



Course of study: Bachelor of Communication Sciences

Academic year 2023/2024

Course title: Experimental Pedagogy

CFU: 9

General information	
Year of the course	2023-2024
Academic calendar (starting and ending date)	Semester II (March-May 2024)
Credits (CFU/ETCS):	Experimental Pedagogy 9
SSD	M-PED/04
Language	Italian (10% in English)
Mode of attendance	not compulsory

Professor/ Lecturer	
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Department and address	Department of Sciences of Education, Psychology and Communication, Palazzo Chiaia Napolitano, Via Scipione Crisanzio n.42, Bari. Office n.311
Virtual room	https://www.uniba.it/it/docenti/fornasari-alberto
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Thursday at 12:00 p.m.

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	
CFU/ETCS			
9			

Learning Objectives	<p>The course aims to illustrate the problems and research methods in education. We will deepen the concepts and basic procedures in experimental and empirical research. At the end of the course, the student may (knowledge and comprehension skills): to know the main lines of epistemological debate in the Experimental Pedagogy, compare and distinguish between them fundamental characteristics of the theoretical and methodological approaches of quantitative and qualitative empirical research in education and communication; recognize the fundamental phases of empirical research and experimental analyzes of the characteristics of certain instruments and research procedures used in education and know how to use (comprehension skills applied) such as the questionnaire, the interview, the attitude scales, grids of direct observation, evidence of assessment of learning; reading and interpreting the results of empirical research, analyze and critically evaluate (Judgement) - in their methodological aspects fundamental - empirical research in various fields of communication. Him / her student / it will have understand and investigate the dynamics related to media education, social media for understanding (ability to learn) how these tools are used by young people, whether they represent real devices to socialize in a virtual dimension which then results in a plane of reality or drive away the personal and lived encounter with the other (communication skills). Deepen the relationship between communication and identity (on-line and off-line) by analyzing the ways in which adolescents reorganize their social contexts in space-time new and changing and if the network can be an instrument of education to cosmopolitanism. The course aims to describe a model of "media pedagogy" that links the different aspects of media education and media literacy and illustrate the processes related to e- learning</p>
Course prerequisites	No prior knowledge required



Teaching strategie	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.
Expected learning outcomes in terms of	The course aims to describe a 'media pedagogy' model that links the different aspects of media education and media literacy and illustrates the processes associated with the digital transition. At the end of the course, the student may (knowledge and comprehension skills):
Knowledge and understanding on:	to know the main lines of epistemological debate in the Experimental Pedagogy, compare and distinguish between them fundamental characteristics of the theoretical and methodological approaches of quantitative and qualitative empirical research in education and communication; recognize the fundamental phases of empirical research and experimental analyzes of the characteristics of certain instruments and research procedures used in education and know how to use (comprehension skills applied) such as the questionnaire, the interview, the attitude scales, grids of direct observation, evidence of assessment of learning; reading and interpreting the results of empirical research, analyze and critically evaluate (Judgement) - in their methodological aspects fundamental - empirical research in various fields of communication
Applying knowledge and understanding on:	Will have understand and investigate the dynamics related to media education, social media for understanding (ability to learn) how these tools are used by young people, whether they represent real devices to socialize in a virtual dimension which then results in a plane of reality or drive away the personal and lived encounter with the other (communication skills). Deepen the relationship between communication and identity (on-line and off-line) by analyzing the ways in which adolescents reorganize their social contexts in spacetime new and changing and if the network can be an instrument of education to cosmopolitanism. The course aims to describe a model of "media



	pedagogy" that links the different aspects of media education and media literacy.
Soft skills	They have developed good written and oral communication skills; they know how to communicate information, ideas, problems and solutions to specialist and non-specialist interlocutors; they have developed those learning skills that are necessary for them to undertake further studies with a high degree of autonomy. Students must have the ability to collect and interpret data in the field of experimental pedagogy deemed useful for making autonomous judgements, including reflection on related social, scientific or ethical issues.
Syllabus	
Content knowledge	The theoretical basis of experimental research in education, research methodologies, techniques and tools of detection; processes related to the collection and coding of the experimental data, the empirical research in education, Communication Sciences research and observational research with intervention qualitative research and quantitative, and the phases of quantitative research, the moments of different forms of qualitative research, choose a search strategy; explain the stages of the research, organizational and managerial aspects of educational research, a model of participatory research: action research, the evaluation of educational interventions: theory, tools and techniques of evaluation and that the fundamental principles of media education, media literacy, learn the media, the media write; new perspectives; relational intelligence of Gardner; case study: read a television program, read the advertisement, create the image; reach the public; produce advertising, new media and Identity;; between media consumption and knowledge, to use the media; grow with the media; epistemology of representation of the construction and the third culture: a space shaped by sharing, the information society strategies in the European Union, citizenship and edemocracy; multimedia and teaching: students web 3.0 ; live in the network; social network and relationship dynamics and the network as an educational tool to cosmopolitanism; digital generation and the internet; glocalism and the digital world; identity online and offline, processes relating to e-learning. From edutainment to gamification, media pedagogy, communicating in the digital age, digital skills and citizen education; the virtual: identity, relationships, learning; communicating online
Texts and readings	1) R. Trincherò, I metodi della ricerca educativa, Laterza, RomaBari, 2009 (2nd.ed.), 2) M. Ranieri, S. Manca, I social Network nell'educazione. Basi teoriche, modelli educativi e linee guida, Erickson, Trento, 2013.



	3) Rivoltella P.C., Pier Giuseppe Rossi (a cura di), Tecnologie per l'educazione, Pearson, Milano- Torino, 2023 4) Buckingham D., Un manifesto per la media education, Mondadori Università, Milano, 2020
Notes, additional materials	1) All text 2) Chapter I,II,III. 3) All text 4) All text
Repository	Teaching materials (videos, slides) are reposted on the following teaching-related teams channel: gnf4v0v

Assessment													
Assessment methods	Oral examination or written assignment prepared according to the most recent docimological indicators.												
Assessment criteria	<ul style="list-style-type: none"> 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. 												
Final exam and grading criteria	<table> <thead> <tr> <th>Rating</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>< 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> </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.
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scienze della formazione, psicologia,
comunicazione

	<p>28 – 29 Broad, complete, and in-depth knowledge of contents, good application of contents, good ability to analyze and synthesize, safe and correct exposure.</p> <p>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</p>
Further information	For Erasmus students will be prepared lecture notes in English
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