# Didactics and Media Education

## Prof. Simona Ferrari; Prof. Alessandra Carenzio

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

The aim of the course is to foster the student’s knowledge of the epistemology and methodology of e-learning and media-literacy-educational activity by referring to the various fields where media education can operate (schools, prevention and socio-educational work, and organizations).

The expected learning outcomes regarding knowledge and understanding are:

– recognise the basic constructs of Media Literacy Education;

– identify teaching criteria, models and theories supported by media, technology and Media Literacy Education;

– describe the various forms of youth media consumption and the main educational prevention and intervention strategies in relation to it.

– know issues and methods related to the design, management and evaluation of blended and online educational situations.

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

– analyse media texts in a teaching situation;

– apply the theoretical framework to the preparation of a technological setting;

– evaluate media consumption by students and prepare educational intervention strategies in this regard.

***COURSE CONTENT***

The course is in blended-learning mode and is structured into ten intensive classroom modules and eight online didactic units, four each semester.

The course recreates the epistemological profile of Media Literacy Education, by following its historical filiation path, by defining its specific nature in the dialogue between educational science and communication, and by referring to the stages of its historical development and to the different theories that have characterized it. During the course, students will deal with the Media Literacy Education methods, and more specifically, with the analysis of texts and consumption. They will also study the genesis of these methods from the field of semiotics and in the context of the Cultural Studies, and they will test their functionality at operational level. Finally, the course aims to analyse the educational and training innovations that have occurred from the emergence and deployment of the digital and social media and in general of “*mediatizzazione*”, by pointing out its impact on Media Literacy Education both in terms of a reconsideration of its specificity (New Literacies) and in view of its gradual expanding to new application fields: prevention (Peer&Media Education), welfare (Age&Media Education, Community Technology), business (Media Education Management). Finally, the course deals with the different forms that teaching can take in a technological environment, focusing on the main issues of online learning and Blended Education.

***READING LIST***

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

P.C. Rivoltella, *Nuovi alfabeti. Educazione e culture nella società post-mediale,* Scholé, Brescia 2020

C. Panciroli - P.C. Rivoltella, *Pedagogia algoritmica. Per una riflessione educativa sull'Intelligenza artificiale*, Scholé, Brescia 2023.

A. Carenzio - E. Farinacci, *Dentro Black Mirror. Media, società, educazione*, Scholé, Brescia 2023.

The articles, the lecture materials – available in the online course on the Blackboard platform – and the activities performed during the course are considered part of the exam.

***TEACHING METHOD***

The course alternates classroom lectures to online activities (performed individually and in group), according to the SLE method (Situated Learning Episodes). Distance-learning students are expected to watch the video-lectures and refer to the additional study material, analyse the case studies used both as active teaching method (with classroom and practical webinar discussion), and as self-assessment means (with webinar feedback). Therefore, students’ participation in the webinars (both practical and feedback) is important for learning purposes. The second semester lessons will be delivered according to a gamification approach.

***ASSESSMENT METHOD AND CRITERIA***

The course assessment is based on an integrated system that includes:

– the activities performed by the students and described in their e-portfolio. Specifically, students are invited to submit for assessment 2 of the 8 group activities and 2 of the 8 individual activities produced during the year as part of the course;

– an interim written test

– a final oral exam.

The overall course mark will be obtained from the weighted results of the various assessment components: 40% for the on-going activities, and 60% for the mid-term test and final oral exam.

***NOTES AND PREREQUISITES***

The blended course includes 50% attendance and 50% online activity, and provides for the alternation of classroom lectures, video lectures and online activities. Any in-depth readings and materials made available on Blackboard, which are necessary for undertaking the activities, form an integral part of the exam syllabus as described in more detail in the course syllabus published online.

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.