UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Approaches - 1

2223-2-G8501R010-G8501R010M-T1

Course title

Didactics with Workshop

(1617-2-G8501R010-P)

Topics and course structure

The course is organized in five modules:

*The first one concerns the development of teaching theories within the relationship with other umanities

*The second module analyzes the characteristics of the concept of: "didactic", and the construct of the Didactic Contract and of the Didactic Trasposition Theory

*The third module analyzes the relationship between learning and teaching theories, with a focus on active methodologies

*The forth module is about the organization of spaces, materials and time at school

*The fifth module concerns interactions in classrooms and the relational dimension of education

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

National Curricula for Pre-primary, Primary and Junior High School.

Programme and references for attending students

The aim of this course is the reflection about the relationship between teaching and learning, between cognitive and social-affective development, between methodologies and communicative style of teachers.

This course focuses on the deepening of the epistemological framework of different models and approaches to teaching, discussing about the underlying ideas of teaching and learning. The main point of analysis and reflection will be one concerning the relationship between experience and learning.

The methodology of the course involves an articulation between moments of experiential group activities, along with moments of theoretical synthesis. In both moments students become fundamental to problematize and to improve on the themes proposed.In order to develop a real understanding of learning and teaching processes, teachers of kindergarten and primary school will be invited to participate to the lessons.

The acquisition of learning outcomes is supported throughout putting into practice (within lessons, and within workshop) different active methodologies such as group work, discussion, role-playing and brainstorming. In addition to the analysis of cases and documents produced by students and teachers, such as teacher's diary, written notes and observations, and the analysis of the testimonials of teachers of both primary school and kindergarten.

Bibliography

Nigris, E., Teruggi, L. e Zuccoli, F. (eds) (2020). *Didattica Generale. Seconda edizione.* Pearson, Milano. **Nigris, E., Negri, S. e Zuccoli, F.** (eds). *Esperienza e didattica. Le metodologie attive*. Carocci Editori, Roma. Tamagnini, D.** (2016). Si può fare. La scuola come ce la insegnano i bambini*. Meridiana, Novara. **Edwards, C., Gandini, L. e Forman, G**. *I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia.* Junior Spaggiari, Parma. **Da Re, F. (2013), *La didattica per competenze. Apprendere competenze, descriverle, valutarle.*Pearson, Milano.

http://www.icsboviocolletta.gov.it/public/files/La_Didattica_per_competenze.pdf

A book of your choice from: **Montessori, M.** *La scoperta del bambino*. Garzanti, Milano. **Orsi, M.** *L'ora di lezione non basta. La visione e le pratiche dell'ideatore delle scuole Senza Zaino.* Maggioli Editore. Santarcangelo di Romagna. **Orsi, M**. *A scuola senza zaino. Il metodo del curricolo globale per una didattica innovativa.* Erickson. Trento. **Pizzigoni, G**. *Le mie lezioni ai maestri d'Italia e altri scritti*. Spaggiari, Parma.

Programme and references for non-attending students

The aim of this course is the reflection about the relationship between teaching and learning, between cognitive and social-affective development, between methodologies and communicative style of teachers.

This course focuses on the deepening of the epistemological framework of different models and approaches to teaching, discussing about the underlying ideas of teaching and learning. The main point of analysis and reflection will be one concerning the relationship between experience and learning.

The methodology of the course involves an articulation between moments of experiential group activities, along with moments of theoretical synthesis. In both moments students become fundamental to problematize and to improve on the themes proposed.In order to develop a real understanding of learning and teaching processes, teachers of kindergarten and primary school will be invited to participate to the lessons.

The acquisition of learning outcomes is supported throughout putting into practice (within lessons and within workshop) different active methodologies such as group work, discussion, role-playing and brainstorming. In addition to the analysis of cases and documents produced by students and teachers, such as teacher's diary, written notes and observations, and the analysis of the testimonials of teachers of both primary school and kindergarten.

Bibliography

Nigris, E., Teruggi, L. e Zuccoli, F. (eds) (2020). *Didattica Generale. Seconda edizione.* Pearson, Milano. **Nigris, E., Negri, S. e Zuccoli, F.** (eds). *Esperienza e didattica. Le metodologie attive*. Carocci Editori, Roma. Tamagnini, D.** (2016). Si può fare. La scuola come ce la insegnano i bambini*. Meridiana, Novara. **Edwards, C., Gandini, L. e Forman, G**. *I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia.* Junior Spaggiari, Parma. **Da Re, F. (2013), *La didattica per competenze. Apprendere competenze, descriverle, valutarle.*Pearson, Milano.

http://www.icsboviocolletta.gov.it/public/files/La_Didattica_per_competenze.pdf

A book of your choice from: **Montessori, M.** *La scoperta del bambino*. Garzanti, Milano. **Orsi, M.** *L'ora di lezione non basta. La visione e le pratiche dell'ideatore delle scuole Senza Zaino.* Maggioli Editore. Santarcangelo di Romagna. **Orsi, M**. *A scuola senza zaino. Il metodo del curricolo globale per una didattica innovativa.* Erickson. Trento.

Assessment methods

- A final assessment, consisting in an oral test. The contents that will be evaluated are both the topics developed during the lessons and the workshop, and the concepts found in the bibliography.

Office hours

On appointment.

During the Covid-19 emergency period it is recommended to contact the professor by email for remote appointments.

https://unimib.webex.com/meet/franca.zuccoli

Programme validity

The course programme has a validity of two years.

Course tutors and assistants

Anita Bacigalupo

Francesca Bassi

Claudia Berengan

Luigia Centurelli

Claudia Dorigoni

Cristina Ferrario

Michela Ferrari

Sara Francavilla

Lina Galperti

Sara Pandolfi

Natanaele Sustovich

Rosaria Viola

Sustainable Development Goals

QUALITY EDUCATION