UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Approaches - 2 (blended)

1920-2-G8501R010-G8501R010M-T2

Course title

Didactics - Blended Learning

Topics and course structure

The aim of the course is to reflect on the relationship between teaching and educating, between cognitive and socio-affective development, between teaching methods and the teacher's communicative style.

The course focuses on deepening the epistemological framework of the different approaches related to teaching, problematizing the ideas of teaching and learning that are underlying them.

The way the course is conducted provides an articulation between experiential and laboratory moments, together with moments of theoretical and synthetic framing, in which the participation of students becomes a fundamental element to problematize, address and develop the proposed themes.

The acquisition of the expected learning results is supported in the lessons in attendance, through material analysis (observation, diaries, testimonies) and by the presence of teachers, and in the workshops through the experimentation of the different active methodologies (group work, discussion, role-playing and brainstorming).

The course is divided into four modules:

*The first one has as object the analysis of the didactic action and of the key concepts such as the didactic contract, the didactic transposition and the didactics by competences.

*The second deals with the relationship between learning models and teaching methodologies, with particular attention to active methodologies.

*The third develops, instead, the communication in the classroom and the relational dimension.

*The fourth has as its theme the organization of spaces, times and materials.

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

Scientific articles, videos, photos, class conversations.

Programme and references for attending students

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

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

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

- Polito, Mario (2003), “Principi guida dell’apprendimento cooperativo”. In: M. Polito, Comunicazione positiva e apprendimento cooperativo, Trento, Edizioni Erikson
- Cerutti, Mauro (2012), “Educare alla conoscenza complessa”. In: Loreiro, S. e Spinosi, M. (a cura di), Fare scuola con le indicazioni, Napoli, Tecnodid editrice
- Castoldi, Mario (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, Philippe (2010), “Effetto moda o risposta decisiva all’insuccesso scolastico?”. In: Perrenoud, P. Costruire competenze a partire dalla scuola, Roma, Anicia (pp. 121-144)
- Laurillard, Diana (2014), “Cosa favorisce l’apprendimento”. In: Laurillard, D. Insegnamento come scienza della progettazione, Milano, FrancoAngeli
- Maccario, Daniela (2006), “Alla ricerca del metodo”. In: Maccario, D. Insegnare per competenze, Torino, Sei Frontiere
- Novak, Joseph D. e Gowin, D. Bob (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, Joseph D. (2014), “Appendice 1”. In: Novak, J.D., Costruire mappe concettuali. Strategie e metodi per utilizzarle nella didattica, Trento, Edizioni Erikson
- Orsi, Marco (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

Programme and references for non-attending students

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

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

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

- Polito, Mario (2003), “Principi guida dell’apprendimento cooperativo”. In: M. Polito, Comunicazione positiva e apprendimento cooperativo, Trento, Edizioni Erikson
- Cerutti, Mauro (2012), “Educare alla conoscenza complessa”. In: Loreiro, S. e Spinosi, M. (a cura di), Fare scuola con le indicazioni, Napoli, Tecnodid editrice
- Castoldi, Mario (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, Philippe (2010), “Effetto moda o risposta decisiva all’insuccesso scolastico?”. In: Perrenoud, P. Costruire competenze a partire dalla scuola, Roma, Anicia (pp. 121-144)
- Laurillard, Diana (2014), “Cosa favorisce l’apprendimento”. In: Laurillard, D. Insegnamento come scienza della progettazione, Milano, FrancoAngeli
- Maccario, Daniela (2006), “Alla ricerca del metodo”. In: Maccario, D. Insegnare per competenze, Torino, Sei Frontiere
- Novak, Joseph D. e Gowin, D. Bob (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, Joseph D. (2014), “Appendice 1”. In: Novak, J.D., Costruire mappe concettuali. Strategie e metodi per utilizzarle nella didattica, Trento, Edizioni Erikson
- Orsi, Marco (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

Uno di questi libri a scelta:

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

Assessment methods

The test requested to the students attending the blended learning course is composed by 4 e-tivity (individual, for a couple of students and team work) based on:

lectures, bibliography, case analysis of transcription of classroom discussion, or teaching and learning objects.

All e-tvity must be sufficient (18/30).

Each insufficient e-tivity can be make again.

It’s possibile to have an oral exam, upon student request based on lectures and bibliography.

Office hours

Wednesday from 14.30 to 16.30.

Programme validity

Programme validity is two years.

Course tutors and assistants

Francesca Bassi

Luigia Centurelli

Lina Galperti

Michela Ferrari

Sara Pandolfi

Angelica Zedda