



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2020/2021
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)	COMPAGNO GIUSEPPA Professore Associato Univ. di PALERMO 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)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	COMPAGNO GIUSEPPA Monday 15:30 17:00 Online, AULA TEAMS con codice di accesso: 9hon56f. 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

DOCENTE: Prof. GIUSEPPE ZANNIELLO- *Lettere A-L*

PREREQUISITES	Basic knowledge to achieve a high school diploma of the second grade.
LEARNING OUTCOMES	<p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Critical knowledge of the main educational models. 2. Knowledge of playful teaching methods. 3. Using the terminology of the General Didactics. <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"> 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. <p>Communication skills</p> <ol style="list-style-type: none"> 1. To argue one's point of view on adoptable teaching strategies to enhance the gender dimension. <p>Learning ability</p> <ol style="list-style-type: none"> 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	<p>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.</p> <p>At the end of the workshop, students will be asked to write a report following the instructions contained in the book <i>Dagli obiettivi educativi alle competenze fondamentali</i> pages 93-97; the preparation of a personalized UDA; the evaluation of personalized teaching practices; the construction of a skills section.</p>
EDUCATIONAL OBJECTIVES	<ol style="list-style-type: none"> 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	<p>ZANNIELLO, G. (2014). <i>Dagli obiettivi educativi alle competenze fondamentali</i>. Palermo: Palumbo. p. 102+ l'espansione on-line gratuita.</p> <p>La MARCA, A. <i>Soft Skills e saggezza a scuola</i>. Brescia: Scholé, 2019, p. 187.</p> <p>MARI, G. (a cura di) (2017). <i>Maschi e femmine a scuola. Profili antropologici e personalizzazione didattica</i>. Milano: Vita e Pensiero, p. 137.</p> <p><i>Pratiche didattiche personalizzate nella scuola primaria (saranno fornite gratuitamente durante le lezioni).</i></p> <p>MIUR (2012). <i>Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo dell'istruzione</i>.</p> <p>MIUR (2018). <i>Indicazioni nazionali e nuovi scenari</i>.</p>

SYLLABUS

Hrs	Frontal teaching
1	The university education of the teacher
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	Stages and procedures of educational research at school
4	Teaching/educational models compared
2	Systematic classroom observation
3	Learning male/female pupils in primary school

SYLLABUS

Hrs	Frontal teaching
3	Collection and analysis of "masculine" and "feminine" teaching practice
3	The school behavior of boys and girls
Hrs	Practice
2	The integration of planning by objectives planning and com
2	Soft skills evaluation
	The educational research carried out at school
2	The analysis of a teaching practice
Hrs	Workshops
4	The didactic planning with SOFE
4	The drafting of a personalized Learning Unit
4	Assessment of personalized teaching practices for men and women
4	Indicators for the evaluation of the competence goal

