UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Mediazione Didattica e Strategie di Gruppo

1819-2-G8501R039-G8501R042M

Course title

Didactic mediation and group strategies

Topics and course structure

The course offers an in-depth examination of the assumptions, instruments and strategies of didactic mediation, through which the teacher's intentional choices are made to support significant learning processes with the children.

The following topics will be discussed during the lessons:
the exploratory approach of adults and children, as an assumption of didactic mediation,
observation, documentation and interpretation as actions of didactic mediation,
the preparation of physical and relational contexts for learning, indoors and outdoors, as an instrument of didactic mediation,
the role of peers and of the group as a strategy of didactic mediation.

The conjunct workshop will examine in depth the topic of spaces and in particular of the materials, didactic mediators par excellence, through an activating and experiential path – individual and group – in which to experiment plural ways of project-building of the context, in order to foster aware and intentional choices and uses.

Objectives

The teaching intends to support principally the aptitude to problematize educational situations and events, and analyse them in depth and develop them in reflective form; to make judgements on educational situations and events after having adopted precise documentation; to renew the didactic practices, with particular reference to the contexts for learning, through opening up to research, experimentation and innovation.

In particular, the course aims to develop the following in terms of knowledge and skills:

- to understand the role of didactics in the analysis and design of scholastic contexts and didactic action, with particular reference to the preparation of the physical and relational indoor and outdoor surroundings for learning;

- to be able to produce appropriate documentation to monitor the educational and didactic action;

- to be able to reflect on one's professionalism, identifying and critically analysing the models of action implemented.

The acquisition of the expected results of learning is supported through stimulating reflection starting from the discussion of contents, experiences, context and materials, as well as through the proposal of opportunities for observation, research and documentation, including the essay required for the final examination.

Methodologies

The course is structured in periods of theoretical overview and of summary and experiential moments and developed in close connection with the proposal of the workshops.

Online and offline teaching materials

During the course will be proposed short summaries of the issues discussed and reported links, articles, videos of interest.

Programme and references for attending students

The bibliography is made up of the following books, of which a critical reading connected with the lessons, the experience documented in the essay and in the workshop path, is required:

- Giudici C., Krechevsky M., Rinaldi C. (a cura di), Rendere visibile l'apprendimento, Reggio Children Editore, Reggio Emilia, 2009

- Guerra M. (a cura di), Materie intelligenti. I materiali non strutturati naturali e artificiali negli apprendimenti, Edizioni Junior, Parma, 2017

- Weyland B., *Fare scuola. Un corpo da reinventare*, Guerini, Milano, 2014

and the following essays:

- Guerra M., "I passi del progettare" e "L'insegnante esploratore", in (a cura di), Progettare esperienze e relazioni, Edizioni Junior, Parma, 2013 (nuova edizione, pp. 15-25)

- Guerra M., "Piccole cose. Esplorazioni di un'altra didattica", in MeTis, Anno VI, Numero 2, 12/2016 (http://www.metisjournal.it/metis/anno-vi-numero-2-122016-cornici-dai-bordi-taglienti/192-saggi/873-piccole-cose-

esplorazioni-di-unaltra-didattica.html)

The essay to be prepared for the examination, as shown in the part on the examination, will start from one of the explorations presented in the book by Smith K., Come diventare un esploratore del mondo, Corraini, Mantova, 2011.

The students enrolled under the Old System who have to take the examination of Methodologies and techniques of play and of animation must refer to the same bibliography.

Programme and references for non-attending students

Programme and bibliography for the non-attendees is the same as that for the attendees, with in addition:

- Guerra M. (a cura di), Fuori. Suggestioni nell'incontro tra educazione e natura, FrancoAngeli, Milano, 2015

or

- Antonacci F., Guerra M. (a cura di), Una scuola possibile, FrancoAngeli, Milano, 2018 (in uscita a novembre)

The students enrolled under the Old System who have to take the examination of Methodologies and techniques of play and of animation must refer to the same bibliography.

Assessment methods

Oral, based on an essay that has been previously sent.

In order to be able to sit the examination, the student must have attended and passed the workshop relative to the course. During the workshop a brief summary in points will be requested, which will allow focusing on some first elements on the topics discussed, which are also useful for producing the essay required to support the oral.

The final essay will consist of a work of observation and research which must be documented and then analysed with reference to works in the bibliography, to what has been shared in the lessons and what has been experimented in the workshop.

Each student will experiment an explorations chosen from those proposed in the book by Keri Smith in the bibliography: the exploration does not mean a didactic translation, but requires the activation of each student in an experience of personal research. This is the first step of the work required.

The documentation of the exploration represents the second step, as well as the first material to be included in the essay. If the exploration consists of the production of an object of some kind, this can be photographed, both in its phases of production and in its final result, and then included in the essay.

In the third step of the work, this documentation must then be analysed in the light of the titles in the bibliography, of what was experimented in the workshop and what was shared in the lessons. This analysis represents the second and last part to be included in the essay.

The methods of documenting the experience and planning the essay as a whole are at the student's discretion.

The essay must be sent 15 days before the intended session of examinations. Before the oral, the assessment on the essay – the starting point for the subsequent part of the examination – will be published and will take into account the relevancy and accuracy of the content, the level of making explicit the methodological steps, the accuracy of the documentation, of the connection with the theoretical elements available and of the personal reflectivity, terminological, orthographic and syntactic accuracy.

The essays are to be sent to esploratoridelmondo@gmail.com. Before sending, the files must be named with the number of the exploration, surname and name, numbering them in the event that there is more than one. E.g.:. 38 Guerra Monica 1-2 (first of two), and the weight of the photos must be reduced, in order to avoid documents that are excessively heavy.

The oral part entails the discussion of the essay and the in-depth discussion of subjects dealt with during the lessons or present in the bibliography, discussed from a critical and reflective perspective, in order to verify knowledge on the theoretical and methodological questions covered.

More specifically, with respect to the expected learning results according to the indicators of the annual SUA-Cds of the Course of Study, the oral examination will verify the understanding of the role of didactics in the analysis and design of scholastic contexts and didactic acting, with particular reference to the preparation of physical and relational, indoor and outdoor surroundings for learning; the essay will verify the ability to produce appropriate documentation of a learning experience for the purpose of monitoring its processes: both will verify the ability to reflect on one's professionalism, identifying and critically analysing the models of action implemented.

Office hours

Programme validity

Course tutors and assistants