



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2023/2024		
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)	CAPPUCCIO GIUSEPPA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	LONGO LEONARDA	Professore Associato	Univ. di PALERMO
CREDITS	13		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
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>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. Identify teaching methods 4. Calculate from a series of data the following statistical parameters: frequency, mean and standard deviation.
LEARNING OUTCOMES	<p>Docimology:</p> <p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Identify notions, concepts, principles of Docimology 2. Use language of Docimology <p>Applying knowledge and understanding</p> <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 <p>Making judgements</p> <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 <p>Communication skills</p> <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 <p>Learning skills</p> <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 <p>Experimental Pedagogy:</p> <p>Knowledge and understanding</p> <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 <p>Applying knowledge and understanding</p> <ol style="list-style-type: none"> 1. Explain research design phases 2. Define and organise evaluation research tools <p>Making judgements</p> <ol style="list-style-type: none"> 1. Gather and interpret relevant quantitative and qualitative data 2. Discuss about research results <p>Communication skills</p> <ol style="list-style-type: none"> 1. Communicate data within educational research 2. Explain educational research results <p>Learning skills</p> <ol style="list-style-type: none"> 1. Design an educational research 2. Analyse the conditions for the extensibility of the results.
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 4. Define and structure systematic observation in educational research 5. Reflect on the evolution of documentary research (beginnings of documentary studies, authors, documentary studies in Italy) 6. Identify the evaluation models in the educational field 7. Take note of the regulations on assessment in Italy 8. Identify categories and functions of the evaluation 9. 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

MODULE DOCIMOLOGY WITH DOCIMOLOGY WORKSHOP

Prof.ssa LEONARDA LONGO

SUGGESTED BIBLIOGRAPHY

Docimologia + laboratorio

Longo, L., Zanniello, G. (2022). La valutazione nella scuola primaria. Lecce: Pensa MultiMedia.

Longo, L. (2022). Leadership all'Università. Brescia: Morcelliana.

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	70003-Pedagogia sperimentale
INDIVIDUAL STUDY (Hrs)	119
COURSE ACTIVITY (Hrs)	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 of leadership competence areas
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