**. – Teaching with Technologies**

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***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide conceptual frameworks and methodological tools in relation to didactic action, deepening the following issues that make up this action:

* teacher communication and didactic regulation in the classroom and mediated by digital interfaces and environments;
* moderation of online communication;
* Media Education, in relation to the changes introduced by digital media and the impact on the meaning of citizenship;
* Onlife Citizenship, based on education in critical thinking and responsibility in the digital age, with particular reference to the Digital Civic Education Curriculum (MIUR, 2018) and law 92/2019 on the Teaching of Civic Education.
* Education Technology in relation to the possibilities offered by technologies as regards the processes of representation, sharing, production of knowledge.

The perspective in which to contextualise this proposal is the transformation of the teacher’s role and skills to suit the integration of educational technologies and digital media in the school.

The intended learning outcomes regarding knowledge and understanding are:

* know the theoretical framework of didactic communication;
* identify criteria, models and theories of teaching supported by media and technologies;
* illustrate the basic constructs of Media Education;
* illustrate the basic constructs of Onlife Citizenship;
* illustrate the basic constructs of Education Technology.

The intended learning outcomes regarding the ability to apply knowledge and understanding are:

* being able to correctly contextualise the problem of communication in the classroom, also in relation to the impact of digital media on communication processes;
* being able to conduct analyses of communicative situations face to face and online;
* being able to integrate the different mediators to support didactic communication, with particular attention to the iconic mediator;
* being able to set up Information Literacy support activities, in particular through the design of WebQuest;
* evaluating students' media consumption and prepare intervention strategies;
* being able to design and create artifacts in the Digital Storytelling format.

***COURSE CONTENT***

The course is divided into two parts, corresponding to the two semesters.

The first part will be dedicated to Media Education, to Onlife Citizenship and to communication and regulation processes in the classroom and mediated by interfaces and digital environments.

Starting from the analysis of the characteristics of digital media and the change in the communicative scenario in digital environments, the topic will be developed with both a historical and methodological perspective. Helped to question their own media consumption, students will be guided through the identification of strategies aimed at developing educational paths for the introduction of screens in kindergarten and primary school and to correctly frame the problem of communication and didactic regulation, also in relation to the impact of digital media on communication processes.

The second part will be dedicated to Educational Technology.

Also in this case, the theme will be developed with both a historical and methodological perspective. We will focus on the opportunities that digital technologies offer both for didactic planning in its macro and micro dimensions, and in terms of support and development of research processes (Information Literacy), sharing, representation and production of knowledge. Particular attention will be paid to the teaching of photographic images.

The course is supplemented by a 1-ECTS Educational Technology workshop and two individual activities on the following topics:

* Activity 1 - Analysis of didactic communication
* Activity 2 - The webquest to support Information Literacy

The course is complemented by didactic-workshop activities held by expert conductors and characterised by specific themes and methodologies agreed with the teacher. Each workshop edition will be aimed at the production of a project/artefact assessed by the conductor on the basis of parameters shared with the lecturer and based on criteria such as: completeness, consistency, originality, didactic use.

***READING LIST***

P.C. Rivoltella (Ed.), *Apprendere a distanza. Teorie e metodi,* Raffaello Cortina, Milano, 2021. A

P.C. Rivoltella, P.G. Rossi (Eds.), *Tecnologie per l’educazione*, Pearson, Milano, 2018. Chapters 1, 2, 3, 7, 8, 9, 10, 12, 13, 16.

S. Pasta-P.C. Rivoltella, *Crescere onlife. L’Educazione civica digitale progettata da 74 insegnanti-autori*, Scholé, Brescia, 2022.

S. Tisseron, *3-6-9-12. Diventare grandi all’epoca degli schermi digitali*, La Scuola, Brescia 2016.

Students are also asked to choose from one of these textbooks:

* P.C. Rivoltella-P*.*G. Rossi(Eds.)*,* *L’agire didattico. Manuale per l’insegnante*, La Scuola, Brescia, 2017 (new revised and expanded edition). Chapters: 2, 3, 4, 12, 13, 14.
* P.C. Rivoltella-P.G. Rossi (Eds.)*, Il nuovo agire didattico,* La Scuola, Brescia 2022. Lectures 10, 11, 13; essays on pages 255, 259, 269, 279.

The articles, the lesson materials and the performance of the activities are an integral part of the exam. Students can find the materials and the information about the course activities online on Blackboard.

***TEACHING METHOD***

The course includes an integrated teaching methodology. The activities will be carried out according to the lesson format, in the form of guided practical activity and in-depth study supported by the expert's experience.

The course also provides the opportunity to follow the MOOC 3-6-9-12 (free and online course offered by the Catholic University).

The Blackboard platform will include the teaching materials, all notices and information on the course, and will also be a favourable space for discussion on the topics covered and the performance of the activities. Students are invited to promptly register for the course on Blackboard (<https://ilab.unicatt.it/ilab-ilab-ificazione-corsi>).

***ASSESSMENT METHOD AND CRITERIA***

The course adopts a widespread assessment methodology which provides:

* the assessment of two ongoing activities, one per semester;
* discussion of the product developed in the workshop integrated into the exam;
* a final oral exam.

For the assessment of the activities produced by the students during the course, the relative assessment rubrics will be provided (made available on Blackboard). The oral exam is aimed at verifying the acquisition and correct understanding of the contents of the textbooks included in the recommended reading list, the topics covered in class and the teaching material made available online.

The overall assessment of the course will be obtained by weighing the results of the different parts of the assessment: 40% from the assessment of activities and workshop; 60% from the oral exam.

Prerequisites for a positive outcome of the examination is the successful completion of the Workshop.

***NOTES AND PREREQUISITES***

Prerequisites for the students are basic knowledge about the topics related to didactic mediation and the theory of mediators, as well as know the National curriculum guidelines, provided during the second year of the course of study.

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.