



UNIVERSITÀ  
DEGLI STUDI DI BARI  
ALDO MORO

Sciences of Education and  
Training

General information	
Academic subject	Experimental Pedagogy + Laboratory for the design and evaluation of educational services for children.
Degree course	Sciences of Education and Training
Academic Year	2022/2023
European Credit Transfer and Accumulation System (ECTS)	Experimental Pedagogy 9
Language	Italian (10% in English)
Academic calendar (starting and ending date)	Semester I 2022 (October 2022-January 2023)
Attendance	Compulsory just for the 20 hours in the laboratory

Professor/ Lecturer	
Name and Surname	Alberto Fornasari
E-mail	alberto.fornasari@uniba.it
Telephone	080 5714064
Department and address	Department of Sciences of Education, Psychology and Communication, Palazzo Chiaia Napolitano, Via Scipione Crisanzio n.42, Bari
Virtual headquarters	<a href="https://www.uniba.it/it/docenti/fornasari-alberto">https://www.uniba.it/it/docenti/fornasari-alberto</a>
Tutoring (time and day)	Monday 9.00 a.m.

Syllabus	
<b>Learning Objectives</b>	<p>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</p> <p>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.</p>
<b>Course prerequisites</b>	
<b>Contents</b>	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 experimental empirical research in education, research and observational research with intervention, qualitative and quantitative research, the phases of quantitative research, the moments of 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.
<b>Books and bibliography</b>	<ol style="list-style-type: none"> <li>1) R. Trinchero, I metodi della ricerca educativa, Laterza, Roma-Bari, 2009 (2nd.ed.),</li> <li>2) L. Santelli, B.M. Varisco, Docimologia. Per una cultura della valutazione, Guerini e Associati, 2000</li> <li>3) Fornasari A., Incontri intergenerazionali. Riflessioni sul tema e dati empirici, ETS, Pisa, 2018</li> <li>4) Zaninelli F.L., Pedagogia e infanzia. Questioni educative nei servizi, Milano, Franco Angeli, 2015</li> <li>5) Fornasari A., La Banca del Tempo. Reti, relazioni, esperienze di comunità nell'Ateneo barese", Franco Angeli, Milano, 2021</li> </ol>
<b>Additional materials</b>	<ol style="list-style-type: none"> <li>1) Whole</li> <li>2) Chapters I,II,VI</li> <li>3) Chapters I,II,III,V</li> <li>4) Whole</li> <li>5) Chapters I,II,III.</li> </ol> Slides

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
70	50	20	
<b>ECTS</b>			
9			
<b>Teaching strategy</b>	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), problem based learning, cooperative learning. Will also be used blended modes through the provision of lessons through webinar and teams platform		
<b>Expected learning outcomes; Knowledge and understanding on, Applying knowledge and understanding on; Soft Skills.</b>	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 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.		

<b>Assessment and feedback</b>																	
Methods of assessment	Oral examination or written assignment prepared according to the most recent docimological indicators.																
Evaluation criteria	The elements of evaluation that contribute to the attribution of the vote are: Knowledge and understanding, the ability to apply knowledge (competences), autonomy of Judgment or the ability to criticize and formulate judgments, the ability to communicate, problem solving capacity.																
Criteria for assessment and attribution of the final mark	<table border="1"> <thead> <tr> <th>Rating</th> <th>Descriptors</th> </tr> </thead> <tbody> <tr> <td>&lt; 18 inadequate</td> <td>Fragmented and superficial knowledge of the contents, errors in applying the concepts, lack of exposure</td> </tr> <tr> <td>18 - 20</td> <td>Sufficient but general knowledge of the contents, simple exposition, uncertainties in the application of theoretical concepts</td> </tr> <tr> <td>21 - 23</td> <td>Appropriate but not in-depth knowledge of contents, ability to apply theoretical concepts, ability to present contents in a simple way</td> </tr> <tr> <td>24 - 25</td> <td>Appropriate and broad knowledge of contents, fair ability to apply knowledge, ability to present contents in an articulated way.</td> </tr> <tr> <td>26 - 27</td> <td>Knowledge of precise and complete contents, good ability to apply knowledge, analytical skills, clear and correct presentation</td> </tr> <tr> <td>28 - 29</td> <td>Broad, complete and in-depth knowledge of contents, good application of contents, good ability to analyze and synthesize, safe and correct exposure,</td> </tr> <tr> <td>30 30 with distinction</td> <td>Very broad, complete and in-depth knowledge of contents, well-established ability to apply contents, excellent ability to analyze, synthesize and interdisciplinary connections, mastery of exposure</td> </tr> </tbody> </table>	Rating	Descriptors	< 18 inadequate	Fragmented and superficial knowledge of the contents, errors in applying the concepts, lack of exposure	18 - 20	Sufficient but general knowledge of the contents, simple exposition, uncertainties in the application of theoretical concepts	21 - 23	Appropriate but not in-depth knowledge of contents, ability to apply theoretical concepts, ability to present contents in a simple way	24 - 25	Appropriate and broad knowledge of contents, fair ability to apply knowledge, ability to present contents in an articulated way.	26 - 27	Knowledge of precise and complete contents, good ability to apply knowledge, analytical skills, clear and correct presentation	28 - 29	Broad, complete and in-depth knowledge of contents, good application of contents, good ability to analyze and synthesize, safe and correct exposure,	30 30 with distinction	Very broad, complete and in-depth knowledge of contents, well-established ability to apply contents, excellent ability to analyze, synthesize and interdisciplinary connections, mastery of exposure
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<b>Additional information</b>	For Erasmus students will be prepared lecture notes in English																