UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Metodi e Tecniche della Formazione Mediale

2223-3-E1901R086

Course title

Media Education: Methods and Techniques

Topics and course structure

The course, offered in the second term 2020-21, deepens some of the specific issues arising from **the intersection between technological development and the diffusion of digital tools**, on the one hand, and, on the other, **educational methodologies and practices**, contributing to build specific skills for educators **("education in", or "through the media")**.
The perspective adopted aims contributing to develop models for an adequate use of technological and digital tools, in a twofold meaning: both in the sense of the **use of technologies for education and training ("educating with the media")**, and in that of the **educational interpretation of trends and contexts of diffusion of new media ("educating in the media")**.
Throughout the course related topics to the matter are discussed, emerging from **topical phenomena and trends in education, school and the society**, referring to the field of digital and transmedia technologies.

Objectives

Knowledge and understanding:

- didactics and transmedia education, use of technologies in a didactic-educational key, media education;
- influence and innovativeness of ICT and media processes on educational practices;
- recognition, within the literature, of authoritative sources, characterized by scientific criteria, on educational phenomena and problems that can be observed in media contexts.

Applying knowledge and understanding:

- creating a welcoming, stimulating and inclusive educational-training environment characterized by the use of technological and digital mediators;
- analyzing educational processes and developing awareness of the use of the tools adopted;
- managing methodological problems related to the use of new media in order to innovate educational and training processes;
- setting up projects founded on basic criteria, focused on the use of digital and media tools and on media education interventions in educational contexts.

Making judgements:

- evaluating the educational sense in the use of a digital or media resource;
- renewing educational and training practices through opennes to digital and media research and experimentation.

Communication skills:

- documenting and presenting in organized form the objectives and the nature of the technological-media intervention, through educational and training planning;
- using digital communication tools in educational and training contexts, both to implement the use of digital and media technologies, and to reduce the distance between the traditional languages of educational knowledge and those of media communication.

Learning ability:

- exploring the perspectives of technological and media research at national and international level, with regard to education with and to the media;
- autonomously expanding and deepening one's own learning through bibliographic and experimental research, including participation in training and life-long learning opportunities.

Methodologies

The course is planned to be delivered in presence. Depending on dispositions that might be established by the University, teaching activities might be eventually reorganised - either as a blended course (part physical attendance and part recorded lessons, synchronous or asynchronous), or fully online (asynchronously with some events in presence and/or in videoconference), accordingly to the needs and opportunities that will emerge.

Regardless, different methodologies and different technological supports are used, with the common aim of allowing participants to experiment with the different options provided by digital and media technologies in the educational field.

- Videolessons and / or videoconferences
- Online discussion
- Interactive seminar or monographic activities
- Etivities - both theoretical and applicative

The etivities proposed during the course are theoretically connected to the contents discussed, can be carried out in a practice-oriented fashion, and are structured in such a way as to guarantee each student an independent choice about timing and methods of their work. In fact, throughout the course path, students will be proposed a few etivities from time to time: each participant will have to have carried out at least one etivity by a week prior to the session in which they intend to take the oral exam.

The number of etivities each student will carry out, up to a maximum of four, will determine the bibliographic load to be prepared for the oral exam (see Program and bibliography, here below, which may be integrated with further titles by Fall 2022). At the discretion of each student, it will also be possible anyway to carry out more than four etivities.

This method has already been used in the past, with very satisfactory results. An article presented at the 2018 Networked Learning Conference reports detailed information on the results of the 2016-17 academic year.

In the event of a reprise of didactic activities in presence, the following methods will be added:

- Frontal lesson
- Group work
- Interactive classes

Online and offline teaching materials

Online teaching materials: slides, examples of educational, training, project materials in various digital formats, interactive content, video tutorials, scientific articles on different specific topics, gray literature and information documents relevant to the topics discussed.
The lessons will be recorded, and together with all audio-video documents, links and any other material and resources used or mentioned, will be available on the e-learning platform of the course for free access.

Offline materials: in case of a reprise of classroom activities, materials and resourses used in class will be added, which will be also available on the course's e-learning platform.

Programme and references for attending students

The assessment of each student's learning bases on the delivery of at least one (from at least one to four maximum) **intermediate essay ("etivity"), and on the final oral exam**, whose bibliographic program will be chosen by each student and will be as lighter as more etivities the student will deliver.
Hence, each student has the opportunity to carry out from a minimum of one to a maximum of three etivities - presented and assigned during the course, and which can be either theoretical-conceptual or practical-applicative - thereby decreasing the bibliography to prepare for the oral exam, accordingly to the scheme below. (It is possible, at the choice of each student, to carry out more than three etivities, for one's own education and learning's sake).
Regarding the final oral exam, its program will vary for each student according to the number of etivities delivered.

