



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2021/2022		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
INTEGRATED COURSE	EXPERIMENTAL DOCIMOLOGY AND PEDAGOGY WITH LABORATORY - INTEGRATED COURSE		
CODE	18227		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	M-PED/04		
HEAD PROFESSOR(S)	LONGO LEONARDA	Professore Associato	Univ. di PALERMO
	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	LONGO LEONARDA	Professore Associato	Univ. di PALERMO
	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
CREDITS	13		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° 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		
	LONGO LEONARDA Friday 10:45 11:45 Viale delle Scienze Prenotazione OBBLIGATORIA per eventuali comunicazioni da parte del docente (sede ricevimento).		

PREREQUISITES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Formulate an educational purpose 2. Identify an educational goal 3. Identify teaching methods 4. Calculate from a series of data the following statistical parameters: frequency, mean and standard deviation.
LEARNING OUTCOMES	<p>Docimology: Knowledge and understanding <ol style="list-style-type: none"> 1. Identify notions, concepts, principles of Docimology 2. Use language of Docimology Applying knowledge and understanding <ol style="list-style-type: none"> 1. Use the acquired knowledge to identify, formulate and solve problems related to the field of Docimology 2. Correctly describe the phases of the evaluation process 3. Manage complex educational situations within an evaluative framework Making judgements <ol style="list-style-type: none"> 1. Make judgments about the validity of the proposed procedures, justifying and arguing on their own proposals 2. Elaborate - with full independence of judgment - original solutions to the problems of evaluation in education Communication skills <ol style="list-style-type: none"> 1. Argue on problems related to the evaluation in school 2. Use a language appropriate to the field of Docimology Learning skills <ol style="list-style-type: none"> 1. Keep attention focused on valuation issues 2. Build evaluation tools of the initial situation, ongoing and final 3. Build evidence for the evaluation of skills Experimental Pedagogy: Knowledge and understanding <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of Experimental Pedagogy theories, methods and principles 2. Provide further studies in Experimental Pedagogy Applying knowledge and understanding <ol style="list-style-type: none"> 1. Explain research design phases 2. Define and organise evaluation research tools Making judgements <ol style="list-style-type: none"> 1. Gather and interpret relevant quantitative and qualitative data 2. Discuss about research results Communication skills <ol style="list-style-type: none"> 1. Communicate data within educational research 2. Explain educational research results Learning skills <ol style="list-style-type: none"> 1. Design an educational research 2. Analyse the conditions for the extensibility of the results. </p>
ASSESSMENT METHODS	<p>Two methods of evaluation will be used to evaluate the degree of achievement of the objectives formulated.</p> <p>a. Semi-structured test to ascertain the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1. Examine the methods and design models of scientific research in the educational field 2. Identify research styles 3. Investigate quantitative and qualitative methods 5. Define and structure systematic observation in educational research 6. Reflect on the evolution of documentary research (beginnings of documentary studies, authors, documentary studies in Italy) 7. Identify the evaluation models in the educational field 8. Take note of the regulations on assessment in Italy 9. Identify categories and functions of the evaluation 10. Discriminate the stages of the assessment act - recognize the characteristics of the main assessment tools. <p>The semi-structured test will be divided into two sections: a methodological section (variables, hypotheses, experimental plans) and a section with semi-structured questions whose stimuli will be 6, formulated in a clear and uniquely interpretable way, will allow the student to formulate independently the answer and will be organized in such a way as to allow its comparability through constraints that outline a trace for the answer (length parameters, hierarchical order of themes, concepts to be addressed, level of generalization).</p> <p>b. Oral interview to ascertain the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1. Define the phases of a research by experiment 2. Examine and construct the evaluation tools 3. Build the experimental design of a research 4. Elaborate and

	<p>evaluate the results of the research 5. Study the conditions for the extensibility of the results. 6. Recognize and examine the tools for evaluating the initial, ongoing and final situation. 7. Analyze and construct objective proofs of profit. 8. Identify and use the skills certification assessment models. 9. Analyze and build evidence for skills assessment. 10. Build an evaluation plan.</p> <p>The oral interview will be centered on the discussion of content related to the objectives and a research project hypothesis. The design hypothesis will be constructed taking into account the phases of classical experimental research. The indications for the construction of the project will be available on the teacher's personal page in the "teaching material" section. The hypothesis must be sent a week before to the teacher at the email address giuseppa.cappuccio@unipa.it and delivered on paper on the day of the exam. The student who will demonstrate the achievement of:</p> <ul style="list-style-type: none"> - 11-12 / 20 objectives both in the written test and in the oral exam will have a mark between 18 and 22. - 13-14 / 20 objectives both in the written test and in the oral exam will have a mark between 23 and 25. - 15-16 / 20 objectives both in the written test and in the oral exam will have a mark between 26 and 27. - 17-18 / 20 objectives both in the written test and in the oral exam will have a mark between 28 and 29. - 19-20 / 20 objectives both in the written test and in the oral exam will have a mark between 30 and 30 cum laude.
TEACHING METHODS	<ul style="list-style-type: none"> -Frontal teaching -Group activities and workshops -Practice

