writing in the practice of the educator The problem of method as an educational third Foundations and challenges of socio-educational work The contexts of educational action Act educational and social unease The educational body Media and communication for educational work The educational relationship and the thought of difference Educational planning and evaluation The documentation of educational action Professional training of the educator The skills of the educator |
| Course program | |
| Bibliography | <ol style="list-style-type: none"> L. Perla, M.G. Riva (2016). L'agire educativo. Brescia: la scuola. L. Perla, F. J. Garofoli, I. Amati, M. T. Santacroce (2019). La forza mite dell'educazione. Ricerca e strategie di intervento per il contrasto del bullismo a scuola. Molfetta: La Meridiana. <p>The students who do not attend courses must add the following texts:</p> <ol style="list-style-type: none"> P. Bertolini, L. Caronia (2015). Ragazzi difficili, nuova edizione a cura di C. Palmieri e P. Barone. Milano: FrancoAngeli. |
| 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)</p> |

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| | <p>provided by professor. Non-attending students will support the interview by integrating an additional text.</p> <p>Evaluation criteria: 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 | <ol style="list-style-type: none"> 1. 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, with regard to the topics of special teaching. 2. 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. 3. 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, he will have to demonstrate to be able to rework in a critical way e personal content of the course. 4. Communication skills: Students and 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. 5. Learning skills: Students must have developed the competence of autonomous study of the specific knowledge and skills acquired. |
| 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, 8 GIUGNO 2020

Giuseppe Pele