



# UNIVERSITÀ DEGLI STUDI DI PALERMO

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|--------------------------------|--|----------------------|------------------|
| <b>DEPARTMENT</b>              | Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione  |                      |                  |
| <b>ACADEMIC YEAR</b>           | 2021/2022  |                      |                  |
| <b>MASTER'S DEGREE (MSC)</b>   | PRIMARY EDUCATION  |                      |                  |
| <b>INTEGRATED COURSE</b>       | EXPERIMENTAL DOCIMOLOGY AND PEDAGOGY WITH LABORATORY - INTEGRATED COURSE   |                      |                  |
| <b>CODE</b>                    | 18227  |                      |                  |
| <b>MODULES</b>                 | Yes  |                      |                  |
| <b>NUMBER OF MODULES</b>       | 2  |                      |                  |
| <b>SCIENTIFIC SECTOR(S)</b>    | M-PED/04   |                      |                  |
| <b>HEAD PROFESSOR(S)</b>       | CAPPUCCIO GIUSEPPA   | Professore Ordinario | Univ. di PALERMO |
| <b>OTHER PROFESSOR(S)</b>      | LONGO LEONARDA   | Professore Associato | Univ. di PALERMO |
|                                | CAPPUCCIO GIUSEPPA   | Professore Ordinario | Univ. di PALERMO |
| <b>CREDITS</b>                 | 13   |                      |                  |
| <b>PROPAEDEUTICAL SUBJECTS</b> |  |                      |                  |
| <b>MUTUALIZATION</b>           |  |                      |                  |
| <b>YEAR</b>                    | 2  |                      |                  |
| <b>TERM (SEMESTER)</b>         | 2° semester  |                      |                  |
| <b>ATTENDANCE</b>              | Not mandatory  |                      |                  |
| <b>EVALUATION</b>              | Out of 30  |                      |                  |
| <b>TEACHER OFFICE HOURS</b>    | <b>CAPPUCCIO GIUSEPPA</b><br>Tuesday 14:30 16:00 Aula TEAMS "Ricevimento studenti e tesisti". Codice di accesso aula virtuale zoipjfb                          |                      |                  |
|                                | <b>LONGO LEONARDA</b><br>Friday 10:45 11:45 Viale delle Scienze Prenotazione OBBLIGATORIA per eventuali comunicazioni da parte del docente (sede ricevimento). |                      |                  |

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| <b>PREREQUISITES</b>      | <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Formulate an educational purpose</li> <li>2. Identify an educational goal</li> <li>3. Identify teaching methods</li> <li>4. Calculate from a series of data the following statistical parameters: frequency, mean and standard deviation.</li> </ol>   |
| <b>LEARNING OUTCOMES</b>  | <p><b>Docimology:</b><br/> Knowledge and understanding<br/> <ol style="list-style-type: none"> <li>1. Identify notions, concepts, principles of Docimology</li> <li>2. Use language of Docimology</li> </ol> Applying knowledge and understanding<br/> <ol style="list-style-type: none"> <li>1. Use the acquired knowledge to identify, formulate and solve problems related to the field of Docimology</li> <li>2. Correctly describe the phases of the evaluation process</li> <li>3. Manage complex educational situations within an evaluative framework</li> </ol> Making judgements<br/> <ol style="list-style-type: none"> <li>1. Make judgments about the validity of the proposed procedures, justifying and arguing on their own proposals</li> <li>2. Elaborate - with full independence of judgment - original solutions to the problems of evaluation in education</li> </ol> Communication skills<br/> <ol style="list-style-type: none"> <li>1. Argue on problems related to the evaluation in school</li> <li>2. Use a language appropriate to the field of Docimology</li> </ol> Learning skills<br/> <ol style="list-style-type: none"> <li>1. Keep attention focused on valuation issues</li> <li>2. Build evaluation tools of the initial situation, ongoing and final</li> <li>3. Build evidence for the evaluation of skills</li> </ol> <b>Experimental Pedagogy:</b><br/> Knowledge and understanding<br/> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of Experimental Pedagogy theories, methods and principles</li> <li>2. Provide further studies in Experimental Pedagogy</li> </ol> Applying knowledge and understanding<br/> <ol style="list-style-type: none"> <li>1. Explain research design phases</li> <li>2. Define and organise evaluation research tools</li> </ol> Making judgements<br/> <ol style="list-style-type: none"> <li>1. Gather and interpret relevant quantitative and qualitative data</li> <li>2. Discuss about research results</li> </ol> Communication skills<br/> <ol style="list-style-type: none"> <li>1. Communicate data within educational research</li> <li>2. Explain educational research results</li> </ol> Learning skills<br/> <ol style="list-style-type: none"> <li>1. Design an educational research</li> <li>2. Analyse the conditions for the extensibility of the results.</li> </ol> </p> |
| <b>ASSESSMENT METHODS</b> | <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"> <li>1. Examine the methods and design models of scientific research in the educational field</li> <li>2. Identify research styles</li> <li>3. Investigate quantitative and qualitative methods</li> <li>5. Define and structure systematic observation in educational research</li> <li>6. Reflect on the evolution of documentary research (beginnings of documentary studies, authors, documentary studies in Italy)</li> <li>7. Identify the evaluation models in the educational field</li> <li>8. Take note of the regulations on assessment in Italy</li> <li>9. Identify categories and functions of the evaluation</li> <li>10. Discriminate the stages of the assessment act - recognize the characteristics of the main assessment tools.</li> </ol> <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"> <li>1. Define the phases of a research by experiment</li> <li>2. Examine and construct the evaluation tools</li> <li>3. Build the experimental design of a research</li> <li>4. Elaborate and</li> </ol>  |

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|                         | <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 <a href="mailto:giuseppa.cappuccio@unipa.it">giuseppa.cappuccio@unipa.it</a> 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"> <li>- 11-12 / 20 objectives both in the written test and in the oral exam will have a mark between 18 and 22.</li> <li>- 13-14 / 20 objectives both in the written test and in the oral exam will have a mark between 23 and 25.</li> <li>- 15-16 / 20 objectives both in the written test and in the oral exam will have a mark between 26 and 27.</li> <li>- 17-18 / 20 objectives both in the written test and in the oral exam will have a mark between 28 and 29.</li> <li>- 19-20 / 20 objectives both in the written test and in the oral exam will have a mark between 30 and 30 cum laude.</li> </ul> |
| <b>TEACHING METHODS</b> | <ul style="list-style-type: none"> <li>-Frontal teaching</li> <li>-Group activities and workshops</li> <li>-Practice</li> </ul>   |

## MODULE EXPERIMENTAL PEDAGOGY

*Prof.ssa GIUSEPPA CAPPUCCIO*

### 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.

|                               |                              |
|-------------------------------|------------------------------|
| <b>AMBIT</b>                  | 70003-Pedagogia sperimentale |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 110                          |
| <b>COURSE ACTIVITY (Hrs)</b>  | 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 LEONARDA LONGO*

### SUGGESTED BIBLIOGRAPHY

Docimologia + laboratorio

Greenstein, L. (2016). La valutazione formativa. 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.

|                               |                              |
|-------------------------------|------------------------------|
| <b>AMBIT</b>                  | 70003-Pedagogia sperimentale |
| <b>INDIVIDUAL STUDY (Hrs)</b> | 119                          |
| <b>COURSE ACTIVITY (Hrs)</b>  | 56                           |

### 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

## 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  |
| Hrs | Practice   |
| 2   | Invalsi testing evaluation process   |
| 2   | Consultation and critical analysis of reality tasks  |
| 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   |