PREREQUISITES	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Formulate an educational purpose 2. Identify an educational goal 3. Identify teaching methods 4. Calculate from a series of data the following statistical parameters: frequency and mean
LEARNING OUTCOMES	<p>Docimology + Laboratory</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Identify notions, concepts, principles of the Docimology - Use the language of the Docimology <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> - Use the acquired knowledge to identify, formulate and solve problems related to the field of Docimology - Describe correctly the phases of the evaluation - Manage complex educational situations in the evaluation field <p>Making judgements</p> <ul style="list-style-type: none"> - Express judgments on the validity of proposed procedures, justifying and arguing their proposals - Elaborate - with full autonomy of judgment - original solutions to the problems of evaluation in the educational field <p>Communication skills</p> <ul style="list-style-type: none"> - Argue about problems related to evaluation at school - Use a language appropriate to the field of Docimology <p>Learning skills</p> <ul style="list-style-type: none"> - Keep the attention focused on the evaluation issues - Building the assessment tools for the initial, ongoing and final situation - Build tests for the assessment of skills <p>Experimental Pedagogy</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recall notions, concepts, principles of Experimental Pedagogy - Use the language of Experimental Pedagogy <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> - Describe the phases of an educational research - Define and structure the evaluation tools of a research <p>Making judgements</p> <ul style="list-style-type: none"> - Express judgments on the validity of proposed procedures, justifying and arguing their proposals - Argue your point of view regarding the results of educational research <p>Communication skills</p> <ul style="list-style-type: none"> - Argue the results of educational research - Communicate the data of a research in education <p>Learning skills</p> <ul style="list-style-type: none"> - Design a research path in the educational field - Analyze the conditions for the extensibility of the results
ASSESSMENT METHODS	<p>For the evaluation of the degree of achievement of the objectives formulated different evaluation methods will be used:</p> <ol style="list-style-type: none"> 1. a semi-structured written test (short essay) 2. a written test (analysis of evaluation tests) 3. a written test (questions with open answers) <p>1. The essay, consisting of three well-defined, clear and only interpretable stimulus questions with open answers that respect constraints such as to make them comparable with predetermined correction criteria, has the aim of ascertaining the achievement of the following objectives:</p> <ul style="list-style-type: none"> - reflect on the evolution of docimological research (beginnings of docimology, authors, docimological studies in Italy) - reflect on the issue of evaluation in the educational field - identify evaluation models in the educational field - identify categories and functions of the evaluation - identify the phases of the evaluation act - promote evaluation and certification of skills - recognize the tools for school assessment - reflect on the relational aspects of school evaluation <p>2. The written test, consisting of examples of evaluation tests, aims to ascertain the achievement of the following objectives:</p> <ul style="list-style-type: none"> - recognize the characteristics of the main evaluation tools - recognize and examine the assessment tools for the initial, ongoing and final situation <p>3. The written test, consisting of open questions, aims to ascertain the achievement of the following objectives:</p> <ul style="list-style-type: none"> - Examine the methods of scientific research in the educational field - Identify the search methods - Investigate quantitative methods and qualitative methods - Define and describe how to conduct systematic observation in the classroom - Define the phases of a research by experiment

	<ul style="list-style-type: none"> - Identify the experimental design of a research - Examine and build tools for data collection - Develop and evaluate research results - Examine educational research already carried out <p>Criteria for assigning votes:</p> <p>18/23, the student must demonstrate the achievement of the basic objectives, namely the acquisition of a basic knowledge of the expected topics as well as the ability to make connections and to express them with sufficient linguistic and communicative skills.</p> <p>24/26, the student must demonstrate the full achievement of the objectives or the acquisition of a robust knowledge of the expected topics as well as the ability to make connections and to express them with language-communication skills worthy of note.</p> <p>27/29, the student must demonstrate that he has definitely achieved the intended objectives: full knowledge of the topics, good degree of reflection, significant expressive abilities.</p> <p>30/30 and praise, the student must demonstrate that he has brilliantly achieved the intended objectives: full knowledge of the topics, critical mastery, ability to transfer acquired skills, expressive, general and specific degree, relevant and relevant, originality and creativity.</p>
TEACHING METHODS	<ul style="list-style-type: none"> - frontal teaching - flipped classroom - group activities and workshops - practice

MODULE EXPERIMENTAL PEDAGOGY

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

SUGGESTED BIBLIOGRAPHY

Domenici G., Lucisano P. & Biasi V. (2018). La ricerca empirica in educazione. Elementi introduttivi. Roma: Armando Editore.
Cappuccio G. (2021). Storie di ricerca animata. I media tra paradigmi e valutazione. Parma: Edizioni Junior.

