



'S COURSE OF STUDY *a cu in Primary Education Sciences (LM 85 bis)*

ACADEMIC YEAR 2024-2025

COURSE NAME *GENERAL TEACHING 8+2 CFU*

Main information on teaching	
Year of study	<i>I YEAR, I SEMESTER</i>
Disbursement period	<i>I SEMESTER (OCTOBER – JANUARY)</i>
University training credits (CFU/ETCS):	<i>8+2</i>
SSD	<i>M-PED/03</i>
Delivery language	<i>ITALIAN</i>
Frequency mode	The course is not compulsory to attend with the exception of the laboratory.

Professor	
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Virtual headquarters	TEAMS CLASSROOM
Receipt	<i>Thursday 10:00 am (may vary depending on class times)</i>

Organization of teaching			
Hours			
Totals	Frontal teaching	Practice (laboratory, field, tutorial, other)	Individual study
80	60	20	120
CFU/ETCS			
10	8	2	

Training objectives	Know how to manage and organize the class or section. Knowing how to design UdA using active teaching methodologies. Know how to build and use evaluation tools.
Prerequisites	Male and female students must possess: 1) knowledge regarding the fundamentals of teaching; 2) basic skills in the use of IT tools; 3) basic knowledge of the English language. 4) ability to analyze-synthesize and re-elaborate contents.

Teaching methods	The organization of the course involves the alternation of frontal lessons (conducted by the teacher with the use of support materials: slides, in-depth bibliographic materials), laboratories, flipped-classrooms, in-depth seminars (also with the participation of experts) consistent with the outgoing professional profile. Furthermore, software on Artificial Intelligence will be explored in depth and educational uses will be tested in the educational experimentation laboratories of social robots, with particular attention to AI applied to teaching.
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	Social networks will be used for informal teaching and the sharing of in-depth materials.
<p>Expected learning outcomes To be indicated for each Dublin Descriptor (DD=</p> <p>DD1 Knowledge and understanding</p> <p>DD2 Applied knowledge and understanding</p> <p>DD3-5 Soft skills</p>	<p>Analytical knowledge of general teaching themes and problems</p> <ul style="list-style-type: none"> - Ability to process the functional knowledge acquired to prepare training projects and educational interventions aimed at managing and interpreting the complex educational-didactic sphere. - Transpositive didactic knowledge of the course contents. - Competence in the use of mediators and planning and evaluation tools in general teaching. <ul style="list-style-type: none"> • <i>Autonomy Of judgment</i> Develop critical thinking in the face of the challenges posed by educational emergencies. - <i>Communication skills</i> Develop correct scientific language to present and argue the topics covered by the course with appropriate language. • <i>Capacity Of learn in way autonomous</i> <p>Maturation of a competence aimed at developing autonomy in learning, in carrying out in-depth studies, in participating in work groups. Development of an interdisciplinary competence in integrating general teaching contents into curricular designs.</p>
<p>Teaching contents (Programme)</p>	<p>The theory of teaching action 2. The professional skills of the teacher 3. The model for enhancing teacher professionalism 4. Teaching behaviors that promote student learning 5. Learning environments and educational technologies 6. Analysis of the educational-organizational status of the contemporary school system 7. Bullying and cyberbullying</p>
<p>Reference texts</p>	<ol style="list-style-type: none"> 1. C. Laneve (2019). <i>Manuale di didattica</i>. Brescia: La Morcelliana. 2. L. Perla, F. J. Garofoli, I. Amati, M. T. Santacroce (2022). <i>La forza mite dell'educazione. Un dispositivo pedagogico di contrasto al bullismo e cyberbullismo</i>. Milano: FrancoAngeli. 3. L. Perla (2024). <i>Educazione e sentimenti. Interpretazione e modulazioni</i> La Morcelliana. In press. <p>Si consiglia la lettura di:</p> <ol style="list-style-type: none"> 4. M. Lodi, <i>Il paese sbagliato. Diario di un'esperienza didattica</i>, Einaudi, 2022
<p>Notes to reference texts</p>	<p>Students will be provided with study and in-depth study materials (slides presented in class and any handouts).</p>

Teaching materials	The recommended texts will be supported by the multimedia presentations used by the teacher during the lessons and provided as PDF files.
Assessment	
Learning assessment methods	The evaluation of learning will be carried out through a final oral interview regarding the contents discussed during the course. Any intermediate tests of a practical-applicative nature will be taken which also allow the evaluation of 'applied knowledge and understanding', independent judgement, communication skills, the ability to learn (for example the creation of a curricular design of the educational-social etc.)
Evaluation criteria	The evaluation of the exam will take place out of thirty and will take particular account of the following criteria: <ul style="list-style-type: none"> - ability to present, argue and summarize the constructs covered with clear, appropriate language and referring to precise theoretical references; - completeness in the theoretical contents acquired - critical reworking of the contents - commitment to independent study.
Measurement criteria of learning and attribution of the final grade	The final grade is awarded out of thirty. The exam is considered passed when the grade is greater than or equal to 18. The exam can be carried out in oral or written form and with laboratory activities
Other	It is possible to agree with the students attending ongoing exercises and the production of papers valid for the purposes of the final evaluation. Students who wish to complete the final thesis must first have passed the exam. The teacher is available to non-attending students for further information by appointment.

