# General Didactics, Digital Technologies and History of Motor Education

## Prof. Paolo Fioravanti Ardizzone; Prof. Paolo Alfieri

Module 1: *General Teaching* (Prof. Paolo Raviolo)

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

1.󠄀 With reference to knowledge and understanding skill

1. Knowledge of the theoretical framework of general teaching with specific reference to the field of physical education as well as collaborative and inclusive teaching.
2. Familiarity with the main authors of reference, and an understanding of the theoretical approaches.
3. Knowledge of the teaching methods and their applications in physical education.

2.󠄀 With reference to applied knowledge and understanding

1. Being able to correctly frame the educational problem and design effective pathways.
2. Being able to identify the key criteria of training interventions through the planning, evaluation and reflection on teaching.
3. Being able to set and interpret the curriculum and educational programming of motor activities.

***COURSE CONTENT***

1. Introduction, teaching principles
2. Teaching strategies and methodologies
3. Physical activities and cooperative learning
4. Physical activities, problem-based learning and problem-solving
5. Creativity in the teaching of physical activities

***READING LIST***

Pier Cesare Rivoltella, Che cosa è un EAS, Editrice La Scuola, 2016.

Simona Nicolosi, Strategie didattiche per l'educazione motoria, Franco Angeli, Milan, 2015.

***TEACHING METHOD***

The course includes lectures and a number of activities. Blackboard will be used both as a repository tool for in-depth lecture materials and as a space for discussion on topics dealt with during the course. Involvement and active participation by students will be required.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam, aimed at ascertaining the student's knowledge and correct understanding of the contents of the reading list texts recommended during the course, the topics covered in class and the learning materials made available during the semester.

The exam is also intended to assess the student's reasoning and analytical rigour regarding the course topics, as well as their mastery of the language and communication skills. The final mark will take into account the accuracy and quality of the answers given, the knowledge acquired, and the ability to link this knowledge to the teaching practice.

***NOTES AND PREREQUISITES***

Students are reminded that the materials and slides provided during the course do not replace the study of the course reference texts.

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.

Module 2: *History of Physical Education* (Prof. Paolo Alfieri)

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

The module intends to lead students to reflect on historical developments in school physical education and extra-scholastic education in Italy between the nineteenth and twentieth centuries.

Specifically, the aims of the module are:

* to know and contextualise the main junctions in the history of physical education in schools and other educational institutions from pre-unification Italy to the second post-war period;
* to understand the progressive affirmation of the educational importance of physical activities in pedagogical discourse and formative practice, within the framework of the socio-political and cultural changes in Italy from the liberal age to the second post-war period.

At the end of the course, students will be able to:

* understand the most important epistemological foundations of the pedagogical sciences that form the basis of the physical activities to be proposed;
* approach the planning of physical-educational interventions and the management of training activities in different contexts with historical-pedagogical awareness;
* use the specific language of the discipline.

***COURSE CONTENT***

The course will cover the following topics:

Educational gymnastics in the modern age.

The most relevant experiences of physical education in nineteenth-century Europe.

The first developments of educational gymnastics in Italy and the training proposals of the most influential gymnasts.

Gymnastics in Italian schools of the late nineteenth century.

School gymnastics and gymnastic-sporting education in early twentieth century Italy.

Physical education during the twenty years of fascism.

Scholastic physical education in the second post-war period in Italy.

***READING LIST***

P. Alfieri (ed.), *L’educazione del corpo in Italia tra Otto e Novecento. Materiali per il modulo di Storia dell’educazione,* EDUCatt, Milan, 2012 (or subsequent editions).

***TEACHING METHOD***

Lectures, which are intended to introduce and examine the main contents of the course, highlighting above all the pedagogical dimension of the various Physical education proposals presented. In addition, films or videos are used, which should be interpreted as historical sources for students to carry out a more detailed analysis of some key junctions of the topics addressed. The course material is available on the Blackboard platform, which must be regularly consulted.

***ASSESSMENT METHOD AND CRITERIA***

An oral exam that intends to primarily ascertain the student's knowledge and understanding of the module's contents. The exam also aims to assess the student's presentation skills and their ability to identify the most relevant pedagogical issues emerging from the theories and Physical experiences illustrated during the course.

***NOTES AND PREREQUISITES***

The module has no necessary prerequisites. Those students attending lectures are invited to take notes to supplement their study of what is provided in the reading list and in the online slides published on the Blackboard platform.

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