SYLLABUS DEL CORSO

Metodi e Tecniche della Formazione Mediale

2324-3-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 openness 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.

The following methods added to those mentioned above:

- Frontal lessons
- 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.

Programme and references

The assessment of each student's learning bases on the delivery of a minimum number intermediate essays ("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.
Etivities are presented and assigned during the course, and 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.

**Erasmus students can design with the teacher a personalized exam program, based on their study path, with a bibliography in English or in Spanish that can be provided to those 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).
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This made clear, international students may refer to the following provisional bibliographic selection in English as starting set of reference.

1. As a basic reading applying to the general part of the course, you can prepare your exam on **Frau-Meigs, D., Kotilainen, S., Pathak-Shelat, M., Hoechsmann, M., Poyntz, S.R. eds. (2021). The handbook of media education research. International Association for Media and Communication Research. Hoboken, NJ: John Wiley & Sons. Chapters from 1 to 21 included.** (accessible as a digital book from the "Prometeo" Library online catalogue).
2. In addition to that, you will have to carry out **at least 1 of the various eTivities proposed** throughout the course.
3. In addition to that, you will have to add **one, or two, or three (depending on the number of eTivities you will deliver) reading selections** from the following (namely, *one reading selection in chase you deliver 3 eTivities; two reading selections in case you deliver 2 eTivities; three reading selection in case you deliver 1*

eTivity):

- READING SELECTION no.#3.1: from the volume edited by **Cai, Y., Mangina, E., and Goei, S.L. eds (2023). Mixed reality for education. Singapore: Springer Nature (accessible as a digital book from the "Prometeo" Library online catalogue), THREE ESSAYS AT YOUR CHOICE FROM THE FOLLOWING**:
    - Penn, M., and Ramnarain, U. A Systematic Review of Pedagogy Related to Mixed Reality in K-12 Education, pp. 85-106.
    - Psyrra, G., Mangina, E., and Treacy, R. Case Study of AR Digital Literacy Intervention for Students Diagnosed with ADHD, pp. 291-310.
    - Seta, L. et al. Development of AR Interactive Components for Positive Behavioral Interventions and Supports, pp. 315-333.
    - Eriksson, T., and Sunnerstam, M. A New Framework for Learning Patterns and Social Presence in Virtual Reality for Learning, pp. 337-352.
    - Iqbal, M.Z. et al. Security, Ethics and Privacy Issues in the Remote Extended Reality for Education, pp. 355-376.
- READING SELECTION no.#3.2: **Chan, C.K.Y, and Colloton, T. (2024). Generative AI in Higher Education. The ChatGPT Effect. Abingdon, Oxon-New York, NY: Routledge** (accessible as a digital book from the "Prometeo" Library online catalogue), **chapters no. 1, 3 and 7, and one further chapter at your choice**.
- READING SELECTION no.#3.3: **THREE TEXTS AT YOUR CHOICE AMONG THE FOLLOWING ONES** (all accessible from the "Prometeo" Library online catalogue):
    - Asztalos, B. (2021), Digital Transformation Trends in Music Teaching and Training Systems. STUDIA UNIVERSITATIS BABE? -BOLYAI MUSICA, LXVI, 2 (2021), pp.37-48.
    - Belibou, A. (2021), Proposal of Activities to Unlock Creativity Using Reaper Software. STUDIA UNIVERSITATIS BABE? -BOLYAI MUSICA, LXVI, 1 (2021), pp.55-62.
    - McCormack, J. et al. (2023), Is Writing Prompts really making art? In Artificial Intelligence in Music, Sound, Art and Design. 12th International Conference, EvoMUSART 2023, Held as Part of EvoStar 2023, Brno, Czech Republic, April 12–14, 2023, Proceedings, pp. 196-210.
    - Pastor, E., Heath, B., and Vâdua, L.P. (2022). A Case Study on Songwriting in Music Therapy. STUDIA UNIVERSITATIS BABE? -BOLYAI MUSICA, LXVII, 1 (2022), pp.37-48.
    - Rusli, N.A. (2023). The Effectiveness of Music Education in Improving Social Communication for Autism Spectrum Disorder (ASD) Students. STUDIA UNIVERSITATIS BABE? -BOLYAI MUSICA, LXVIII, 2 (2023), pp.261-274.
    - Vâdua, L.P., and Balla, A. (2019). A Study of the Efficiency of Music Therapy, Art, and Play Therapy on Hospitalized Children Diagnosed with Chronic Illnesses. STUDIA UNIVERSITATIS BABE? -BOLYAI MUSICA, LXIV, 2 (2019), pp.147-160.
    - ONE CHAPTER AT YOUR CHOICE FROM THE VOLUME EDITED BY Willingham, L. (2021). Community music at the boundaries. Waterloo, Ontario, Canada: Wilfrid Laurier University Press.
- READING SELECTION no.#3.4: **FOUR CHAPTER AT YOUR CHOICE FROM THE VOLUME EDITED BY Willingham, L. (2021). Community music at the boundaries. Waterloo, Ontario, Canada: Wilfrid Laurier University Press** (accessible as a digital book from the "Prometeo" Library online catalogue).
    - READING SELECTION no.#3.5: **THREE CHAPTERS AT YOUR CHOICE and the "CONCLUSION" from Sihvonen, T. (2011). Players unleashed! Modding The Sims and the culture of gaming. Amsterdam: Amsterdam University Press** (accessible as a digital book from the "Prometeo" Library online catalogue).

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 the review and discussion of the etivities delivered online, and an interview on the exam books program, in order to specifically assess:

- 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