UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2019/2020
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION
SUBJECT	GENERAL TEACHING METHODOLOGY AND LABORATORY
TYPE OF EDUCATIONAL ACTIVITY	A
AMBIT	70002-Didattica e pedagogia speciale
CODE	16009
SCIENTIFIC SECTOR(S)	M-PED/03
HEAD PROFESSOR(S)	ZANNIELLO GIUSEPPE Professore a contratto in Univ. di PALERMO quiescenza
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	156
COURSE ACTIVITY (Hrs)	69
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**ZANNIELLO GIUSEPPE** 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

PREREQUISITES	Basic knowledge to achieve a high school diploma of the second grade.
LEARNING OUTCOMES	Knowledge and understanding 1. Critical knowledge of the main educational models. 2. Knowledge of playful teaching methods. 3. Using the terminology of the General Didactics. Applying knowledge and understanding 1. Ability to use integrated and flexible teaching strategies according to the actual learning processes used by pupils. 2. Design educational activity using the System of Fundamental Educational Objectives. 3. Identify indicators and gender descriptors of learning at school. 4. Motivate the assessments of those educational practices analyzed: pinpointing strengths and weaknesses. Communication skills 1. To argue one's point of view on adoptable teaching strategies to enhance the gender dimension. Learning ability 1. Explain the learning style used for the acquisition of teaching skills. 2. Expose the method used for the analysis and evaluation of new teaching practices.
ASSESSMENT METHODS	The 30/30 full grade will be the result of an average of four relative scores attributed to: the elaborate delivered at the end of the lab, the number of exact answers provided in an objective profit test on the 1st part of the program, the answers given to three open questions on the 2nd Part of the program, a short written essay on the 3rd part of the program. A brief oral interview will demonstrate the student's ability to link the different parts of the program into a unitary view. During classroom exercises, students will be able to simulate the different parts of the exam. At the end of the workshop, students will be asked to write a report following the instructions contained in the book Dagli obiettivi educativi alle competenze fondamentali pages 93-97.
EDUCATIONAL OBJECTIVES	1. Locate the anthropological presuppositions of the teaching/learning relationship and the pedagogical meaning of learning. 2. To possess critical knowledge of the main pedagogical and teaching models supplemented by elements of Cognitive Psychology. 3. Know how to implement inclusive education in tune with the different learners' needs in the classroom. 4. Know how to manage the different phases of an instructional design. 5. Formulate educational objectives suitable to pupils' needs. 6. Make a personalized assessment of pupils. 7. Know how to enhance male and female specificity in school education.
TEACHING METHODS	Frontal teaching, practice, workshops
SUGGESTED BIBLIOGRAPHY	ZANNIELLO, G. (2014). Dagli obiettivi educativi alle competenze fondamentali. Palermo: Palumbo. + l'espansione on-line gratuita. SICURELLO, R . (2015).Le differenze di genere a scuola. Aspetti didattici e relazionali + l'intera espansione on line gratuita. Napoli: Tecnodid. MARI, G. (a cura di) (2017). Maschi e femmine a scuola. Profili antropologici e personalizzazione didattica. Milano: Vita e Pensiero. MIUR (2012). Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo dell'istruzione. MIUR (2018). Indicazioni nazionali e nuovi scenari.

SYLLABUS

Hrs	Frontal teaching
1	La formazione universitaria dell'insegnante
4	From educational goals to core competences
5	General & specific educational goals
3	The System of Fundamental Educational Objectives
3	Teaching designing
4	Anthropology, gender difference and personalization
4	Teaching male and female
4	Male and female profiles in today's western societies
4	Teaching/educational models compared
4	Stages and procedures of educational research at school
2	Systematic classroom observation
3	Learning male/female pupils in primary school
3	Collection and analysis of "masculine" and "feminine" teaching practic
3	The school behavior of boys and girls

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Hrs	Practice
2	The integration of planning by objectives planning and com
2	Personalized teaching The educational research carried out at school
2	The analysis of a teaching practice
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2	Personalized teaching The educational research carried out at school
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Hrs	Workshops
4	Transformation of the fundamental educational objectives into general educational objectives
4	The operational formulation of specific educational
4	The connection between general educational goals and specific educational goals
4	Indicators for the evaluation of the competence goa
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