

General information	
Academic subject	Psychology of education and e-learning in organizations
Degree course	Master
Academic Year	Second
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	First semester
Attendance	No mandatory

Professor/ Lecturer	
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Virtual headquarters	---
Tutoring (time and day)	On appointment

Syllabus	
Learning Objectives	The main objective of the course is to provide specific knowledge of relevant topics and authors in the field of e-learning in organizational and training contexts. To this end, issues related to the development of educational approaches supported by technologies will be addressed and the most widespread digital platforms will be described and analyzed. Another goal is to provide a broad overview of the application aspects of e-learning including Serious Games, Artificial Intelligence, Augmented Reality and Micro-learning.
Course prerequisites	A general knowledge of training and organizational processes and a positive attitude towards technologies and digital are required.
Contents	The course will be divided into two modules. The first module will illustrate the history of e-learning from Distance Education to the most recent approaches. Reference will be made to the theories underlying learning and the techniques that support the use of educational technologies. In the second module, training cases via e-learning will be presented in different contexts, meeting important companies in the e-learning sector. In groups, students will be able to participate in a simulated way in the typical activities of the companies they meet. Particular importance will be given to the formation of transversal skills and typical e-learning skills.
Books and bibliography	Eletti V. (2002). Che cos'è l'E-Learning, Carocci Ligorio, Cacciamani, Cesareni (2022). Didattica blended. Teorie, metodi ed esperienze. Mondadori Plus a text of your choice from the following: <ul style="list-style-type: none"> - M. Pieri (a cura di) (2012). Mobile learning. Esperienze e riflessioni "made in Italy". Quaderni di Qwerty, N. 1, Bari, Progedit. Acquistabile dal sito http://www.progedit.com/libro-356.html - Vanin, L., Balor, F. (2013). Webinar Professionali. Progettare e realizzare eventi live coinvolgenti ed efficaci. Acquistabile dal sito http://www.webinarpro.it/webinar-professionali-il-libro/ - Vanin, L., Cucchiara, S., a cura di (2011). Qwerty Special Issue su «Costruzione di conoscenza supportata dal computer».- solo la sezione «La Teoria» - Scaricabile gratuitamente dal sito http://www.ckbg.org/qwerty/index.php/qwerty/issue/view/26 Attending students will be offered specialized articles also in English to replace the text of their choice
Additional materials	

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	60	60	100

ECTS	
9	
Teaching strategy	<p>Frontal lessons Group work with the Jigsaw method Encouragement of active participation through the Role-Taking method Construction of digital objects using the Trialogic method Practical activities monitored by companies active in the field of e-learning</p>
Expected learning outcomes	
Knowledge and understanding on:	<ul style="list-style-type: none"> ○ Understanding of the topics of main interest in the e-learning sector ○ Knowledge of the most relevant classical and contemporary authors ○ Ability to understand the psychological processes underlying online and blended training ○ Ability to understand online evaluation processes ○ Understanding of the evolution of e-learning and future prospects
Applying knowledge and understanding on:	<ul style="list-style-type: none"> ○ Ability to analyze platforms to identify their potential and limits ○ Knowledge of the appropriate methodologies for online training contexts ○ Knowledge of online assessment methodologies
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <p>The autonomy of judgment will be supported through the diachronic comparison of the various approaches to distance learning, highlighting their evolution and any contradictions. The skills developed mainly concern:</p> <ul style="list-style-type: none"> ○ Ability to interpret the interrelationships between technical aspects and psychological processes ○ Achievement of an interdisciplinary vision of the problems and phenomena studied ○ Knowledge of ethical-professional principles ○ Awareness of the ethical and social responsibilities of the actors involved in the training processes

	<ul style="list-style-type: none"> • <i>Communicating knowledge and understanding</i> The development of students' communication skills is pursued through classroom and online discussions relating to the training contents of the course. The skills developed mainly concern: <ul style="list-style-type: none"> o Ability to communicate using technical language o Ability to find specialist information o Ability to examine problems, ideas and possible solutions relevant to the course content - <i>Capacities to continue learning</i> The development of students' learning abilities is pursued through group work that are integrated with frontal lessons. In addition, the production of online discussions and participation in various activities relating to e-learning will be encouraged. The skills developed concern: <ul style="list-style-type: none"> o Ability to understand innovative topics in the field of study, also in order to acquire the necessary tools for the continuous updating that the discipline requires o Ability to work flexibly o Methodological, specialist and general skills, thereby acquiring interdisciplinary knowledge o Ability to manage time and plan the training and study path
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Assessment and feedback	
Methods of assessment	The assessment will take into account participation in the activities through an interview or the preparation of a written report
Evaluation criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> o Knowledge of the authors and fundamental concepts • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> o Ability to recognize the comparison between theoretical, methodological and practical approaches • <i>Autonomy of judgment</i> <ul style="list-style-type: none"> o Knowing how to autonomously place concepts and authors in the right interpretative and comparative framework • <i>Communication skills</i> <ul style="list-style-type: none"> o Knowing how to properly use the technical terms of the discipline • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> o Knowing how to find the information sought o Knowing how to connect information already known with new ones
Criteria for assessment and attribution of the final mark	<p>The following criteria will be used:</p> <ul style="list-style-type: none"> - Familiarity with the fundamental concepts - Use of technical language - Autonomy in proposing comparisons, identifying criticalities and limits of the concepts studied, ability to relate to peers and experts
Additional information	