L'elenco 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	70003-Pedagogia sperimentale
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40

EDUCATIONAL OBJECTIVES OF THE MODULE

1. Examine the methods of scientific research in the educational field.
2. Analyze and use the design models of scientific research in the educational field
3. Identify search styles
4. Investigate quantitative and qualitative methods
5. Define and structure observation in educational research
6. Define the stages of a search by experiment
7. Examine and build evaluation tools
8. Building the experimental design of a research
9. Develop and evaluate research results
10. Study the conditions for extensibility of results.

SYLLABUS

Hrs	Frontal teaching
3	Scientific research methods in education
2	Experimental Education place in the education epistemological framework
2	Quantitative & qualitative methods
4	Systematic observation in experimental research
4	Research design planning: from questions to research style
4	Experimental designs in educational research
3	Techniques and tools for data collection
2	Evaluation of results
Hrs	Practice
4	Systematic observation in experimental research
4	Research design planning: from questions to research style
6	Experimental designs in educational research
2	Drafting of a research report

MODULE
DOCIMOLOGY WITH DOCIMOLOGY WORKSHOP

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

SUGGESTED BIBLIOGRAPHY

Greenstein L. (2016). La valutazione formativa. Novara: UTET Università.
Previtali D. (2018). Il sistema nazionale di valutazione in Italia. Novara: UTET Università.
I testi saranno integrati dal materiale fornito dal docente e caricato sul portale.

AMBIT	70003-Pedagogia sperimentale
INDIVIDUAL STUDY (Hrs)	119
COURSE ACTIVITY (Hrs)	56

EDUCATIONAL OBJECTIVES OF THE MODULE

1. Reflect on the evolution of documentary research (beginnings of documentary studies, authors, documentary studies in Italy)
2. Identify educational evaluation models
3. Take note of the regulations on assessment in Italy
4. Identify categories and functions of the evaluation
5. Discriminate the stages of the assessment act
6. Recognize and examine the tools for evaluating the initial, ongoing and final situation
7. Analyze and construct objective proofs of profit
8. Identify and use the skills certification assessment models
9. Analyze and build evidence for skills assessment
10. Build an evaluation plan

SYLLABUS

Hrs	Frontal teaching
2	The birth and evolution of documentary research
4	Evaluation models
6	The regulations on assessment in Italy
4	Tools for assessing the initial, ongoing and final situation
3	Competencies assessment and certification models
3	Evaluation tools for Competencies
3	Evaluation plan
Hrs	Practice
6	Tools for assessing the initial, ongoing and final situation
6	Evaluation tools for Competencies
3	evaluation plan
Hrs	Workshops
4	The construction of an evaluation plan
4	The design of authentic assessment tools
4	Rubrics
4	the authentic task

MODULE EXPERIMENTAL PEDAGOGY

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

SUGGESTED BIBLIOGRAPHY

Docimologia + laboratorio
 Greenstein, L. (2016). La valutazione formativa. Novara: Utet Università.
 Longo, L. (2016). Insegnare con la flipped classroom. Stili di apprendimento e «classe capovolta». Brescia: La Scuola.
 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.
 Pedagogia sperimentale
 - Cocci, C., Ricchiardi, P. (2005). Progettare la ricerca empirica in educazione. Roma: Carocci.
 - La Marca, A., Longo, L. (2018). L'autovalutazione delle Soft skills organizzativo-gestionali e relazionali degli insegnanti. Lecce: Pensa MultiMedia.
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AMBIT	70003-Pedagogia sperimentale
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40

EDUCATIONAL OBJECTIVES OF THE MODULE

Docimology + laboratory
 - Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy)
 - Reflect on the subject of evaluation in education
 - Identify the evaluation models in education
 - Identify categories and evaluation functions
 - Identify the phases of the evaluative process
 - Recognize the characteristics of the main evaluation tools
 - Recognize and examine the assessment tools of the initial, ongoing, and final situation
 - Encourage skills assessment
 - Recognize the tools for school assessment
 - Reflect on the relational aspects of school evaluation
 Experimental Pedagogy
 - Possess a clear picture of the relationship between experimental pedagogy and other pedagogical disciplines
 - Examine research scientific methods in education
 - Identify methods to research
 - Investigate quantitative and qualitative methods
 - Define and describe systematic observation in the classroom
 - Define experimental research phases
 - Identify the experimental research design
 - Examine and build tools for data collection
 - Elaborate and evaluate research results
 - Make a bibliography
 - Examine educational research already carried out