Program of the final verbal exam for students who deliver four etivities:

- the etivities delivered;
- **one** volume, chosen by the student;
- notes and materials from classes.

Program of the final verbal exam for students who deliver three etivities:

- the etivities delivered;
- **two** volumes, chosen by the student, including at least one from group A titles
- notes and materials from classes.

Program of the final verbal exam for students who deliver two etivities:

- the etivities delivered;
- **three** volumes, chosen by the student, including at least one from group A titles
- notes from lessons.

Program of the final verbal exam for students who deliver one etivity:

- the etivities delivered;
- **four** volumes, chosen by the student, including at least one from group A titles
- notes from lessons.

Erasmus students can design with the teacher a personalized exam program, based on their study path. **By Fall 2022 a Bibliography in English and a Bibliography in Spanish will be provided, for those students who mean to take the oral exam in those languages.**
Students who have to sustain the exam accordingly to other programs or curricula, referring for example to previous academic years, need to contact the instructor in advance (by sending an email message to leonardo.menegola@unimib.it).

The following list will be either completed or confirmed by the teacher.
A group titles:

Bonaiuti G., Calvani A., Menichetti L., Vivanet G. (2017). Le tecnologie educative: criteri per una scelta basata su evidenze. Roma: Carocci. I capitoli da 1 a 4.
Bruni, Filippo, Garavaglia, Andrea, e Petti, Livia (a cura di) (2019). Media education in Italia: oggetti e ambiti della formazione. Milano: FrancoAngeli. All the Prima Sezione of the volume (till page 95), and (since page 99 on), 2 other essays from the book, at the student's choice.

B group titles:

Biscaldi, Angela, e Matera, Vincenzo (2019), Antropologia dei social media: comunicare nel mondo globale. Roma: Carocci. 2019.
Carenzio, Alessandra, et al (2018). Fake news e giornalismo di pace: commenti al messaggio di Papa Francesco per la 52ª Giornata mondiale delle comunicazioni sociali: con una sezione di schede operative. Brescia: Scholè. Morcelliana.
Di Bari, Cosimo, Mariani, Alessandro (a cura di) (2018). Media education 0-6: le tecnologie digitali nella prima infanzia tra critica e creatività. Roma: Anicia.
Franchi, Jacopo (2019), Solitudini connesse: sprofondare nei social media. Milano: Agenzia X.
Gatto, Alessandra (2017), Social network, skype, nuovi media nelle relazioni familiari. Milano: Giuffrè.
Gui, Marco (a cura di) (2019). Benessere Digitale a scuola e a casa. Un percorso di educazione ai media nella connessione permanente. Milano: Mondadori Education.
Marangon, Doriano (2018). La comunicazione emozionale: storytelling, approcci cognitivi e social media. Roma: Carocci.
Lorusso, Anna Maria (2018), Postverità: fra reality TV, social media e storytelling. Bari: GLF editori Laterza.
Rivoltella P.C. (2015). Le virtù del digitale. Per un'etica dei media. Brescia: Morcelliana.
Rivoltella, Pier Cesare (2019). Il corpo e la macchina: tecnologia, cultura, educazione. Brescia: Scholè. Morcelliana.
Rivoltella, Pier Cesare, Rossi, Pier Giuseppe (a cura di) (2019). Tecnologie per l'educazione. Milano, Torino: Pearson. Rucci Alessandra e Gabbanelli, Michele (2021), Didattica digitale integrata. Per un apprendimento attivo, Milano: UTET.
Tisseron, Serge (2016). 3-6-9-12: diventare grandi all'epoca degli schermi digitali. Brescia: La scuola.
Vittadini, Nicoletta (2018), Social media studies: i social media alla soglia della maturità: storia, teorie e temi. Milano: Francoangeli.

Programme and references for non-attending students

See above the section, "Programme and references for attending students".

The programme is the same for non-attending students. elearning platform of the course.

Assessment methods

See above the section, "Programme and references for attending students".

Type of test: the examination takes place in the form of an oral interview. If explictly prescribed by the University for organizational or safety purposes, oral exams might be online, in which case the e-learning page of the course and the personal page of the instructor will show a public link, for virtual public to access and attend to the exam session.

Evaluation criteria: verification of the knowledge and skills acquired, through:

- review and discussion of the etivities delivered online;
- interview on the exam books program.
- theoretical knowledge and understanding;
- making and discussing examples;
- using and applying concepts to practice;
- language adequacy.

Office hours

Office hours are usually on Friday's afternoon, by booking at this link. It is possibile to request an appointment on a different day by sending an email to leonardo.menegola@unimib.it.
Office hourse may undergo changes: in case, notice is given via the course e-learning platform.

Programme validity

Programmes are valid for two academic years.

Course tutors and assistants

TBA.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | PEACE, JUSTICE AND STRONG INSTITUTIONS | PARTNERSHIPS FOR THE GOALS