

| General Information   |  |
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| Academic subject      | Experimental Pedagogy + Laboratory for the design and evaluation of educational services for children. |
| Degree course         | Sciences of Education and Training   |
| Curriculum            |  |
| ECTS credits          | 9  |
| Compulsory attendance | Yes, just for the 20 hours in the lab.   |
| Language              | Italian (10% in English)   |

| Subject teacher | Name Surname      | Mail address   | SSD      |
|-----------------|-------------------|--|----------|
|                 | Alberto Fornasari | <a href="mailto:alberto.fornasari@uniba.it">alberto.fornasari@uniba.it</a> | M-PED/04 |

| ECTS credits details      |                       |       |  |
|---------------------------|-----------------------|-------|--|
| Basic teaching activities | Experimental Pedagogy | 9 CFU |  |

| Class schedule |  |
|----------------|--|
| Period         | Semestre I October 2021  |
| Year           | 2021-2022  |
| 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).<br>Will also be used blended modes through the provision of lessons through webinar and teams platform. |

| Time management          |        |
|--------------------------|--------|
| Hours measured           | 60 '   |
| In-class study hours     | 50 +20 |
| Out-of-class study hours |        |

| Academic calendar |                    |
|-------------------|--------------------|
| Class begins      | I semester October |
| Class ends        | December           |

| Syllabus   |   |
|--|---|
| Prerequisite requirements                                    |   |
| Expected learning outcomes (according to Dublin Descriptors) | The course aims to illustrate the problems and research methods in education. It delve into concepts and basic procedures in experimental and empirical research. At the end of the course, the student may: (knowledge comprehension skills) know the main lines of the epistemological debate in the framework of Experimental Pedagogy, compare and distinguish between them the fundamental characteristics of the theoretical and methodological approaches of quantitative empirical research and quality in education; recognize the fundamental phases of |

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|                  | empirical research and experimental analyzes of the characteristics of certain instruments and research procedures used in the school environment (understanding applied), such as the questionnaire, the interview, the attitude scales, grids direct observation, evidence of assessment of learning; reading and interpreting the results of empirical research in the school environment; analyze and critically evaluate -in their methodological fundamental aspects -- empirical researches in the school environment (ability to learn). design and evaluate educational services for children; to be able to activate positive forms of intergenerational dialogue.   |
| Contents         | The theoretical basis of experimental research in education, research methodologies, the techniques and tools of detection; processes related to the collection and coding of data<br>experimental empirical research in education, research and observational research with<br>intervention, qualitative and quantitative research, the phases of quantitative research, the moments of<br>different forms of qualitative research, choose a search strategy (critical judgment); explain the stages of the research, organizational and managerial aspects of educational research (communicative aspects), a model of participatory research: action research, the pilot of the educational systems , the evaluation of educational interventions: theory, tools, and assessment techniques. to be able to activate positive forms of intergenerational dialogue. |
| Course program   |  |
| Bibliography     | 1) R. Trinchero, I metodi della ricerca educativa, Laterza, Roma-Bari, 2009 (2nd.ed.),<br>2) L. Santelli, B.M. Varisco, Docimologia. Per una cultura della valutazione, Guerini e Associati, 2000<br>3) Fornasari A., Incontri intergenerazionali. Riflessioni sul tema e dati empirici, ETS, Pisa, 2018<br>4) Zaninelli F.L., Pedagogia e infanzia. Questioni educative nei servizi, Milano, Franco Angeli, 2015<br>5) Fornasari A., Il tempo siamo Noi. Rifondare il senso di comunità attraverso le Banche del Tempo, Franco Angeli, Milano, 2020   |
| Notes            | 1) Whole<br>2) Chapters I,II,VI<br>3) Chapters I,II,III,V<br>4) Whole<br>5) Chapters I,II,III.   |
| Teaching methods | 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  |

UNIVERSITA' DEGLI STUDI DI BARI "ALDO MORO"

DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, PSICOLOGIA, COMUNICAZIONE

2021 - 2022

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|                     | seminars" with privileged witnesses). Will also be used blended modes through the provision of lessons through webinar and teams platform. |
| Assessment methods  | Oral examination or written assignment prepared according to the most recent indicators docimological                                      |
| Further information | For Erasmus students will be prepared lecture notes in English   |