SYLLABUS

Hrs	Frontal teaching
2	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
2	Evaluation of learning materials
4	The phases of the evaluative act
4	The tools of the initial, ongoing and final evaluation
8	Authentic assessment (skills assessment) and the certification of skills in the obligation of education
2	The national identification process
2	The tools for school evaluation
6	Assessment in the flipped classroom
2	The place of Experimental Pedagogy in the epistemological framework of Educational Sciences
2	Empirical research in education: approaches, paradigms and models
2	Quantitative methods and qualitative methods
2	Prospects for educational research and educational policies: Evidence-Based Research
2	Planning a research: from questions to research style
8	Research styles: definitions and characteristics (ethnographic research, case study, action research, survey, experimental and quasi-experimental research, measurement research).

2	The functions and methods of observation
2	Systematic and non-systematic observation
2	Experimental drawings
2	Techniques and tools for data collection
2	Data analysis and dissemination of research results
2	The drafting of a bibliography
2	Exemplifications of research in the educational field
2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers
2	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
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2	Exemplifications of research in the educational field
2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers

Hrs	Practice
2	Invalsi testing evaluation process
2	Consultation and critical analysis of reality tasks
1	Planning a research: from the topic to the research problem
1	The formulation of the hypothesis
2	Systematic observation in experimental research: examination and construction of observational tools
1	Drawing up a bibliography
1	Analysis and correction of data research projects
2	Invalsi testing evaluation process

2	Consultation and critical analysis of reality tasks
1	Planning a research: from the topic to the research problem
1	The formulation of the hypothesis
2	Systematic observation in experimental research: examination and construction of observational tools
1	Drawing up a bibliography
1	Analysis and correction of data research projects

Hrs	Workshops
4	The phases of the evaluative act; design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Analysis of test examples to assess skills and reflection
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed
4	The phases of the evaluative act; design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Analysis of test examples to assess skills and reflection
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed

MODULE DOCIMOLGY WITH DOCIMOLGY WORKSHOP

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

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Docimologia + laboratorio
 Greenstein, L. (2016). La valutazione formativa. Novara: Utet Università.
 Longo, L. (2016). Insegnare con la flipped classroom. Stili di apprendimento e «classe capovolta». Brescia: La Scuola.
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INDIVIDUAL STUDY (Hrs)	119
COURSE ACTIVITY (Hrs)	56

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Docimology + laboratory
 - Reflect on the evolution of research of docimology (beginning of the assessment accordingly, authors, docimological studies in Italy)
 - Reflect on the subject of evaluation in education
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 - Encourage skills assessment
 - Recognize the tools for school assessment
 - Reflect on the relational aspects of school evaluation
 Experimental Pedagogy
 - Possess a clear picture of the relationship between experimental pedagogy and other pedagogical disciplines
 - Examine research scientific methods in education
 - Identify methods to research
 - Investigate quantitative and qualitative methods
 - Define and describe systematic observation in the classroom
 - Define experimental research phases
 - Identify the experimental research design
 - Examine and build tools for data collection
 - Elaborate and evaluate research results
 - Make a bibliography
 - Examine educational research already carried out

SYLLABUS

Hrs	Frontal teaching
2	Presentation of the training program and the evaluation criteria
2	Authors and history of the Docimology
2	The evaluation models in education
2	The categories and the evaluation functions
2	Evaluation of learning materials
4	The phases of the evaluative act
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2	Exemplifications of research in the educational field
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2	Presentation of the Soft Skills Inventory (SSI) to detect the organizational-managerial and relational skills of teachers and future teachers

Hrs	Practice
2	Invalsi testing evaluation process
2	Consultation and critical analysis of reality tasks
1	Planning a research: from the topic to the research problem
1	The formulation of the hypothesis
2	Systematic observation in experimental research: examination and construction of observational tools
1	Drawing up a bibliography
1	Analysis and correction of data research projects
2	Invalsi testing evaluation process

2	Consultation and critical analysis of reality tasks
1	Planning a research: from the topic to the research problem
1	The formulation of the hypothesis
2	Systematic observation in experimental research: examination and construction of observational tools
1	Drawing up a bibliography
1	Analysis and correction of data research projects

Hrs	Workshops
4	The phases of the evaluative act; design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Analysis of test examples to assess skills and reflection
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed
4	The phases of the evaluative act; design and construction of learning evaluation tests (structured, semi-structured or unstructured) also through the use of platforms
4	Analysis of test examples to assess skills and reflection
4	Design and construction of tests for the assessment of skills
4	Reflection and self-evaluation on the experience completed