



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2021/2022		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
INTEGRATED COURSE	GAME TEACHING METHODOLOGY/PLANNING, DOCUMENTATION AND EVALUATION IN CHILDHOOD - INTEGRATED COURSE		
CODE	20701		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	M-PED/03, M-PED/04		
HEAD PROFESSOR(S)	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	DI MARTINO VALERIA	Ricercatore a tempo determinato	Univ. di PALERMO
	LONGO LEONARDA	Professore Associato	Univ. di PALERMO
	COMPAGNO GIUSEPPA	Professore Associato	Univ. di PALERMO
	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
CREDITS	12		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CAPPUCCIO GIUSEPPA Tuesday 14:30 16:00 Aula TEAMS "Ricevimento studenti e tesisti". Codice di accesso aula virtuale zoipjfb COMPAGNO GIUSEPPA Monday 15:30 17:00 Online, AULA TEAMS con codice di accesso: 9hon56f. DI MARTINO VALERIA Tuesday 17:00 18:00 Edificio 19, sala riunioni (previa prenotazione obbligatoria) Piattaforma Microsoft Teams (previa prenotazione obbligatoria, il link sarà inviato dal docente) Durante la prenotazione si prega di specificare la modalità LONGO LEONARDA Friday 10:45 11:45 Viale delle Scienze Prenotazione OBBLIGATORIA per eventuali comunicazioni da parte del docente (sede ricevimento).		

DOCENTE: Prof.ssa GIUSEPPA CAPPUCCIO

PREREQUISITES	
LEARNING OUTCOMES	
ASSESSMENT METHODS	
TEACHING METHODS	

MODULE GAME TEACHING MEHODOLOGY WITH WORKSHOP

Prof.ssa GIUSEPPA COMPAGNO - Lettere A-L, - Lettere A-L

SUGGESTED BIBLIOGRAPHY

TESTI DI RIFERIMENTO:

M. Albanese, G. Cappuccio, G. Compagno (2023). Gioco nella fascia 0-6: didattica, osservazione e valutazione. Roma: Junior.

M. Albanese, G. Compagno (2023). La valutazione delle attività neurodidattiche. Fondamenti, tecniche e strumenti. Roma: Anicia.

TESTI DI APPROFONDIMENTO:

Bondioli, A., Bobbio, A. (2019), Gioco e infanzia. Teorie e scenari educativi. Roma: Carocci Editore

R. Quaglia, L.E. Prino, E. Sclavo (2009), Il gioco nella didattica, Trento: Erickson.

G. Cappuccio, G. Compagno (2015), La MENTE in GIOCO. Percorsi didattici tra Neuroeducation e Media Education, Roma: Aracne.

AMBIT	10677-Attività formative affini o integrative 50076-Discipline pedagogiche e metodologico-didattiche
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

The course intends to propose a survey of theories, evolutionary lines, as well as an analysis of the models, methodologies of Playful Teaching as well as the knowledge and application of the strategies and techniques of playful teaching design.

It is also aimed

- to be able to implement a playful and inclusive teaching being attentive to the different

needs of the pupils

- to be able to manage the different phases of the playful teaching practice

(design, action, evaluation, research)

- to formulate educational objectives and to decline skills in levels or goals

- to be able to valorize the neuro-intellectual specificities of pupils in the teaching practice.

SYLLABUS

Hrs	Frontal teaching
7	Introduction to the course. Historical-epistemological lines and key constructs of ludic didactics. The nature of the game and the game between Pedagogy and Didactics. The educational centrality of symbolic play. The nature of the game. The classification of games.
8	Praxic features of ludic didactics: methodologies, strategies, contexts and spaces. The game to communicate and represent the world. Playful teaching and inclusion. Game & Neuroeducation.
5	Game teaching design: planning, implementation, reflection. How to plan playful teaching interventions: - context analysis - intervention analysis
Hrs	Practice
10	Game Teaching Design

MODULE
PLANNING, DOCUMENTATION AND EVALUATION IN CHILDHOOD

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

SUGGESTED BIBLIOGRAPHY

Torre, E.M. (2014). Dalla progettazione alla valutazione. Modelli e metodi per educatori e formatori. Roma: Carocci.
Cappuccio, G. (2008). Progettare percorsi educativo-didattici al nido. Parma: Edizioni Junior.

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.

AMBIT	50076-Discipline pedagogiche e metodologico-didattiche
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

- Promoting reflection and analysis of the professional aspects of the educator in children's services
- Promote the acquisition of critical ability and competence in different fields: the observation of the context and the child, pedagogical and educational design, documentation, evaluation.
- Encourage experimentation of acquired knowledge and expertise in the design, documentation and evaluation of educational actions in children's services

SYLLABUS

Hrs	Frontal teaching
2	Reflection and analysis of the professional aspects of the educator in children's services
5	Design, documentation and evaluation of educational and educational interventions
5	From the needs analysis to the formulation of the objectives
5	Interventions's organization and project's drafting
8	The assessment plan: models, phases, tools
Hrs	Practice
5	Planning and structuring of an educational project with particular reference to documentation and evaluation tools in children's services

MODULE
GAME TEACHING MEHODOLOGY WITH WORKSHOP

Prof.ssa VALERIA DI MARTINO - Lettere M-Z, - Lettere M-Z

SUGGESTED BIBLIOGRAPHY

Bondioli, A. (1996). Gioco e educazione. FrancoAngeli.
Baumgartner, E. (2010). Il gioco dei bambini. Carocci.

AMBIT	10677-Attività formative affini o integrative 50076-Discipline pedagogiche e metodologico-didattiche
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30

EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims to provide students with basic knowledge about the main cultural and theoretical assumptions underlying the play in the early childhood, with particular reference to affective, explorative and narrative dimensions.

At the end of the course the student is expected to be able:

- to know the theoretical and conceptual foundations of play in the early childhood;
- to compare the main approach to play;
- to integrate the acquired knowledge in the planning of services for early childhood;
- to communicate information, ideas, problems and solutions using specific vocabulary and appropriate terminology.

SYLLABUS

Hrs	Frontal teaching
5	Play: theories and education
5	Play in the early childhood
5	Play in early childhood services
3	Educating to difference: play for girls and boys
3	Play and storytelling
3	Play with peer and with adults
Hrs	Practice
3	Outdoor play
3	Learn to play, play to learn