



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2017/2018		
<b>MASTER'S DEGREE (MSC)</b>	PRIMARY EDUCATION		
<b>INTEGRATED COURSE</b>	EXPERIMENTAL DOCIMOLOGY AND PEDAGOGY WITH LABORATORY - INTEGRATED COURSE		
<b>CODE</b>	18227		
<b>MODULES</b>	Yes		
<b>NUMBER OF MODULES</b>	2		
<b>SCIENTIFIC SECTOR(S)</b>	M-PED/04		
<b>HEAD PROFESSOR(S)</b>	LONGO LEONARDA	Professore Associato	Univ. di PALERMO
	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	LONGO LEONARDA	Professore Associato	Univ. di PALERMO
	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
<b>CREDITS</b>	13		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	2		
<b>TERM (SEMESTER)</b>	2° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>CAPPUCCIO GIUSEPPA</b> Tuesday 14:30 16:00 Aula TEAMS "Ricevimento studenti e tesisti". Codice di accesso aula virtuale zoipjfb		
	<b>LONGO LEONARDA</b> Friday 10:45 11:45 Viale delle Scienze Prenotazione OBBLIGATORIA per eventuali comunicazioni da parte del docente (sede ricevimento).		

<b>PREREQUISITES</b>	Students will be able to: 1. Formulate an educational purpose 2. Identify an educational goal 3. Identify teaching methods 4. Calculate from a series of data the following statistical parameters: frequency, mean and standard deviation.
<b>LEARNING OUTCOMES</b>	<p>Docimology:</p> <p>Knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Identify notions, concepts, principles of Docimology</li><li>2. Use language of Docimology</li></ol> <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Use the acquired knowledge to identify, formulate and solve problems related to the field of Docimology</li><li>2. Correctly describe the phases of the evaluation process</li><li>3. Manage complex educational situations within an evaluative framework</li></ol> <p>Making judgements</p> <ol style="list-style-type: none"><li>1. Make judgments about the validity of the proposed procedures, justifying and arguing on their own proposals</li><li>2. Elaborate - with full independence of judgment - original solutions to the problems of evaluation in education</li></ol> <p>Communication skills</p> <ol style="list-style-type: none"><li>1. Argue on problems related to the evaluation in school</li><li>2. Use a language appropriate to the field of Docimology</li></ol> <p>Learning skills</p> <ol style="list-style-type: none"><li>1. Keep attention focused on valuation issues</li><li>2. Build evaluation tools of the initial situation, ongoing and final</li><li>3. Build evidence for the evaluation of skills</li></ol> <p>Experimental Pedagogy:</p> <p>Knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Demonstrate knowledge and understanding of Experimental Pedagogy theories, methods and principles</li><li>2. Provide further studies in Experimental Pedagogy</li></ol> <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Explain research design phases</li><li>2. Define and organise evaluation research tools</li></ol> <p>Making judgements</p> <ol style="list-style-type: none"><li>1. Gather and interpret relevant quantitative and qualitative data</li><li>2. Discuss about research results</li></ol> <p>Communication skills</p> <ol style="list-style-type: none"><li>1. Communicate data within educational research</li><li>2. Explain educational research results</li></ol> <p>Learning skills</p> <ol style="list-style-type: none"><li>1. Design an educational research</li><li>2. Analyse the conditions for the extensibility of the results.</li></ol>
<b>ASSESSMENT METHODS</b>	<p>It will be used different assessment tools in order to monitor and evaluate objectives.</p> <p>a. Semi-structured questionnaire to ensure the achievement of the following objectives:</p> <ol style="list-style-type: none"><li>1. Examine research scientific methods in education</li><li>2. Identify methods to research</li><li>3. Investigate quantitative and qualitative methods</li><li>4. Define and structure systematic observation in educational research</li><li>5. Building the experimental research design</li><li>6. Develop and evaluate research results</li><li>7. Reflect on the evolution of educational and evaluation research in the last fifty years</li><li>8. Locate the evaluation models in education skills</li><li>9. Identify techniques and strategies for the certification of skills</li><li>10. Communicate the results of an evaluation and certification of competences process</li></ol> <p>The stimuli of semi-structured questionnaire will be 8. It will allow the student to independently formulate the answer, and will be structured so as to ensure comparability with constraints that define a track for the answer (length parameters, hierarchical order of themes, concepts to be addressed, level of generalization).</p>

