

General information		
Academic subject	Experimental Pedagogy	
Degree course	Communication Sciences	
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 II (Marzo -May 2023)	
Attendance	Not compulsory	

Professor/ Lecturer	
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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. 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>
<b>Course prerequisites</b>	
<b>Contents</b>	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,

	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.
<b>Books and bibliography</b>	1) R. Trincherio, 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) P. Rivoltella, Media education. Idea, metodo, ricerca, Scholè, Bergamo, 2019 4)P. Rivoltella, Nuovi alfabeti. Educazione e culture nella società post-mediale, Scholè, Bergamo, 2020
<b>Additional materials</b>	1) All text 2) Chapter I,II,III. 3) All text 4) All text

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
60	50	10	
<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 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. 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.		

<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	<b>Rating</b>	<b>Descriptors</b>
	< 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
<b>Additional information</b>		For Erasmus students will be prepared lecture notes in English