UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Desing and Evaluation - 1

2021-3-G8501R016-G8501R016M-T1

Course title

Models and Elements of Curriculum Design

Topics and course structure

The course will be based on these topics: models and Elements of Curriculum Design. School Context analysis; Educational needs individuation and normative framework analysis. Teaching actions documentation and analysis of curriculum design. Communication in the classroom: tools and methods. Curriculum design and didactic transposition.Evaluation models. Evaluation and Assessment process: methods and tools.

The course will take place remotely on October with synchronous videoconference events.

All lessons will be recorded live and will be uploaded as soon as they are finished to the moodle (e-learning) teaching platform.

Objectives

The course will promote:

Knowledge of Curriculum Design theories (phases and elements).

Knowledge of evaluation and assessment theories, qualitative and quantitative tools.

Competence of recognizing curriculum design models and Evaluation models by examples.

Competence of analyzing specific cases.

Methodologies

The following Teaching and learning methods will be used: lectures and workshops (team works, role play, case analysis, etc.).

The contents will be examined using video, conversation and observation transcriptions.

The course includes Teachers' lectures presenting school cases.

The course includes an obligatory workshop where students will be immerged in significant educational experience focused on evaluation and assessment.

Online and offline teaching materials

On the course page will be available:

- recordings of lessons held in synchronous mode
- the slides of the lessons
- deliveries for exercises
- any in-depth texts
- any documentation used in class.

Programme and references for attending students

References for attending students:

· Nigris E; Balconi B, Zecca L. (2019) *Dalla progettazione alla valutazione. Progettare, documentare, monitorare*, Pearson, Milano.
· Balconi B. (2020) Documentare a scuola. Una pratica didattica e formativa, Carocci, Roma.
· Dispensa del corso - sarà resa disponibile a Settembre sulla piattaforma Moodle
· Slides del corso
· *Indicazioni Nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione*, Settembre 2012 scaricabili dal sito del Ministero attraverso il seguente link: http://www.indicazioninazionali.it/wp-content/uploads/2018/08/Indicazioni_Annali_Definitivo.pdf
· *Indicazioni nazionali per la scuola dell'infanzia e primo ciclo, Nuovi Scenari*, febbraio 2018, scaricabili dal sito del Ministero attraverso il seguente

link: http://www.miur.gov.it/-/indicazioni-nazionali-di-infanzia-e-primo-ciclo-piu-attenzione-alle-competenze-di-cittadinanza.

Un testo a scelta tra:
- Scarpa e Metro. I bambini e la misura - Reggio Children
- Le fontane. Da un progetto per la costruzione di un Luna Park degli uccellini - Reggio Children

Programme and references for non-attending students

References for non-attending students:

· Nigris E; Balconi B, Zecca L. (2019) *Dalla progettazione alla valutazione. Progettare, documentare, monitorare*, Pearson, Milano.
· Balconi B. (2020) Documentare a scuola. Una pratica didattica e formativa, Carocci, Roma.
· Dispensa del corso - sarà resa disponibile a Settembre sulla piattaforma Moodle
· Slides del corso
· *Indicazioni Nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione*, Settembre 2012 scaricabili dal sito del Ministero attraverso il seguente link: http://www.indicazioninazionali.it/wp-content/uploads/2018/08/Indicazioni_Annali_Definitivo.pdf
· *Indicazioni nazionali per la scuola dell'infanzia e primo ciclo, Nuovi Scenari*, febbraio 2018, scaricabili dal sito del Ministero attraverso il seguente link: http://www.miur.gov.it/-/indicazioni-nazionali-di-infanzia-e-primo-ciclo-piu-attenzione-alle-competenze-di-cittadinanza.

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Assessment methods

Assessment methods
Attending students

- 1 group test
- 1 individual test, carried out in the classroom where students have to demonstrate:
 - the knowledge of texts in the bibliography.

- the ability to analyze cases / examples provided by the teacher (class conversations, verification tests, materials of testimonials presented by teachers relating to kindergarten and primary school)
- the ability to illustrate and analyze what has been done in the laboratory

All students who request it can integrate the assessment acquired through the tests with an oral interview on the texts in the bibliography.

The oral interview will instead be mandatory for students who do not pass the written classroom test.

The exam tests will be evaluated following the following criteria:

- Linguistic correctness of the tex
- Relevance of the topics covered: presence of the key concepts, transversal to the different moments of the course didactics (lessons, testimonials, laboratory).
- Completeness of the contents and concepts exposed.
- Argumentation of opinions: presence of critical arguments, supported by personal reflection and reworking, to identify the premises, proper, others, or deriving from the context, for a new understanding of one's own learning and professional experiences.
- The exam must be cohesive and unitary, presenting a logical ordering of the concepts and an organic nature of thought.

Non attending students

- 1 individual test, carried out in the classroom

-1 interview

Office hours

Please check the website for information about the office hours.

Programme validity

Programme validity is two accademic years.

Course tutors and assistants

Sofia Bosatelli

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