	<p>b.Oral exam to ensure the achievement of the following objectives:</p> <ol style="list-style-type: none"> <li>1. Define experimental research phases</li> <li>2. Review and build assessment tools</li> <li>3. Develop and evaluate research results</li> <li>4. Analyze a final research report</li> <li>5. Study the conditions for the extensibility of the results</li> </ol> <p>The oral exam will be focus on the discussion of a hypothesis research design. The student will choose the research topic from the following issues: the teaching career development; perspectives for teaching education research: the action-research, the Evidence-Based Research and the Design-Based Research (DBR); the observation and evaluation of habit of the mind; media education and cartoons; media competences and videogames. The hypothesis research design will be constructed followig the phases of classic experimental research and will be sent a week before the teacher to the mail address <a href="mailto:giuseppa.cappuccio@unipa.it">giuseppa.cappuccio@unipa.it</a></p>
<b>TEACHING METHODS</b>	<p>-Frontal teaching</p> <p>-Group activities and workshops</p> <p>-Practice</p>

<b>PREREQUISITES</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"><li>1. Formulate an educational purpose</li><li>2. Identify an educational goal</li><li>3. Identify teaching methods</li><li>4. Calculate from a series of data the following statistical parameters: frequency and mean</li></ol>
<b>LEARNING OUTCOMES</b>	<p>Docimology + Laboratory</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"><li>-Identify notions, concepts, principles of the Docimology</li><li>-Use the language of the Docimology</li></ul> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"><li>-Use the acquired knowledge to identify, formulate and solve problems related to the field of Docimology</li><li>-Describe correctly the phases of the evaluation</li><li>-Manage complex educational situations in the evaluation field</li></ul> <p>Making judgements</p> <ul style="list-style-type: none"><li>- Express judgments on the validity of proposed procedures, justifying and arguing their proposals</li><li>-Elaborate - with full autonomy of judgment - original solutions to the problems of evaluation in the educational field</li></ul> <p>Communication skills</p> <ul style="list-style-type: none"><li>- Argue about problems related to evaluation at school</li><li>-Use a language appropriate to the field of Docimology</li></ul> <p>Learning skills</p> <ul style="list-style-type: none"><li>- Keep the attention focused on the evaluation issues</li><li>-Building the assessment tools for the initial, ongoing and final situation</li><li>-Build tests for the assessment of skills</li></ul> <p>Experimental Pedagogy</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"><li>-Recall notions, concepts, principles of Experimental Pedagogy</li><li>-Use the language of Experimental Pedagogy</li></ul> <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"><li>-Describe the phases of an educational research</li><li>-Define and structure the evaluation tools of a research</li></ul> <p>Making judgements</p> <ul style="list-style-type: none"><li>- Express judgments on the validity of proposed procedures, justifying and arguing their proposals</li><li>-Argue your point of view regarding the results of educational research</li></ul> <p>Communication skills</p> <ul style="list-style-type: none"><li>- Argue the results of educational research</li><li>-Communicate the data of a research in education</li></ul> <p>Learning skills</p> <ul style="list-style-type: none"><li>-Design a research path in the educational field</li><li>-Analyze the conditions for the extensibility of the results</li></ul>
<b>ASSESSMENT METHODS</b>	<p>For the evaluation of the degree of achievement of the objectives formulated different evaluation methods will be used:</p> <ol style="list-style-type: none"><li>1. a semi-structured written test (short essay)</li><li>2. a written test (analysis of evaluation tests)</li><li>3. a written test (questions with open answers)</li></ol> <p>1. The essay, consisting of three well-defined, clear and only interpretable stimulus questions with open answers that respect constraints such as to make them comparable with predetermined correction criteria, has the aim of ascertaining the achievement of the following objectives:</p> <ul style="list-style-type: none"><li>- reflect on the evolution of docimological research (beginnings of docimology, authors, docimological studies in Italy)</li><li>- reflect on the issue of evaluation in the educational field</li><li>- identify evaluation models in the educational field</li><li>- identify categories and functions of the evaluation</li><li>- identify the phases of the evaluation act</li><li>- promote evaluation and certification of skills</li><li>- recognize the tools for school assessment</li><li>- reflect on the relational aspects of school evaluation</li></ul> <p>2. The written test, consisting of examples of evaluation tests, aims to ascertain the achievement of the following objectives:</p> <ul style="list-style-type: none"><li>- recognize the characteristics of the main evaluation tools</li><li>- recognize and examine the assessment tools for the initial, ongoing and final situation</li></ul>

