



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
INTEGRATED COURSE	GAME TEACHING MEHODOLOGY/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
	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
CREDITS	12		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>CAPPUCCIO GIUSEPPA Tuesday 14:30 16:00 Aula TEAMS "Ricevimento studenti e tesisti". Codice di accesso aula virtuale zoipjfb</p> <p>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</p> <p>LONGO LEONARDA Friday 10:45 11:45 Viale delle Scienze Prenotazione OBBLIGATORIA per eventuali comunicazioni da parte del docente (sede ricevimento).</p>		

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. Categorize teaching methods
LEARNING OUTCOMES	<p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Identify the key concepts and principles of assessment 2. Critically analyze the latest developments in research on evaluation <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"> 1. Manage an evaluation and certification of competences process 2. Apply strategies and innovative methods in solving educational problems linked to skills assessment <p>Making judgements</p> <ol style="list-style-type: none"> 1. Express judgments about the validity of the instruments and the proposed evaluation strategies 2. Evaluate the effectiveness of assessment intervention <p>Communication skills</p> <ol style="list-style-type: none"> 1. Use language, appropriate for the recipient, to communicate the results of an evaluation process 2. Interact collaboratively and effectively with different educational experts <p>Learning skills</p> <ol style="list-style-type: none"> 1. Coordinate experts group to design an assessment and certification processes of skills 2. Develop innovative solutions to the problems of evaluation in education
ASSESSMENT METHODS	<p>It will be used different assessment tools in order to monitor and evaluate objectives.</p> <p>a. Semi-structured questionnaire to ensure the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1. Reflect on the evolution of educational and evaluation research in the last fifty years 2. Examine the European regulation on the assessment 3. Locate the evaluation models in education skills 4. Identify the steps of an evaluative act 5. Evaluate the skills 6. Identify techniques and strategies for the certification of skills <p>The stimuli of semi-structured questionnaire will be 8. It will allow the student to independently formulate the answer, and will be structured so as to ensure comparability with constraints that define a track for the answer (length parameters, hierarchical order of themes, concepts to be addressed, level of generalization).</p> <p>b. Oral exam to ensure the achievement of the following objectives:</p> <ol style="list-style-type: none"> 1. Design and manage an evaluative intervention 2. Identify the steps of an evaluative act 3. Analyse and build assessment tools 4. Diversify assessment strategies 5. Identify techniques and strategies for the certification of skills 6. Carry out a self-assessment process <p>The oral exam will be focus on the discussion of a hypothesis evaluation design. The student will choose the research topic from the following issues: the development career development; assessment and self assessment; observation and evaluation of habit of the mind; media education and cartoons evaluation; media competences and videogames evaluation. The hypothesis evaluation design will be sent a week before the teacher to the mail address giuseppa.cappuccio@unipa.it</p> <p>The student who will demonstrate achievement of:</p> <ul style="list-style-type: none"> - 6/10 goals both in test and oral exam will have a grade between 18 and 22. - 7-8/10 goals both in test and oral exam will have a grade between 23 and 26. - 9/10 goals both in test and oral exam will have a grade between 27 and 29. - 10/10 goals both in test and oral exam will have a grade between 30 and 30 cum laude.
TEACHING METHODS	<ul style="list-style-type: none"> - Frontal teaching - Practice

MODULE
PLANNING, DOCUMENTATION AND EVALUATION IN CHILDHOOD

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

SUGGESTED BIBLIOGRAPHY

Cappuccio G. & Nicolosi, S. (2022). Documentare e valutare nell'infanzia. Roma: Anicia
Cappuccio, G. (2008). Progettare percorsi educativo-didattici al nido. Parma: Edizioni Junior.
I testi saranno integrati da materiali di supporto, caricati sul portale della disciplina.

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

EDUCATIONAL OBJECTIVES OF THE MODULE

1. Reflect on the evolution of the didactic and documentary research of the last fifty years
2. Identify models for assessing educational skills
3. Identify the stages of the assessment act
4. Review the assessment tools
5. Diversify evaluation strategies
6. Communicate the results of an evaluation process
7. Analyze models and methodologies of planning and evaluation for early childhood
8. Discriminate the phases of the documentation process
9. Design the observation
10. Manage an evaluation plan

SYLLABUS

Hrs	Frontal teaching
4	The didactic and docimological research of the last fifty years
4	The models of evaluation of competences in education
2	The phases of the evaluation act
3	Evaluation tools
2	The planning of the observation
3	Evaluation plan
Hrs	Practice
3	Evaluation tools
3	Design and assessment models and methodologies for early childhood
3	The planning of the observation
3	Evaluation plan

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 METHODOLOGY

Prof.ssa VALERIA DI MARTINO - Lettere A-L, - Lettere A-L, - 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