UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Didattica Generale - 1

1819-2-G8501R010-G8501R010M-T1

Course title

Didactics with Workshop

(1617-2-G8501R010-P)

Topics and course structure

The course is organized in five modules:

*The first one concerns the development of teaching theories within the relationship with other umanities

*The second module analyzes the characteristics of the concept of: "didactic", and the construct of the Didactic Contract and of the Didactic Trasposition Theory

*The third module analyzes the relationship between learning and teaching theories, with a focus on active methodologies

*The forth module is about the organization of spaces, materials and time at school

*The fifth module concerns interactions in classrooms and the relational dimension of education

Objectives

Attending lessons and the Workshop we forward the following objectives:

- To know and understand the different models and approaches to teaching theory.
- To be able to problematize the different ideas of teaching / learning.
- To know how to use the theoretical references in order to understand the implicit and explicit dimensions and variables of teaching-learning process.
- To know the different teaching methodologies and their relation with learning theories.
- To know how to plan activities, tasks and projects considering both the previous knowledge and experiences of pupils (the ways in which they learn) and the characteristics of subject contents.

- To know how to observe and analyze the relation that joins together teacher and pupils, i.e., the teacher-pupil relation.

Methodologies

Teaching activities will include lessons, workshops and small group activities

Online and offline teaching materials

National Curricula for Pre-primary, Primary and Junior High School

Programme and references for attending students

The aim of this course is the reflection about the relationship between teaching and learning, between cognitive and social-affective development, between methodologies and communicative style of teachers.

This course focuses on the deepening of the epistemological framework of different models and approaches to teaching, discussing about the underlying ideas of teaching and learning. The main point of analysis and reflection will be one concerning the relationship between experience and learning.

The methodology of the course involves an articulation between moments of experiential group activities, along with moments of theoretical synthesis. In both moments students become fundamental to problematize and to improve on the themes proposed.

In order to develop a real understanding of learning and teaching processes, teachers of kindergarten and primary school will be invited to participate to the lessons.

The acquisition of learning outcomes is supported throughout putting into practice (within lessons, and within workshop) different active methodologies such as group work, discussion, role-playing and brainstorming. In addition to the analysis of cases and documents produced by students and teachers, such as teacher's diary, written notes and observations, and the analysis of the testimonials of teachers of both primary school and kindergarten.

Bibliography:

Nigris, E., Teruggi, L. e Zuccoli, F. (a cura di) (2016), *Didattica Generale*, Pearson, Milano.

Nigris, E., Negri, S. e Zuccoli, F. (a cura di) (2007), *Esperienza e didattica. Le metodologie attive*, Carocci Editori, Roma (qualsiasi ristampa).

Tamagnini, D. (2016), *Si può fare. La scuola come ce la insegnano i bambini*, Meridiana, Novara.

Dispensa con selezioni di testi (Copisteria FonteRetro, Viale Sarca 191):

Polito, M. (2003), "Principi guida dell'apprendimento cooperativo". In: Polito, M., *Comunicazione positiva e apprendimento cooperativo*, Trento, Edizioni Erickson.

Ceruti, M. (2012), "Educare alla conoscenza complessa". In: Loreiro, S. e Spinosi, M. (a cura di), *Fare scuola con le indicazioni*, Napoli, Tecnodid editrice.

Castoldi, M. (2012), "Una bussola per indirizzare il miglioramento". In: Loreiro, S. e Spinosi, M. (a cura di), *Fare scuola con le indicazioni*, Napoli, Tecnodid editrice.

Perrenoud, P. (2010), "Effetto moda o risposta decisiva all'insuccesso scolastico?". In: Perrenoud, P., *Costruire competenze a partire dalla scuola*, Roma, Anicia.

Laurillard, D. (2014), "Cosa favorisce l'apprendimento". In: Laurillard, D., *Insegnamento come scienza della progettazione*, Milano, FrancoAngeli.

Maccario, D. (2006), "Alla ricerca del metodo". In: Maccario, D., *Insegnare per competenze*, Torino, Sei Frontiere

Novak, J. D. e Gowin, D. B. (2001), Rappresentare concetti per dare significato a ciò che si impara. In: Novak, J. D. e Gowin, D. B., *Imparando a imparare*, Torino, Sei Frontiere.

Novak, J. D. (2014), "Appendice 1". In: Novak, J.D., *Costruire mappe concettuali. Strategie e metodi per utilizzarle nella didattica*, Trento, Edizioni Erickson.