	<p>3. The written test, consisting of open questions, aims to ascertain the achievement of the following objectives:</p> <ul style="list-style-type: none"> <li>- Examine the methods of scientific research in the educational field</li> <li>- Identify the search methods</li> <li>- Investigate quantitative methods and qualitative methods</li> <li>- Define and describe how to conduct systematic observation in the classroom</li> <li>- Define the phases of a research by experiment</li> <li>- Identify the experimental design of a research</li> <li>- Examine and build tools for data collection</li> <li>- Develop and evaluate research results</li> <li>- Examine educational research already carried out</li> </ul>
<b>TEACHING METHODS</b>	<ul style="list-style-type: none"> <li>-frontal teaching</li> <li>-flipped classroom</li> <li>-group activities and workshops</li> <li>-practice</li> </ul>

<b>MODULE</b> <b>DOCIMOLGY WITH DOCIMOLGY WORKSHOP</b> <i>Prof.ssa GIUSEPPA CAPPUCCIO - Lettere A-L, - Lettere A-L</i>	
<b>SUGGESTED BIBLIOGRAPHY</b>	
Castoldi M. (2016). Valutare e certificare le competenze. Roma: Carocci	
<p>L'elenco definitivo dei testi sara' integrato con dispense fornite dal docente o disponibili in rete.  The final list of the texts will be supplemented with handouts provided by the professor in charge or available on the network.</p>	
<b>AMBIT</b>	70003-Pedagogia sperimentale
<b>INDIVIDUAL STUDY (Hrs)</b>	64
<b>COURSE ACTIVITY (Hrs)</b>	36
<b>EDUCATIONAL OBJECTIVES OF THE MODULE</b>	
<ul style="list-style-type: none"> <li>-Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy)</li> <li>-Reflect on the subject of evaluation in education</li> <li>-Identify the evaluation models in education</li> <li>-Identify categories and evaluation functions</li> <li>-Identify the phases of the evaluative process</li> <li>-Recognize the characteristics of the main evaluation tools</li> <li>-Recognize and examine the assessment tools of the initial, ongoing, and final situation</li> <li>-Encourage skills assessment</li> <li>-identify skills assessment</li> </ul>	

## SYLLABUS

Hrs	Frontal teaching
1	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
1	The phases of the evaluative act
2	The tools of the initial, ongoing and final evaluation
7	Authentic assessment (skills assessment) and the certification of skills in the obligation of education
2	The skills assessment
Hrs	Practice
1	The phases of the evaluative act
Hrs	Workshops
4	The tools of the initial, ongoing and final assessment and reference legislative framework.
4	Design and construction of learning evaluation tests (structured, semi-structured or unstructured) and tests for the assessment of the skills
4	The process of assessing applications of Invalsi
4	Rubrics and check list

## MODULE EXPERIMENTAL PEDAGOGY

*Prof.ssa GIUSEPPA CAPPUCCIO - Lettere A-L, - Lettere A-L*

### SUGGESTED BIBLIOGRAPHY

Benvenuto G. (2015). Stili e metodi della ricerca educativa. Roma: Carocci.  
Schiavone S. (2017). Trasformare le sfide in opportunità. A scuola di resilienza. Pensamultimedia: Lecce.

L'elenco definitivo dei testi sarà integrato con dispense fornite dal docente o disponibili in rete.  
The final list of the texts will be supplemented with handouts provided by the teacher or available online.

