



COURSE OF STUDY Pedagogic Science

ACADEMIC YEAR 2023-2024

ACADEMIC SUBJECT Instructional Design Methodology

General information	
Year of the course	First year
Academic calendar (starting and ending date)	November 2023 January 2024
Credits (CFU/ETCS):	6
SSD	MPED-O3 Didactics and special education
Language	Italian
Mode of attendance	Not compulsory

Professor/ Lecturer	
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Department and address	DIRIUM Room 208 Palazzo Chiaia-Napolitano Via Crisanzio, 42
Virtual room	Teams. Access code: tx6l6di
Office Hours (and modalities: e.g., by appointment, on line, etc.)	In presence (and online) Wednesday 10.00-12.00

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
60	50	10	40
CFU/ETCS			
6	4	2	

Learning Objectives	<p>Students will reach how to:</p> <ul style="list-style-type: none"> • Interpret and analyze educational issues; • Design, implement, and evaluate educational processes; • Use, critically, teaching methods, strategies and instruments; • Assure an effective educational communication • Write a project report
Course prerequisites	<ul style="list-style-type: none"> • Instructional strategies rudiments; • Research methodology rudiments; • Psychology of learning rudiments; • English rudiments

Teaching strategies	Lecture; workshop, seminar, role-playing, research project work.
Expected learning outcomes in terms of	



Knowledge and understanding on:	Students will learn <ul style="list-style-type: none">• Instructional design models and theories;• Interpretation of educational issues in different contexts;• Implementation of designed activities;• Evaluation of formative processes.
Applying knowledge and understanding on:	Students will learn how to design education practice and learning activities in a responsive and effective way
Soft skills	<ul style="list-style-type: none">• <i>Making informed judgments and choices</i> Students will learn how to use in critical and autonomous way, strategies, techniques and teaching tools for instructional and educational design in different learning settings and contexts. They will learn how to implement and evaluate an educational project and its impacts in different contexts.• <i>Communicating knowledge and understanding</i> Students will acquire all skills needed for educational design. The course will encourage the development of team-working; know how to manage workloads on time; know how to handle conflicts. Particular attention will then be placed on the ability to present and communicate (in several ways) an educational project• <i>Capacities to continue learning</i> Students will learn in a reflective and experiential way.
Syllabus	
Content knowledge	The course brings the instructional design theme. In a theoretical perspective it will underline the main dimensions of design and planning; in a methodological perspective there will be recalled main design models and, in a practical perspective, there will be presented best practices and work devices. The main contents are: <ul style="list-style-type: none">• Instructional design;• Program, project, plan;• Instructional design lexicon• Instructional design rationale and formative processes• Learning needs analysis• Educational policies and instructional design models;• Write a project: tips and hints• ADDIE model;• Program and process evaluation;• Accountability and learning in the evaluation process.
Texts and readings	Paradiso L. (2020). <i>La progettazione educativa e sociale</i> . Milano: Mondadori. Pastore S. (2019). <i>Competenza valutativa e formazione docente</i> . Roma: Carocci. Not attendee students are requested to read at least one of these monographies: Pastore S. (2020). <i>Saper ben valutare. Repertori, modelli e istanze formative per l'assessment literacy</i> . Milano: Mondadori Moon J. (2012). <i>Esperienza, riflessione, apprendimento</i> . Roma: Carocci.
Notes, additional materials	Handouts, learning material and organizers (in Italian and English) will be provided to students. Some lesson can be taught in English or may provide reference to educational research made following the APA standards.



Repository	https://www.uniba.it/it/docenti/pastore-serafina-manuela/attivita-didattica Teams (access code: ikj1vpz)
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Assessment	
Assessment methods	<p>Students will be assessed by oral examination. There will not be considered exemptions. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises. No exemptions will be allowed. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises.</p>
Assessment criteria	<ul style="list-style-type: none">• <i>Knowledge and understanding</i><ul style="list-style-type: none">○ The process of assessment is designed to reflect content knowledge and to grasp these elements:○ Instructional design theories and models;○ Lexicon;○ Inference skills;○ Reflexivity and critical thinking.• <i>Applying knowledge and understanding</i><ul style="list-style-type: none">○ For the evaluation of the <i>applying knowledge and understanding</i> students will produce an education or research project related to course contents.• <i>Autonomy of judgment/ Communicating knowledge and understanding/ Communication skills/ Capacities to continue learning</i> <p>During the course, simulations, drill and practices, as well as case studies will be performed in order to assess, through self and peer assessment modalities, if students progressed in making informed judgments and choices, in communicating knowledge and understanding, and self-regulate their learning.</p>
Final exam and grading criteria	<p>The vote will be expressed out of thirty. The assessment of learning will be based on a careful analysis of the educational project carried out by students (Orderly and complete development; Articulated and effective argumentation; Use of technical terms; Personal experience references and independently use of the knowledge learned) (30% of final grade) and the oral exam (Recognition of the dimensions and foundations of the instructional design; Identification of the different models of analysis and teaching practice; Autonomous and conscious analysis of teaching professionalism) (70% of the final grade).</p>
Further information	.