



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
<b>ACADEMIC YEAR</b>	2019/2020
<b>MASTER'S DEGREE (MSC)</b>	PEDAGOGY
<b>SUBJECT</b>	THEORY AND HISTORY OF DIDACTICS
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B
<b>AMBIT</b>	50617-Discipline pedagogiche e metodologico-didattiche
<b>CODE</b>	01067
<b>SCIENTIFIC SECTOR(S)</b>	M-PED/03
<b>HEAD PROFESSOR(S)</b>	ZANNIELLO GIUSEPPE Professore a contratto in Univ. di PALERMO quiescenza
<b>OTHER PROFESSOR(S)</b>	
<b>CREDITS</b>	9
<b>INDIVIDUAL STUDY (Hrs)</b>	180
<b>COURSE ACTIVITY (Hrs)</b>	45
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	1
<b>TERM (SEMESTER)</b>	1° semester
<b>ATTENDANCE</b>	Not mandatory
<b>EVALUATION</b>	Out of 30
<b>TEACHER OFFICE HOURS</b>	<b>ZANNIELLO GIUSEPPE</b> Wednesday 11:00 - 13:00 piattaforma Teams stanza virtuale Didattica Generale A-L oppure prima stanza del terzo piano dell'edificio 15 di viale delle Scienze

**DOCENTE:** Prof. GIUSEPPE ZANNIELLO

<b>PREREQUISITES</b>	Knowledge of the Object, Method and Principles of Didactics
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Understanding the fundamental concepts and the methodological principles of Didactics</li><li>2. Using the Didactics terminology</li></ol> <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Using the knowledge gained to distinguish among different educational models</li><li>2. Grasping general principles from the analysis of teaching practices</li></ol> <p>Making judgments</p> <ol style="list-style-type: none"><li>1. Assessing the congruence between the shared learning theories and the corresponding teaching theories</li></ol> <p>Communication skills</p> <ol style="list-style-type: none"><li>1. Exposing clearly and effectively the various ways of carrying out research in teaching</li><li>2. Expressing the subdivision criteria of the development stages of Education in Italy</li></ol> <p>Learning ability</p> <ol style="list-style-type: none"><li>1. Obtaining information from scientific literature for the updating of the educational research trends.</li></ol>
<b>ASSESSMENT METHODS</b>	<p>Written test consisting of three short essays in response to three open questions on each of the three parts of the course program. To be eligible to undertake the oral examination, students must pass the written one. Before the conclusion of each of the three parts of the course 30 questions will be published; the 3 exam questions will be then extracted out of those 30. During the 3 exercises, students will simulate the 3 parts of the exam. The final interview aims at verifying the students' ability to orally expose a topic cross-cutting the three parts of the program and drawn 10 minutes before the test. The vote will be the weighted average of the written answers to the 9 items and oral test. As to the first test, a score between 18 and 22 will be awarded to students demonstrating that they know at least the specific terminology related to the aims and competences; a score between 23 and 26 will be assigned to those who also demonstrate knowledge of the phases and methods of educational-teaching planning; a score between 27 and 30 will be assigned to those demonstrating an ability to design an interdisciplinary UDA (learning unit).</p> <p>As to the second test, a score between 18 and 22 will be awarded to students demonstrating to know at least the themes and authors of Italian educational research in the last seventy years; a score between 23 and 26 will be awarded to those who also demonstrate knowledge of the main contemporary educational research Schools; a score between 26 and 30 will be assigned to those who demonstrate an ability to carry out empirical research in the didactic field.</p> <p>As to the third test, a score between 18 and 22 will be awarded to students demonstrating to know the results of the main international researches carried out during the last ten years on male and female teaching; a score between 23 and 26 will be assigned to those who also demonstrate the ability to evaluate a UDA (learning unit) aimed at personalizing the teaching action; a score between 27 and 30 will be attributed to those who prove their ability in justifying principles, methods and techniques to personalize the teaching activity according to students' gender.</p> <p>As to the fourth test, a score between 18 and 22 will be given to students who at least will highlight the links between the three parts of the program; a score between 23 and 26 will be attributed to those who motivate their consent or disagreement on the conclusions of the authors of the three texts studied; a score between 27 and 30 will be attributed to those who will be able to hypothesize new research scenarios, starting from the discussion of the results presented in the three texts studied.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>Acquire the knowledge useful to access to training programs for Science of Education teachers in secondary school.</p> <p>Acquire advanced skills to operate as an expert teacher dealing with different educational contexts.</p> <p>Acquire the methodology of educational research in the field of education.</p> <p>Know how to build tools for the design, implementation and evaluation of educational activities.</p>
<b>TEACHING METHODS</b>	Lessons, practice
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Bertagna, G. &amp; Triani, P. (eds.) (2013), Dizionario di didattica. Brescia: La Scuola.</p> <p>Ferotti, C. (2017). Insegnare al maschile e al femminile. Esempi di pratiche didattiche, Roma: Aracne.</p> <p>Sicurello, R. (2015). Le differenze di genere a scuola. Aspetti didattici e relazionali. Napoli: Tecnodid. Solo le pagine 9-100, 160-164, 187-192 oltre all'espansione on line gratuita</p> <p>Zanniello, G. (2016). Didattica tra storia e ricerca. Roma: Armando</p>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
5	Basic Didactics concepts and operational dimensions
5	The fields of educational research
5	Methods of teaching and research tools
5	The teaching according to Gino Corallo's thought
2	Experience and experimental teaching in the Italian school of the second half of the 20th century
7	The teaching according to Luigi Calonghi
5	Teaching methods facilitating male and female learning
4	Collection and analysis of teaching practices.
<b>Hrs</b>	<b>Practice</b>
2	Teaching specific language
2	Educational research in Italy in the 20th century
2	Educational and relational aspects of gender education