<b>AMBIT</b>	70003-Pedagogia sperimentale
<b>INDIVIDUAL STUDY (Hrs)</b>	165
<b>COURSE ACTIVITY (Hrs)</b>	60

### EDUCATIONAL OBJECTIVES OF THE MODULE

For the Experimental Pedagogy course Educational Objectives are:

1. Examine research scientific methods in education
2. Identify methods to research
3. Investigate quantitative and qualitative methods
4. Define and structure systematic observation in educational research
5. Define experimental research phases
6. Building the experimental research design
7. Review and build assessment tools
8. Develop and evaluate research results
9. Analyze a final research report
10. Study the conditions for the extensibility of the results
11. Review educational research carried out

## SYLLABUS

Hrs	Frontal teaching
2	1. Scientific research methods in education
2	2. Experimental Education place in the education epistemological framework
4	3. Quantitative & qualitative methods
4	5. Research design planning: from questions to research style
2	6. Experimental designs in educational research
2	7. Techniques and tools for data collection
3	8. Evaluation of results
2	9. Drafting of a research report
3	10. Conditions to the extendibility of results
4	11. Examples of educational research
Hrs	Practice
4	4. Systematic observation in experimental research
6	5. Research design planning: from questions to research style
2	6. Experimental designs in educational research
4	7. Techniques and tools for data collection
3	8. Evaluation of results
3	10. Conditions to the extendibility of results
10	11. Examples of educational research

## MODULE EXPERIMENTAL PEDAGOGY

*Prof.ssa LEONARDA LONGO - Lettere M-Z, - Lettere M-Z*

### SUGGESTED BIBLIOGRAPHY

Docimologia + laboratorio

Longo, L. (2019). La valutazione nella scuola primaria e dell'infanzia. Lecce: Pensa Multimedia.

L'elenco definitivo dei testi sarà integrato con dispense fornite dal docente o disponibili in rete.

The final list of the texts will be supplemented with handouts provided by the professor in charge or available on the network.

Pedagogia sperimentale

- Benvenuto G. (2015). Stili e metodi della ricerca educativa. Roma: Carocci.

-La Marca, A., Longo, L. (2018). L'autovalutazione delle Soft skills organizzativo-gestionali e relazionali degli insegnanti. Lecce: Pensa MultiMedia.

L'elenco definitivo dei testi sarà integrato con dispense fornite dal docente o disponibili in rete.

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<b>AMBIT</b>	70003-Pedagogia sperimentale
<b>INDIVIDUAL STUDY (Hrs)</b>	165
<b>COURSE ACTIVITY (Hrs)</b>	60

### EDUCATIONAL OBJECTIVES OF THE MODULE

Docimology + laboratory

- Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy)

-Reflect on the subject of evaluation in education

-Identify the evaluation models in education

-Identify categories and evaluation functions

-Identify the phases of the evaluative process

-Recognize the characteristics of the main evaluation tools

-Recognize and examine the assessment tools of the initial, ongoing, and final situation

-Encourage skills assessment

-Recognize the tools for school assessment

-Reflect on the relational aspects of school evaluation

Experimental Pedagogy

-Possess a clear picture of the relationship between experimental pedagogy and other pedagogical disciplines

-Examine research scientific methods in education

-Identify methods to research

-Investigate quantitative and qualitative methods

-Define and describe systematic observation in the classroom

-Define experimental research phases

-Identify the experimental research design

-Examine and build tools for data collection

-Elaborate and evaluate research results

-Make a bibliography

-Examine educational research already carried out

## SYLLABUS

Hrs	Frontal teaching
2	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
1	The phases of the evaluative act
2	The tools of the initial, ongoing and final evaluation
4	Authentic assessment (skills assessment) and the certification of skills in the obligation of education
1	The national identification process
2	The tools for school evaluation
2	The place of Experimental Pedagogy in the epistemological framework of Educational Sciences
2	Empirical research in education: approaches, paradigms and models

4	Quantitative methods and qualitative methods
2	Prospects for educational research and educational policies: Evidence-Based Research
4	Planning a research: from questions to research style
8	Research styles: definitions and characteristics (ethnographic research, case study, action research, survey, experimental and quasi-experimental research, measurement research).
2	The functions and methods of observation
2	Systematic and non-systematic observation
2	Experimental drawings
4	Techniques and tools for data collection
4	Data analysis and dissemination of research results
2	The drafting of a bibliography
4	Exemplifications of research in the educational field
2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers
2	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
1	The phases of the evaluative act
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4	Data analysis and dissemination of research results
2	The drafting of a bibliography
4	Exemplifications of research in the educational field
2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers
Hrs	Practice
1	Invalsi testing evaluation process
1	Consultation and critical analysis of reality tasks
2	Planning a research: from the topic to the research problem
2	The formulation of the hypothesis
4	Systematic observation in experimental research: examination and construction of observational tools
4	Techniques and tools for data collection
2	Drawing up a bibliography



