



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Giurisprudenza		
ACADEMIC YEAR	2019/2020		
MASTER'S DEGREE (MSC)	LAW		
SUBJECT	LAW TEACHING METHODOLOGY		
TYPE OF EDUCATIONAL ACTIVITY	D		
AMBIT	20016-A scelta dello studente (dm270)		
CODE	20026		
SCIENTIFIC SECTOR(S)	IUS/20		
HEAD PROFESSOR(S)	BARTOLI CLELIA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	102		
COURSE ACTIVITY (Hrs)	48		
PROPAEDEUTICAL SUBJECTS	15550 - LEGAL PHILOSOPHY		
MUTUALIZATION			
YEAR	5		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	BARTOLI CLELIA Friday 12:00 14:00 Dipartimento di Giurisprudenza, Piazza Bologni, 4° piano		

PREREQUISITES	Basic legal notions regarding the structure of legal powers in contemporary states, the constitutional review, the national and international legal sources, the concept of right.
LEARNING OUTCOMES	Knowledge and understanding: the student must know and be able to evaluate the main educational methods for teaching law; moreover knowing the educational potential offered by new technologies is required. Applied knowledge and comprehension: the student must know the ethical implications related to the role of the law teacher in the context of a democratic constitutional state; how applying the different educational methods to the different contexts and learners, assessing their proximal development area, is also required. Making Judgment: the student must know how to judge textbooks and teaching strategies for the legal education, understanding limits and potential of each. He must be able to read the needs, peculiarities, obstacles and resources of learners not only in terms of legal education, but of human growth. Communication: the student must be able to build an effective lesson and an organic training path, personalizing the training and understanding the dynamics of the learning group. Life Long Learning skills: the student must know the bibliographic, technological and multimedia resources for the teaching of law and citizenship; he must learn to work in a group, confronting himself with others and with reality.
ASSESSMENT METHODS	Final exam. The student can choose between two possible ways to take the exam. - The first, recommended especially for those who do not attend the lectures, consists of evaluation by an oral test, consisting of an interview in which questions are proposed on the topics of the course program. The questions (at least two) will tend to probe whether knowledge of the course topics has been acquired, accrued critical and argumentative understanding and also assessing the effectiveness of exposition and property of language. - The second possible form of examination, recommended especially for students attending the lectures, consists of an "authentic assessment" and the writing of an essay. The authentic assessment is a team-work during which students, supported by the teacher, use and increase the field of knowledge inherent the program to make something real and socially useful. The essay is required at the end so that each student individually reworks his or her own research and learning journey, linking the texts proposed to the activities performed. The final examination interview is a debriefing of the learning experience and a discussion on the students' essay. During class, or discussing with the teacher's reception, this experimental exam method will be explained in detail. Evaluation: Grades on a scale between 18 and 30 cum laude. Evaluation Grid: - Excellent: 30-30 cum laude. Excellent knowledge and understanding, excellent communication and argumentative skills, proper use of technical language. - Very good: 26-29. Good knowledge and understanding, good communication and argumentative skills, proper use of technical language. - Good: 24-25. Basic knowledge and understanding, average communication skills, limited argumentative skills. - Average: 21-23. Limited basic knowledge and understanding, sufficient communication skills, poor argumentative skills. - Fair: 18-20. Minimal basic knowledge and understanding, poor communication skills, poor argumentative skills. - Poor. Non-sufficient knowledge and understanding.
EDUCATIONAL OBJECTIVES	This course can be followed by all interested students, but it is aimed in particular for those who intend to have access to the FIT path for school teaching after graduation. In fact, by passing this exam, students will acquire 6 of the 24 credits. The aim of the course, in particular, is to provide students with basic knowledge and skills in specific teaching methods and technologies for teaching legal subjects (competition class A-46, Legal and economic sciences) and for teaching citizenship at lower secondary schools. In accordance with the contents indicated in Annex B to the Ministerial Decree 616/2017 for the competition class A-46 the course must provide: • A critical analysis of the main didactical methods developed by studies in the legal education field, about the specific role of the teacher, to the conceptual, epistemological and didactic key points in function of the development of semiotic abilities as well as the expansion of expressive and cognitive potential in the specific disciplinary field. • The ability to design and develop teaching activities in the legal sciences frame: illustration of the principles and methodologies to construct learning activities and, more generally, of a curriculum in legal studies in order to acquire the technical-legal language and to master the communications skills to training

	youth in legal subjects. • Mastery of the tools offered by new technologies. Indication of the teaching and learning processes of law mediated by the use of technologies, with particular attention to new digital technologies. Analysis of the potentialities and critics in using technological tools to teach and learn law, in particular in relation with normative, jurisprudential, doctrinal and legal research about foreign legal systems. • An analysis of educational best practices to teach and learn law through technologies, reflecting on the specific role of the law teacher and the conceptual, epistemological and didactic challenges to face.
TEACHING METHODS	The teaching organization of this course is experimental and participative, drawing inspiration from the methodology of the learning community (P. Freire), reciprocal maieutical approach (D. Dolci) and learning by doing (B. Munari and clinical-legal education). The study of texts will take place through both teacher's lectures and flipped classroom (texts are read before the lecture takes place and discussed together). In addition to this, activities will be conducted in and out of the classroom to expose knowledge to a reality check. Students are actors in their own cognitive process. Therefore, during the course, they dialogue and make choices, search and handle new knowledge in collaboration with each other and with subjects sometimes from outside the academy, learning to work in group and on the field, in an interdisciplinary and critical way.
SUGGESTED BIBLIOGRAPHY	- V. Marzocco, S. Zullo, T. Casadei, La didattica del diritto. Metodi, strumenti e prospettive, Pacini Giuridica, Pisa 221, isbn 9788833793894, cap. I, pp. 1-48. - C. Bartoli, 2022. Accademia alla rovescia. Lezioni di diritto per dirottare il verso del sapere, in G. Viggiani (a cura di), La didattica del diritto. Paradigmi, casi ed esperienze, Ledizioni, Milano, isbn 9788855267151, pp. 85-116 - Paulo Freire, La pedagogia degli oppressi, Gruppo abele, Torino 2018, isbn 9788865791790 Texts in English: – Paulo Freire, Pedagogy of the Oppressed, Continuum Intl Pub Group, 2000, ISBN 978-0826412768 – C. Bartoli (a cura di), 2016. Legal clinics in Europe. For a commitment of higher education in social justice, «Diritto e Questioni Pubbliche», special issue (May), ISSN 1825-0173, URL: http://www.dirittoeququestionipubbliche.org/page/2016_nSE_Legal-clinics-in-Europe/DQ_2016_Legal-Clinics-in-Europe_specialissue.pdf

SYLLABUS

Hrs	Frontal teaching
6	Law as a teaching and learning object: educational goals, competences, learning outcomes foreseen by the national legislation for the legal education in secondary school and analysis of some school handbooks.
6	Law and didactics: educational legal programs through the capabilities approach
6	Citizenship, legality and human rights education.
6	The pedagogy of the oppressed as practice of citizenship
6	Designing and piloting educational workshops on human rights
6	Power relations inscribed in the educational space and institutional practices related to teaching. Critical elements with respect to the goals of school regulations
6	Legal clinical education
6	Law and wish: laboratory of legislative theater