Orsi, M. (2015), "La Terra e la Nuvola". In: Orsi, M., *L'ora di lezione non basta. La visione e le pratiche dell'ideatore delle scuole Senza Zaino*, Santarcangelo di Romagna, Maggioli Editore.

Sitografia

Da Re, F. (2013), *La didattica per competenze. Apprendere competenze, descriverle, valutarle.* Milano, Pearson.

http://www.icsboviocolletta.gov.it/public/files/La_Didattica_per_competenze.pdf

Programme and references for non-attending students

The aim of this course is the reflection about the relationship between teaching and learning, between cognitive and social-affective development, between methodologies and communicative style of teachers.

This course focuses on the deepening of the epistemological framework of different models and approaches to teaching, discussing about the underlying ideas of teaching and learning. The main point of analysis and reflection will be one concerning the relationship between experience and learning.

The methodology of the course involves an articulation between moments of experiential group activities, along with moments of theoretical synthesis. In both moments students become fundamental to problematize and to improve on the themes proposed.

In order to develop a real understanding of learning and teaching processes, teachers of kindergarten and primary school will be invited to participate to the lessons.

The acquisition of learning outcomes is supported throughout putting into practice (within lessons and within workshop) different active methodologies such as group work, discussion, role-playing and brainstorming. In addition to the analysis of cases and documents produced by students and teachers, such as teacher's diary, written notes and observations, and the analysis of the testimonials of teachers of both primary school and kindergarten.

Bibliography:

Nigris, E., Teruggi, L. e Zuccoli, F. (a cura di) (2016), “Didattica Generale”, Pearson, Milano.

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Tamagnini, D. (2016) “Si può fare. La scuola come ce la insegnano i bambini”, Meridiana, Novara.

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Polito, M. (2003), “Principi guida dell’apprendimento cooperativo”. In: Polito, M., *Comunicazione positiva e apprendimento cooperativo*, Trento, Edizioni Erickson.

Ceruti, M. (2012), “Educare alla conoscenza complessa”. In: Loreiro, S. e Spinosi, M. (a cura di), *Fare scuola con le indicazioni*, Napoli, Tecnodid editrice.

Castoldi, M. (2012), “Una bussola per indirizzare il miglioramento”. In: Loreiro, S. e Spinosi, M. (a cura di), *Fare scuola con le indicazioni*, Napoli, Tecnodid editrice.

Perrenoud, P. (2010), “Effetto moda o risposta decisiva all’insuccesso scolastico?”. In: Perrenoud, P., *Costruire competenze a partire dalla scuola*, Roma, Anicia.

Laurillard, D. (2014), “Cosa favorisce l’apprendimento”. In: Laurillard, D., *Insegnamento come scienza della progettazione*, Milano, FrancoAngeli.

Maccario, D. (2006), “Alla ricerca del metodo”. In: Maccario, D., *Insegnare per competenze*, Torino, Sei Frontiere.

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Novak, J. D. (2014), “Appendice 1”. In: Novak, J.D., *Costruire mappe concettuali. Strategie e metodi per utilizzarle nella didattica*, Trento, Edizioni Erickson.

Orsi, M. (2015), “La Terra e la Nuvola”. In: Orsi, M., *L’ora di lezione non basta. La visione e le pratiche dell’ideatore delle scuole Senza Zaino*, Santarcangelo di Romagna, Maggioli Editore.

Franca da Re (2013), *La didattica per competenze. Apprendere competenze, descriverle, valutarle.* Milano, Pearson

http://www.icsboviocolletta.gov.it/public/files/La_Didattica_per_competenze.pdf

One of these books:

Le Bohec, P. **(2011)** “Quando la scuola ti salva. Sulle tracce della pedagogia Freinet”, Junior, Bergamo.

Edwards, C., Gandini, L. e Forman, G. (2010) “I cento linguaggi dei bambini. L’approccio di Reggio Emilia all’educazione dell’infanzia”, Junior, Bergamo.

Montessori, M. (2010), "La scoperta del bambino", Garzanti, Milano.

Assessment methods

Two types of assesment:

- A middle course assesment throughout cooperative work
- A final assesment, consisting in an oral test. The contens that will be assesed are both the topics developed during the lessons and the workshop, and the concepts found in the bibliography.

Office hours

Monday or Wednesdays from 2.30 PM to 4,30 PM with email reservation.

Programme validity

The course programme has a validity of thwo years

Course tutors and assistants

Francesca Bassi

Luigia Centurelli

Michela Ferrari

Lina Galperti