2	Analysis and correction of data research projects
1	Invalsi testing evaluation process
1	Consultation and critical analysis of reality tasks
2	Planning a research: from the topic to the research problem
2	The formulation of the hypothesis
4	Systematic observation in experimental research: examination and construction of observational tools
4	Techniques and tools for data collection
2	Drawing up a bibliography
2	Analysis and correction of data research projects

<b>Hrs</b>	<b>Workshops</b>
4	The phases of the evaluative act
4	Design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed
4	The phases of the evaluative act
4	Design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed

**MODULE**  
**DOCIMOLOGY WITH DOCIMOLOGY WORKSHOP**

*Prof.ssa LEONARDA LONGO - Lettere M-Z, - Lettere M-Z*

**SUGGESTED BIBLIOGRAPHY**

Docimologia + laboratorio

Longo, L. (2019). La valutazione nella scuola primaria e dell'infanzia. Lecce: Pensa Multimedia.

L'elenco definitivo dei testi sarà integrato con dispense fornite dal docente o disponibili in rete.

The final list of the texts will be supplemented with handouts provided by the professor in charge or available on the network.

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<b>AMBIT</b>	70003-Pedagogia sperimentale
<b>INDIVIDUAL STUDY (Hrs)</b>	64
<b>COURSE ACTIVITY (Hrs)</b>	36

**EDUCATIONAL OBJECTIVES OF THE MODULE**

Docimology + laboratory

- Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy)

-Reflect on the subject of evaluation in education

-Identify the evaluation models in education

-Identify categories and evaluation functions

-Identify the phases of the evaluative process

-Recognize the characteristics of the main evaluation tools

-Recognize and examine the assessment tools of the initial, ongoing, and final situation

-Encourage skills assessment

-Recognize the tools for school assessment

-Reflect on the relational aspects of school evaluation

Experimental Pedagogy

-Possess a clear picture of the relationship between experimental pedagogy and other pedagogical disciplines

-Examine research scientific methods in education

-Identify methods to research

-Investigate quantitative and qualitative methods

-Define and describe systematic observation in the classroom

-Define experimental research phases

-Identify the experimental research design

-Examine and build tools for data collection

-Elaborate and evaluate research results

-Make a bibliography

-Examine educational research already carried out

**SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
2	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
1	The phases of the evaluative act
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4	Quantitative methods and qualitative methods
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4	Planning a research: from questions to research style
8	Research styles: definitions and characteristics (ethnographic research, case study, action research, survey, experimental and quasi-experimental research, measurement research).
2	The functions and methods of observation
2	Systematic and non-systematic observation
2	Experimental drawings
4	Techniques and tools for data collection
4	Data analysis and dissemination of research results
2	The drafting of a bibliography
4	Exemplifications of research in the educational field
2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers
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2	The drafting of a bibliography
4	Exemplifications of research in the educational field
2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers
Hrs	Practice
1	Invalsi testing evaluation process
1	Consultation and critical analysis of reality tasks
2	Planning a research: from the topic to the research problem
2	The formulation of the hypothesis
4	Systematic observation in experimental research: examination and construction of observational tools
4	Techniques and tools for data collection
2	Drawing up a bibliography

2	Analysis and correction of data research projects
1	Invalsi testing evaluation process
1	Consultation and critical analysis of reality tasks
2	Planning a research: from the topic to the research problem
2	The formulation of the hypothesis
4	Systematic observation in experimental research: examination and construction of observational tools
4	Techniques and tools for data collection
2	Drawing up a bibliography
2	Analysis and correction of data research projects

<b>Hrs</b>	<b>Workshops</b>
4	The phases of the evaluative act
4	Design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed
4	The phases of the evaluative act
4	Design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed