UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Technologies For Teaching and Learning (blended)

2122-3-G8501R019

Course title

Educational Technology

Topics and course structure

Digital natives and digital immigrants, children and teachers in the age of Web 2.0. The course explain how digital technologies and the Internet have, drammatically, changed the way of teaching and the role of the teachers and learners.

Objectives

Questa modalità di erogazione è da considerarsi indicativa a causa dell'emergenze Cov id 19,

il corso si svolgerà nel secondo semestre e per questo non si può essere più precisi

Blended Learning.

Questo è erogato secondo la metodologia della “Fipped Classroom”, Classe Ribaltata. Prevederà un continuum di attività d’aula e attività on-line e sarà suddiviso in due moduli costituiti, a loro volta, da una lezione presenziale per settimana, materiali, video-lezioni e presentazioni disponibili on-line, e dalle due esercitazioni da svolgersi con il supporto del tutor on-line finalizzate.

The course has enabled enrolled students to acquire the following competences:

- ability to manage in the classroom the main basic methodologies of technology augmented learning;

- knowledge and ability to handle new learning styles of digital natives;

- ability to set up new spaces for technology augmented learning, in terms of connectivity, digital devices and logistics.

Methodologies

Blended Learing.

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This is delivered according to the "Flipped Classroom" method. It will provide a continuum of classroom activities and on-line activities and will be divided into two modules consisting of one lesson per week, materials, video lessons and online presentations, and two project to be conducted with the support of a tutor on-line

Online and offline teaching materials

The Blended Learning Course in the University VLE

Programme and references for attending students

Web 2.0 and its applications, LCMS, VLE, electronic registers, Facebook, Google, Youtube, Apps along with a “digitally augmented” way to education are massively “flipping” the way of teaching e learning inside and out side the schools. The second part of the course is devoted to analize theories, methods and practices of learning “augmented” by technology. More in details will be analyzed in a new methodology is emerging, especially in the US: the model of the flipped classroom enabled by technology. Of that methodology it is, which the advantages and disadvantages?

Questa Bibliografia è orientativa, così come la modalità di erogazione del Corso che si svolgerà nel secondo semestre. *A fine Settembre* verrà comunicata la bibliografia definitiva e la modalità di erogazione del corso dipendentemente dall'andamento dell'emergenza in corso

Mandatory:

P. Ferri, S. Moriggi, (2018), *A scuola con le tecnologie. Manuale di didattica tecnologicamente aumentata*, Mondadori, Milano.

Programme and references for non-attending students

Web 2.0 and its applications, LCMS, VLE, electronic registers, Facebook, Google, Youtube, Apps along with a “digitally augmented” way to education are massively “flipping” the way of teaching e learning inside and out side the schools. The second part of the course is devoted to analize theories, methods and practices of learning “augmented” by technology. More in details will be analyzed in a new methodology is emerging, especially in the US: the model of the flipped classroom enabled by technology. Of that methodology it is, which the advantages and disadvantages?

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P. Ferri, S. Moriggi, (2018), *A scuola con le tecnologie. Manuale di didattica tecnologicamente aumentata*, Mondadori, Milano. Except the chapter 3 of the parte 2

choose one of these essays:

P. Wallace (2017), La Psicologia di Internet, (a cura di Paolo Ferri e Stefano Moriggi), Edizioni Raffaello Cortina, Milano

P. Ferri, *I nuovi bambini*, BUR, 2014

M. Dallari, S. Moriggi, Educare bellezza e verità, Erikson, Trento, 2016

P. Ferri, *Nativi digitali*, Bruno Mondadori, 2012

Assessment methods

The evaluation of the Blended course is divided into three items

- The final exam: oral exam

- Voting attributed by the tutors of the projects or exercises carried out

- The quality of online interactions Evaluation scales The evaluation will be articulated 0-10 points for the final exam · 0-5 insufficient test: the student has not achieved the minimum required results · 6-8 test not completely sufficient: the student has almost reached the minimum results required but needs to further deepen the arguments · 9-10 sufficient test: the student has achieved the minimum results · 11-15 proof fully sufficient: the student has achieved a good / excellent level of knowledge 0-15 for exercises and projects · 0-5 insufficient project: the student did not achieve the minimum required results · 6-10 sufficient project: the student has achieved the minimum results required but needs to further deepen the topics · 10-15 project and more satisfying: the student has achieved good / excellent results 0-5 points for the quality and quantity of online interactions with tutors · 0-2 online interactions not sufficient both with respect to quality and quantity · 3-5 sufficient or good online interactions both with respect to quality and quantity

Office hours

on appointment

Programme validity

The program is valid for two years

Course tutors and assistants

Francesca Scenini, Andrea Mangiatori, Andrea Pozzali, Nicola Cavalli, Stefano Moriggi, Michelle Pieri, Stefano Merlo, Maurizia Caldara