PREREQUISITES	No specific requirements, but the admission test passed.
LEARNING OUTCOMES	<p>Knowledge and understanding skills</p> <ul style="list-style-type: none"> - knowledge of the current epistemological reference framework of Didactics and the key constructs of the discipline - critical knowledge of the main teaching models - knowledge of the most common teaching methods - knowledge of the terminology of the didactic discourse <p>Ability to apply knowledge and understanding</p> <ul style="list-style-type: none"> - recognize and organize the class as a learning environment and community of relationships; - mastering a number of teaching methodologies that favor the learning process; - adopt functional teaching strategies for the needs, the intellectual styles, the way students learn - develop field-based educational research pathways based on observation, documentation, innovation, evaluation of teaching action <p>Judgment autonomy</p> <ul style="list-style-type: none"> - reflect critically in relation to educational phenomena in the context of education - problematize on educational phenomena, discerning strengths and criticalities of the didactic design - validate one's educational and teaching skills in progress. <p>Communicative Skills</p> <ul style="list-style-type: none"> - master several communications codes to argue and negotiate opinions, share ideas and critically support one's own point of view on the focal points of the course - communicate information on educational and teaching situations with language properties, expressive accuracy and terminological precision - possessing documentation skills related to the teaching practice <p>Learning ability</p> <p>At the end of the course, the student will have developed the ability to self-manage the depth and focus of the theoretical lines of the discipline through ad hoc bibliographic research and critical exploration of other sources of information. He/she will be able to approach the proposed contents (whether they have theoretical constructs or intervention simulations) from multiple visual angles to the implementation of effective operating models for teaching effectiveness and school success.</p>
ASSESSMENT METHODS	<p>The 30/30 score will be the result of an average of two scores related to: 1) the work delivered at the end of the workshop, 2) an oral interview aiming at demonstrating the student's ability to link the different parts of the program into a unitary view. At the end of the workshop students will be asked to build a brain-based group teaching design & game/drama project (see books Cappuccio G., Compagno G. (2015), <i>La mente in gioco</i>, Roma: Aracne and Compagno, G. (2019) <i>Drama Teaching Design</i>. Lecce: Pensa Multimedia).</p> <p>To pass the exam, with a score of not less than 18/30, the student must demonstrate a basic achievement of the objectives, namely the acquisition of a basic knowledge of the topics argued and the ability to operate minimal links, and to expose them with a basic linguistic-communicative skills.</p> <p>In order to achieve a score of 30/30 cum laude, the student must demonstrate to have achieved excellent objectives: full knowledge of subjects, critical mastery, ability to transfer acquired skills, linguistic-communicative skill, both general and specific, absolutely pertinent and definitely noteworthy.</p>
EDUCATIONAL OBJECTIVES	<p>The course intends to propose a reflection on theories, evolutionary lines, legislative-normative references of the Teaching Theory and Practice as well as an analysis of models, methodologies, strategies and techniques for teaching design in relation to the identification of pupils' educational needs and skills within the context of Italian Infant and Primary school.</p> <p>It also aims</p> <ul style="list-style-type: none"> - to be able to carry out an inclusive and integrated teaching approach attentive to the different needs of students in the classroom - to know how to handle the various phases of the teaching practice (design, action, evaluation, research) - to formulate educational goals and declining skills in levels or goals - to promote the neuro-intellectual specificities of pupils in school teaching.
TEACHING METHODS	Frontal teaching (with the aid of power point and audio-visual materials), role play, guided discussions, group work, workshops.
SUGGESTED BIBLIOGRAPHY	<p>M. Castoldi (2017), <i>Costruire unita' di apprendimento. Guida alla progettazione a ritroso</i>, Roma: Carocci.</p> <p>P. Lucisano, A. Salerni, P. Sposetti (2013), <i>Didattica e conoscenza. Riflessioni e proposte sull'apprendere e l'insegnare</i>, Roma: Carocci.</p>

G. Zanniello (2016), La Didattica tra storia e ricerca, Roma: Armando Editore.
 G. Cappuccio, G. Compagno (2015), Percorsi didattici tra Neuroeducation e Media Education, Roma: Aracne.
 G. Compagno (2019). DRAMA TEACHING DESIGN. Presupposti e metodologie didattiche inclusive. Lecce: Pensa Multimedia.

SYLLABUS

Hrs	Frontal teaching
2	Introduction to the course.
3	Building the educational experience.
3	Epistemological lines and key constructs of Didactics.
3	Historical Evolution of Didactics.
3	Communication in learning contexts: didactics, communication, specific terminology.
3	Learning theories and education models.
6	Models and teaching strategies: methodologies, contexts and spaces.
3	How to design teaching interventions: context analysis, intervention analysis, goals and skills.
3	How to design teaching activities: from identifying the problem to teaching design.
6	Playful didactics and theatrical teaching
3	Neuroeducation elements: Cognitive Styles and Intellectual Typologies in the Classroom.
3	Document the teaching
Hrs	Practice
3	Questionnaire on the first part of the course & group work on learning and teaching styles.
3	Simulating teaching design and teaching documentation
Hrs	Workshops
4	The neuroeducation analysis of the game
4	Game project for Infant school (group work)
4	The neuroeducation analysis of drama
4	DRAMA TEACHING DESIGN in Primary school (group work)