General Information	
Academic subject	TEACHING PHILOSOPHY
Degree course	PHILOSOPHICAL SCIENCES
Curriculum	
ECTS credits	9
Compulsory attendance	No
Language	Italian

Subject teacher	Name Surname	Mail address	SSD
	ANNALISA CAPUTO	annalisa.caputo@uniba.it	M-FIL-01

ECTS credits details	9		
Basic teaching activities	Frontal lessons. Cooperative learning laboratories (reading and writing philosophical texts) Playing-agonic laboratories Seminars with Secondary school teachers		

Class schedule	
Period	I semester
Year	I
Type of class	Lecture- workshops

Time management	
Hours	150
In-class study hours	42
Out-of-class study hours	108

Academic calendar	
Class begins	
Class ends	

Syllabus	
Prerequisites/ requirements	-
Expected learning outcomes (according to Dublin Descriptors) (it is recommended that they are congruent with the learning outcomes contained in A4a, A4b, A4c tables of the SUA-CdS)	*Knowledge and understanding* Have acquired - competences for the understanding of contemporary reality in its historical foundations and its theoretical issues - full mastery of understanding of philosophical texts both within their historical context and their possibility to dialogue with our age. *Applying knowledge and understanding* Specific skills, appropriate - to face the emerging issues, promoting the dialogic dimension and the cultural mediation skills - to undertake further specialization in the school work (didactics) *Making informed judgements and choices* - Critical judgment skills, in relation with contemporary questions, with regard

	to the texts studied and the issues at stake *Communicating knowledge and understanding* - Ability to express him/herself correctly and competent in relation to the topics and authors studied - Ability to argue and to evaluate a multiplicity of points of view. *Capacities to continue learning* Ability to use the skills acquired, for: - Critically analyzing and using different sources; - upgrading his/her knowledge and study of texts and authors.
Contents	TITLE OF THE COURSE: Methodologies and Technologies in Philosophy Teaching The course presents the contents of Legislative Decree 616 of 10 August 2017, n. 616: Article 3, Annex B: the contents are necessary to insert it PF24. In particular, the course aims to illustrate the main models of didactics of philosophy (in the past and in the present), the possibilities and the boundaries related to each of them. During the course, laboratories will be tested to experiment with these different models and learn to keep together philosophical knowledge and philosophical skills
Course program	
Bibliography	*1) Indicazioni nazionali riguardanti gli obiettivi specifici di apprendimento in relazione alle attività e agli insegnamenti compresi nel piano degli studi previsto per i licei* (MIUR, 2010): http://www.indire.it/lucabas/lkmw_file/licei2010/indicazioni_nuovo_impaginato/_decreto_indicazioni_nazionali.pdf - Allegato A: Nota introduttiva alle Indicazioni nazionali riguardanti gli obiettivi specifici di apprendimento, pp. 5-10; - Dall'allegato B: Filosofia: Linee generali e competenze. Obiettivi specifici di apprendimento, pp. 20-22. *2) Orientamenti per l'apprendimento della filosofia nella società della conoscenza* (MIUR, ottobre 2017) – a cura del 'gruppo tecnico-scientifico di Filosofia' del MIUR: http://www.miur.gov.it/-/documento-orientamenti-per-l-apprendimento-della-filosofia-nella-societa-della-conoscenza *3) Insegnare filosofia. Modelli di pensiero e pratiche didattiche*, a cura di L. Illetterati, UTET, Torino, 2007: pp. IX-XXVII; 5-18 (Introduzione di L. Illetterati e saggio di E. Berti). 4) A. Gaiani, *Il pensiero e la storia. L'insegnamento della filosofia in Italia*, CLEUP, Padova, 2014, pp. 21-46; PP. 121-130; 218-225; 240-253. 5) R.M. Baldassarra, A. Caputo, F. De Natale, A. Mercante, *Un pensiero in gioco. Storie, teorie ed esperienze di didattica ludica*, Stilo, Bari, 2011, pp. 61-85; 93-132. 6) J. Rohbeck, *Trasformazioni didattiche*, in "Logoi.ph", I, 1, 2015, pp. 147-160 (on line) 7) A. Caputo, *Un insegnamento filosofico per competenze e competente? La Didattica della filosofia e l'Università. Alcune proposte,* in "Logoi.ph", III, 8, 2017, pp. 224-238 (on line) 8) M. Trombino, *Gli esercizi di filosofia: una proposta di classificazione*, in *Filosofia per tutti. La filosofia per la scuola e la società del 2000,* a cura di M. De Pasquale, Franco Angeli, Milano, 2001, pp. 247-313. For students who can not attend the course, see also: E. Ruffaldi, *Insegnare filosofia*, Nuova Italia, Firenze, 1999

	Filosofia per tutti. La filosofia per la scuola e la società del 2000, a cura di M. De Pasquale, Franco Angeli, Milano, 2001 (interamente). A. Caputo, *Per una rilettura ragionata dei recenti* 'Orientamenti per l'apprendimento della filosofia nella società della conoscenza'. *Possibilità e criticità della proposte,* in "Logoi.ph", III, 9, 2017, pp. 425-450 (on line)
Notes	Students can find the books in Disum Libraries or on-line
Teaching methods	Frontal lessons, Cooperative learning laboratories (reading and writing philosophical texts), Playing-agonic laboratories, Seminars with Secondary school teachers
Assessment methods (indicate at least the type written, oral, other)	Workshop during the Course Oral examination
Evaluation criteria (Explain for each expected learning outcome what a student has to know, or is able to do, and how many levels of achievement there are.	*At the end of the course, the student must be able:* *(Knowledge and understanding) – basic level,* - To combine the historical understanding of the teaching models with a theoretical critical processing of the problems presented. *(Applying knowledge and understanding) - high level* - to dialogue with the proposed teaching models, interpreting their limitations and possibilities of development. *(Making informed judgements and choices) - intermediate level* - to use critical judgment skills with regard to the studied models and the issues at stake, possibly with indication of extension of the proposed themes; *(Communicating knowledge and understanding) - intermediate level* - to express him/herself correctly and competent in relation to studied models, arguing even in alternative forms, different to those of the models treated; *(Capacities to continue learning) – basic level* - to use the skills acquired, analyzing the proposed texts, even using different sources and updating his/her knowledge about the issues
Further information	The teacher is always contactable by mail: annalisa.caputo@uniba.it