

| General information                                     |   |                           |
|---|---|---------------------------|
| Academic subject  | Didactic theory and analysis of educational practices |                           |
| Degree course   | SCIENCES OF EDUCATION AND TRAINING                    |                           |
| Academic Year   | II  |                           |
| European Credit Transfer and Accumulation System (ECTS) |   | 8 + 2                     |
| Language  | ITALIAN   |                           |
| Academic calendar (starting and ending date)            |   | II SEMESTER (MARCH - MAY) |
| Attendance  | NO  |                           |

| Professor/ Lecturer     |  |
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| Virtual headquarters    | CLASSROOM TEAMS  |
| Tutoring (time and day) |  |

| Syllabus                      |   |
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| <b>Learning Objectives</b>    | Management and organizational skills of social education.<br>Skills of educational and didactic planning<br>Use of active didactic methodologies.<br>Skills in the construction and use of assessment tools.  |
| <b>Course prerequisites</b>   | Female students and students must have:<br>1) knowledge regarding the fundamentals of teaching;<br>2) basic skills in the use of IT tools;<br>3) basic knowledge of the English language.<br>4) ability to analyze-synthesis and re-elaboration of contents.  |
| <b>Contents</b>               | 1. 1. Didactic action: principles, methods, devices<br>2. The didactic mediation<br>3. The practice analysis<br>4. Writing in the practice of the educator<br>5. The problem of the method as an educational third<br>6. Founding traits and challenges of socio-educational work<br>7. The contexts of educational action<br>8. Educational action and social hardship<br>9. The educational body<br>10. Media and communication for educational work<br>11. The educational relationship and the thought of difference<br>12. Educational planning and evaluation<br>13. The documentation of educational action<br>14. The professional training of the educator<br>15. The skills of the educator<br>Bullying and cyberbullying |
| <b>Books and bibliography</b> | 1. L.Perla , MG Riva (2016). <i>Educational action</i> . Brescia: The School.<br>2. L. Perla, FJ Garofoli , I. Amati, MT Santacroce (2022). <i>The mild strength of education. A pedagogical device to combat bullying and</i>  |

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|                             | <p><i>cyberbullying</i> , FrancoAngeli</p> <p>In addition, for non-attending students the text:<br/>I. P. Bertolini, L. Caronia (2015). <i>Difficult boys</i> , new edition edited by C. Palmieri and P. Barone. Milan: FrancoAngeli .</p>  |
| <b>Additional materials</b> | <p>The recommended texts will be supported by the multimedia presentations used by the teacher during the lessons and provided as pdf files .</p> <p>Students and attending students will be provided with study and in-depth materials (slides presented in class and any handouts). They are required to autonomously study the reference texts, to prepare classroom activities (where necessary) and to actively participate in the proposed discussions.</p> |

| <b>Work schedule</b>                            |  |  |  |
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| Total   | Lectures   | Hands on (Laboratory, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
| <b>Hours</b>                                    |  |  |  |
| 70  | 50   | 20   | 157  |
| <b>ECTS</b>                                     |  |  |  |
| 9   | 8  | 1  |  |
| <b>Teaching strategy</b>                        | <p>The organization of the course provides for the alternation of lectures (conducted by the teacher with the use of support materials: slides, bibliographic materials), laboratories, flipped-classroom , in-depth seminars (also with the participation of experts from sector) consistent with the outgoing professional profile.</p> <p>Social networks will be used for informal teaching and the sharing of in-depth materials.</p>   |  |  |
| <b>Expected learning outcomes</b>               |  |  |  |
| <b>Knowledge and understanding on:</b>          | Analytical knowledge of the themes and problems of general teaching  |  |  |
| <b>Applying knowledge and understanding on:</b> | <ul style="list-style-type: none"> <li>- Ability to process the functional knowledge acquired to prepare training projects and didactic interventions aimed at managing and interpreting the complex educational-didactic sphere.</li> <li>- Maturation of a didactic transposing competence of the course contents. Acquisition of a competence in the use of mediators and planning and evaluation tools in general teaching.</li> </ul>   |  |  |
| <b>Soft skills</b>                              | <ul style="list-style-type: none"> <li>• <i>Autonomy from judgement</i><br/>Ability to develop critical thinking in the face of the challenges posed by educational emergencies.</li> <li>• <i>Skills communicative</i><br/>Ability to develop a correct scientific language to present and argue the topics covered by the course with an appropriate language.</li> <li>• <i>Capacity from learn in way autonomous</i> <ul style="list-style-type: none"> <li>○ Maturation of a competence aimed at developing autonomy in learning, in making insights, in participating in work groups.</li> <li>○ Maturation of an interdisciplinary competence of integration of the contents of general teaching in curricular planning.</li> </ul> </li> </ul> |  |  |

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| <b>Assessment and feedback</b>                            |   |
| Methods of assessment                                     | <p>The evaluation of learning will be carried out through a final oral interview regarding the contents discussed during the course. Possible intermediate tests of a practical-applicative nature will be taken that allow to evaluate also the 'Applied knowledge and understanding capacity', the autonomy of judgment, the communication skills, the ability to learn (for example the realization of a curricular planning of the educational - social etc.)</p> <p>For those attending, the interview will focus on the bibliography indicated and on the material (slides, insights) provided by the teacher. Non-attending students will support the interview by integrating an additional text.</p> |
| Evaluation criteria                                       | <p>The evaluation of the exam will take place out of thirty and will take particular account of the following criteria:</p> <ul style="list-style-type: none"> <li>- ability to present, argue and synthesize the constructs dealt with in a clear, appropriate language and referring to precise theoretical references;</li> <li>- completeness in the theoretical contents acquired</li> <li>- critical reworking of contents</li> <li>- commitment to autonomous study.</li> </ul>  |
| Criteria for assessment and attribution of the final mark | Oral exam and laboratory activities   |
| <b>Additional information</b>                             | <p>It is possible to agree with the students attending on-going exercises and the production of valid papers for the purposes of the final evaluation. Students wishing to carry out the final thesis must first have passed the exam. The teacher is available to non-attending students for further information by appointment</p>  |
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*Isabelle Perle*