



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Progettazione Didattica e Valutazione - 2 (blended)

2223-3-G8501R016-G8501R016M-T2

---

#### Course title

Models and Elements of Curriculum Design - blended learning

#### Topics and course structure

The course aims to present the different models and main features of instructional design and evaluation processes in light of the analysis of the school context and training needs, the relationship between learning theories and teaching models, and the relationship between design, documentation and evaluation from a formative assessment perspective.

An in-depth study will be proposed on the "dialogic-heuristic" approach to design in its main elements and its different stages; on the different tools of documentation and evaluation of teaching-learning processes (observations, interviews, conversations and of class discussions,...); on the different types of tests (authentic tasks, knowledge and competence tests) and the coherence between their formulation, objectives and methodologies adopted in the different teaching paths. In addition, the topic of feedback from the perspective of self-assessment will be examined.

The course will be structured in:

- 6 lectures ( 4 hours each)
- classroom exercises
- 2 e-tivity (one group and one individual) on the Moodle platform.

#### Objectives

The course will promote:

- knowledge and analysis of different models of educational planning and design in relation to different theoretical approaches of reference;
- knowledge and critical analysis of the stages of an educational path, taking into consideration its objectives, phases, tasks, methodologies, from concrete examples and the theories presented;
- knowledge and critical analysis of the different models of evaluation and self-assessment of teaching/learning processes and how to conduct feedback
- knowledge and analysis of different types of testing evidence, in relation to educational objectives and teaching methodologies, in light of concrete examples and the theories presented;
- ability to develop appropriate teaching documentation to prepare assessment tools with which to monitor and evaluate the teaching-learning process.

## **Methodologies**

The topics will be presented through dialogic lectures, classroom workshop activities, analysis and discussion of videos, observational protocols, transcripts of classroom conversations, analysis of documentation and related analysis of teaching practices.

Infant and Primary School teachers will also be invited to present their experiences on teaching and learning with children.

The course will include MANDATORY attendance at a workshop in which students will be confronted more specifically with issues related to assessment, issues that will also be the subject of one of the questions in the written test. Through an experiential approach, the development of reflective skills and critical argumentation on the proposed theoretical models and conceptual frameworks will be promoted

## **Online and offline teaching materials**

On the course page will be available:

- the slides of the lectures
- exercises tasks
- texts and materials for in-depth study

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

Bibliography

- Nigris, E., Balconi, B., Zecca L. (2019) Dalla progettazione alla valutazione. Progettare, documentare, monitorare. Pearson, Milano.

- Nigris, E., Agrusti, A. (2021) Valutare per apprendere. La nuova valutazione descrittiva nella scuola primaria, Pearson, Milano. Con approfondimento dei materiali online.
- Lodi, M., Il paese sbagliato, (qualsiasi edizione).
- Bonaccini, S., (a cura di) (2018) Dare valore alle competenze. La valutazione al nido alla scuola dell'infanzia, Edizioni Junior, Parma.

## Programme and references for non-attending students

### Bibliography

- Nigris, E., Balconi, B., Zecca L. (2019) Dalla progettazione alla valutazione. Progettare, documentare, monitorare. Pearson, Milano.
- Nigris, E., Agrusti, A. (2021) Valutare per apprendere. La nuova valutazione descrittiva nella scuola primaria, Pearson, Milano. Con approfondimento dei materiali online.
- Lodi, M., Il paese sbagliato, (qualsiasi edizione).
- Bonaccini, S., (a cura di) (2018) Dare valore alle competenze. La valutazione al nido alla scuola dell'infanzia, Edizioni Junior, Parma.

## Assessment methods

### Assessment methods

For attending students are provided:

(a) a group **e-tivity**

(b) one individual **e-tivity**

(c) **three classroom exercises** that are given a score to be integrated into the final assessment (1 point for each exercise done in the classroom during the meetings)

(d) **1 individual test**, carried out in the classroom.

In the different tests, you will be required 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

The final grade will be obtained from the average of the grades in thirtieths achieved in the individual etivity and the individual test carried out in the classroom, to which the points obtained from the exercises carried out in the classroom will be added (one point for each exercise carried out).

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.

## **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

Mario Fratelli

Anna Pietrobon

Alessandra Saita

Paola Scuderi

Sonia Sorgato

Monica Zanon

## **Sustainable Development Goals**

QUALITY EDUCATION

---