



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze della Terra e del Mare		
<b>ACADEMIC YEAR</b>	2021/2022		
<b>MASTER'S DEGREE (MSC)</b>	ANALYSIS AND ENVIRONMENTAL MANAGEMENT		
<b>INTEGRATED COURSE</b>	BIOLOGICAL AND ENVIRONMENTAL SCIENCES TEACHING METHODOLOGY - INTEGRATED COURSE		
<b>CODE</b>	20503		
<b>MODULES</b>	Yes		
<b>NUMBER OF MODULES</b>	2		
<b>SCIENTIFIC SECTOR(S)</b>	BIO/05, BIO/07		
<b>HEAD PROFESSOR(S)</b>	CAMMARATA MATTEO	Professore Ordinario	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	GIANGUZZA PAOLA	Professore Associato	Univ. di PALERMO
	CAMMARATA MATTEO	Professore Ordinario	Univ. di PALERMO
<b>CREDITS</b>	6		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>	ZOOLOGY - Corso: MARINE BIOLOGY		
	ZOOLOGY - Corso: BIOLOGIA MARINA		
<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>CAMMARATA MATTEO</b> Monday 09:00 11:30 Viale delle Scienze ED 16 Dipartimento della terra e del mare		
	<b>GIANGUZZA PAOLA</b> Wednesday 12:00 13:00		

**DOCENTE:** Prof. MATTEO CAMMARATA

<b>PREREQUISITES</b>	Basic knowledge of cell biology, genetics and botany. Knowledge of the ecological-zoological field with particular reference to the evolution and ecosystem vision of biodiversity.
<b>LEARNING OUTCOMES</b>	<p>Knowledge and comprehension Acquisition of theoretical and methodological knowledge to support teachers for the construction of learning paths on different levels and skills. In any case, developed according to the criterion of maximum inclusiveness of the basic knowledge of biology, from cell to the ecosystem, with particular emphasis on evolution, biodiversity and environmental sustainability.</p> <p>Applying knowledge and comprehension. Ability to autonomously use the preliminary knowledge acquired for an application of available pedagogical methods. Ability to contextualize their use in the environmental and biological evolutionary context.</p> <p>Autonomous thinking Capacity for personal interpretation and didactic transposition aware of the level of integration of ecological components in natural or altered systems.</p> <p>Communication ability. Ability to express the acquired skills with clarity and language skills and to disclose them with scientific rigor in relation to the educational context. Acquisition of relational skills essential to collaborate in multidisciplinary studies in the laboratory and in the field.</p> <p>Learning ability Acquired skills on the design of executive practices such as lessons, workshops and practical activities through an integrated use of classical and modern methods. capacity for docimological analysis and evaluation of personal teaching ability.</p>
<b>ASSESSMENT METHODS</b>	<p>EXAM: final oral tests. The student will be evaluated based on the level of knowledge of the subjects and the ability to link between them, the clarity and the use of a specialized scientific language.</p> <p>EVALUATION CRITERIA</p> <ul style="list-style-type: none"><li>-assessment: excellent, grade: 30 - 30 cum laude, excellent knowledge of the topics of the course, excellent use of language, excellent analytical capacity, ability to apply knowledge to problem solving;</li><li>- assessment: very good, grade: 26-29, good knowledge of the topics of the course, correct use of language, good analytical capacity, ability to apply knowledge to problem solving;</li><li>- assessment: good, grade: 24-25, good knowledge of the main topics of the course, correct use of language, limited ability to autonomously apply knowledge to problem solving;</li><li>- assessment: satisfactory, grade: 21-23, partial knowledge of the topics of the course, satisfactory use of language, limited ability to autonomously apply knowledge to problem solving;</li><li>- assessment: sufficient, grade: 18-20, minimal knowledge of the main topics of the course and of technical language, scarce ability or inability to autonomously apply knowledge to problem solving;</li><li>- assessment: fail, insufficient knowledge of the topics of the course.</li></ul>
<b>TEACHING METHODS</b>	The course includes hours of classroom lectures. The teaching will be developed integrated in parallel by the two teachers in relation to their relative skills and integrations, with classroom lectures and teaching methodology laboratory. The teachers, during the course, will also provide students with specific study material and presentations of the lessons.

## MODULE ZOOLOGY

*Prof. MATTEO CAMMARATA*

### SUGGESTED BIBLIOGRAPHY

Didattica della Biologia. Metodi e strumenti per l'insegnamento e l'apprendimento della biologia.  
E. Padoa-Schioppa- Edises  
Presentazioni e supporti testuali a cura del docente

<b>AMBIT</b>	20766-A scelta dello studente
<b>INDIVIDUAL STUDY (Hrs)</b>	51
<b>COURSE ACTIVITY (Hrs)</b>	24

### EDUCATIONAL OBJECTIVES OF THE MODULE

Development of experimental laboratory approaches and / or aimed at observing natural phenomena with regard to their alterations and environmental education and the ways in which organisms associate to form populations and biotic communities. Methodologies and educational technologies for the study of the relationship of biology with the current society in relation to the environment, health and biotechnology (ie: energy flows and matter in living beings; biodiversity; pollution). Use of innovative and interactive educational tools and technologies for teaching and learning biology. Guided reflections, brainstorming, simulations, field teaching, web-quest, scientific gaming, bio-blitz. Scientific communication, aims, means, methods. Scientific disclosure in postmodern science.  
Design of educational paths on the fundamental concepts of biology, in accordance with national guidelines and guidelines of MIUR (D.M. del 10.8.2017 n.616).

## SYLLABUS

Hrs	Frontal teaching
4	Educational methodologies in Biology. Pedagogical methods for Sciences. Didactic methodologies and their context. Teaching transposition and systemic vision
4	Models of Learning Units. From observation to correlation: the teaching of life sciences and the problem posing as a methodology for a field study.
4	From the genome to the landscape, tools for assisted observation. From Binocular to microscopes like when and why. The hidden connections between nature and living beings.
4	Top-down bottom-up or ping pong didactic transposition? That is the pleasure of discovering biological phenomena.
3	An ethological key for field teaching. Instinct or learning?
3	Evolutionary theories, epistemology and educational applications.
2	didactic proposals for teaching biology in secondary schools

## MODULE ECOLOGY

*Prof.ssa PAOLA GIANGUZZA*

### SUGGESTED BIBLIOGRAPHY

Didattica della Biologia. Metodi e strumenti per l'insegnamento e l'apprendimento della biologia. E. Padoa-Schioppa- Edises  
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<b>AMBIT</b>	20766-A scelta dello studente
<b>INDIVIDUAL STUDY (Hrs)</b>	51
<b>COURSE ACTIVITY (Hrs)</b>	24

### EDUCATIONAL OBJECTIVES OF THE MODULE

Development of experimental laboratory approaches aimed at observing natural phenomena with regard to their alterations and the ways in which organisms associate to form populations and biotic communities. Methodologies and educational technologies for the study of the relationship of ecology with the current society in relation to the environment, health and biotechnology (ie: energy flows and matter in living beings; biodiversity; pollution).

## SYLLABUS

Hrs	Frontal teaching
4	The birth and evolution of ecology
4	Concept of species, populations, communities and ecosystems
4	Biotic and abiotic components of biological systems
4	Energy flows and matter cycle, species responses to different environmental conditions
4	Global warming, acidification and environmental education importance
4	Restoration ecology and alternative stable state theory