



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Progettazione Didattica e Valutazione - 1

2122-3-G8501R016-G8501R016M-T1

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#### 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.

#### 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 immersed in significant educational experience focused on evaluation and assessment.

## Online and offline teaching materials

- Slides

-Nigris, E. (2005) *Le domande degli insegnanti sono difficili?*, in E. Nigris (a cura di), *Le domande che aiutano a capire?*. Milano: Mondadori, pp. 29-69.

- *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](http://www.indicazioninazionali.it/wp-content/uploads/2018/08/Indicazioni_Annali_Definitivo.pdf)

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- *Linee Guida. La formulazione dei giudizi descrittivi nella valutazione periodica e finale della scuola primaria*, Dicembre 2021, scaricabili dal sito del Ministero attraverso il seguente link: <https://www.istruzione.it/valutazione-scuola-primaria/allegati/Linee%20Guida.pdf>

## Programme and references for attending students

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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.

## **Programme and references for non-attending students**

Nigris E, Agrusti A., (2021) *Valutare per apprendere. La nuova valutazione descrittiva nella scuola primaria*, Pearson, Milano.

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.

## **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 text
- 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

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## **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

Paola Capitanio

Paola Catalani

Anna Pietrobon

Alessandra Saita

Paola Scuderi

Sonia Sorgato

Monica Zanon

Valeria Vismara

Monica Zanon

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