# Didactics and technologies of education (with workshop)

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

The course aims to provide conceptual frameworks and methodological tools for didactic action by exploring the following related issues:

* teacher communication and didactic regulation in the classroom and mediated by digital interfaces and environments;
* the moderation of online communication;
* *Media Literacy Education*, in relation to the changes introduced by digital media and the impact on the construct of citizenship;
* *Education Technology*, in relation to the possibilities offered by technologies in relation to the processes of representation, sharing, and production of knowledge;

*Intended learning outcomes in terms of knowledge and understanding:*

* know the theoretical reference framework of didactic communication;
* illustrate the basic constructs of *Media Literacy Education* and *Education Technology;*
* identify criteria, models and theories of teaching supported by media and technologies;
* describe the forms of child media consumption and the main prevention and educational intervention strategies in relation to it;
* know the issues, methods, and tools of distance learning.

*Intended learning outcomes in terms of applying knowledge and understanding:*

- read the classroom setting and develop skills in managing and moderating interaction with the class;

* be able to conduct analysis of communicative situations face-to-face and online;
* evaluate students' media consumption and prepare educational intervention strategies in this regard;

- apply the theoretical frameworks to the preparation of a technological setting in the classroom;

- manage integrated teaching situations (*blended education*);

* be able to integrate the various mediators to support didactic communication, with particular attention to the iconic mediator;
* be able to design and create artefacts in the *digital storytelling* format.

***COURSE CONTENT***

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

The first part will focus on *Media Literacy Education* and to communication and regulation processes in the classroom and mediated by digital interfaces and environments.

Starting from the analysis of the characteristics of digital media and the change in the communication scenario in digital environments, the theme will be developed with both a historical and a methodological approach. Students will be assisted in questioning their own media consumption and guided in identifying strategies aimed at developing screen education pathways in kindergarten and primary school as well as correctly framing the problem of communication and didactic regulation, also in relation to the impact of digital media on communication processes.

The second part will focus on *Education Technology*. Also in this case, the theme will be developed from both a historical and a methodological point of view. It will address the opportunities that digital technologies offer for educational planning, for the support and development of research, sharing, representation and knowledge production processes. Particular attention will be paid to the teaching of *digital storytelling*.

The course is supplemented by two workshops, one Didactic dramaturgy workshop worth 1 ECTS credit (where students will be provided with skills relating to the use of the body and gesture in the classroom) and one Didactics and technologies workshop worth 1 ECTS credit (in which skills relating to the educational potential of storytelling will be provided) and by two thematic insights through small group activities on the following topics:

* Activity 1 – The pedagogical use of technologies in the LabZeroSei in Milan
* Activity 2 – Digital skills in the classroom

***READING LIST***

P.C. Rivoltella (Ed.), *Apprendere a distanza. Teorie e metodi,* Raffaello Cortina, Milan, 2021. All chapters except those in Part Five.

P.C. Rivoltella-P.G. Rossi (Eds.), *Tecnologie per l’educazione*, Pearson, Milan, 2023 (new revised and expanded edition).

M. Marangi, *Addomesticare gli schermi. Il digitale a misura dell’infanzia 0-6*, Scholé, Brescia, 2023.

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

Students are also asked to choose a textbook from the following ones:

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

The articles, the lecture materials and the development of the activities are an integral part of the exam. Students can find the online materials and information for the activities planned within the course on Blackboard.

***TEACHING METHOD***

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

The course also provides for the possibility of following the MOOC 3-6-9-12 (free online course held by the Catholic University).

The Blackboard platform will include the teaching materials, all communications and information on the course and will also be configured as a favorable space for discussion on the topics covered and for carrying out the activities. Students are invited to promptly register for the course on Blackboard (<https://ilab.unicatt.it/ilab-ilab-registration-corsi>).

***ASSESSMENT METHOD AND CRITERIA***

The course adopts an extensive assessment methodology which includes:

* the evaluation and discussion of a group work produced by the students in the context of the workshops as part of the exam;
* the evaluation of two ongoing activities, one per semester;
* a final oral exam.

Assessment rubrics (available on Blackboard) will be provided for the assessment of the activities produced by the students during the course. The oral exam is aimed at verifying the acquisition and correct understanding of the contents of the texts included in the recommended reading list, the topics covered in class and the teaching material made available online. The exam is aimed at assessing the students’ reasoning skills and analytical rigour concerning the topics covered by the course, as well as their command of the language and communication skills.

The overall assessment of the course will be obtained by weighting the results of the different stages of the assessment: 40% for the assessment of the activities and workshop; 60% for the oral exam.

A positive assessment of the exam depends on the successful outcome of the Workshop.

***NOTES AND PREREQUISITES***

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.