UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Didattica Generale - 2 (blended)

2223-2-G8501R010-G8501R010M-T2

Course title

Didactics - Blended Learning

Topics and course structure

The aim of the course is to reflect on the relationship between teaching and educating, between cognitive and socio-affective development, between teaching methods and the teacher's communicative style.

The course focuses on deepening the epistemological framework of the different approaches related to teaching, problematizing the ideas of teaching and learning that are underlying them.

The way the course is conducted provides an articulation between experiential and laboratory moments, together with moments of theoretical and synthetic framing, in which the participation of students becomes a fundamental element to problematize, address and develop the proposed themes.

The acquisition of the expected learning results is supported in the lessons in attendance, through material analysis (observation, diaries, testimonies) and by the presence of teachers, and in the workshops through the experimentation of the different active methodologies (group work, discussion, role-playing and brainstorming).

The course is divided into four modules:

*The first one has as object the analysis of the didactic action and of the key concepts such as the didactic contract, the didactic transposition and the didactics by competences.

*The second deals with the relationship between learning models and teaching methodologies, with particular attention to active methodologies.

*The third develops, instead, the communication in the classroom and the relational dimension.

*The fourth has as its theme the organization of spaces, times and materials.

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, discussion forums, workshops and small group activities.

Online and offline teaching materials

Scientific articles, videos, photos, class conversations.

Programme and references for attending students

Bibliography:

Nigris, E., Teruggi, L. e Zuccoli, F. (a cura di) (2020) “Didattica Generale. Seconda edizione”. Pearson: Milano.

Nigris, E., Negri, S. e Zuccoli, F. (a cura di) (2007). Esperienza e didattica. Le metodologie attive. Carocci Editori: Roma. (qualsiasi ristampa)

Tamagnini, D. (2016) “Si può fare. La scuola come ce la insegnano i bambini”. Meridiana: Novara.

Ajello, A.M., Pontecorvo, C. e Zucchermaglio, C. (2015). Discutendo si impara. Interazione sociale e conoscenza a scuola. Carocci: Roma. (Qualsiasi ristampa)

Programme and references for non-attending students

Bibliography:

Nigris, E., Teruggi, L. e Zuccoli, F. (a cura di) (2020) “Didattica Generale. Seconda edizione”. Pearson: Milano.

Nigris, E., Negri, S. e Zuccoli, F. (a cura di) (2007). Esperienza e didattica. Le metodologie attive. Carocci Editori: Roma. (qualsiasi ristampa)

Tamagnini, D. (2016) “Si può fare. La scuola come ce la insegnano i bambini”. Meridiana: Novara.

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Assessment methods

Oral examination

For students attending the blended learning course, there is an e-ctivity in the middle of the course that can reduce the text load for the oral examination. In the e-ctivity, it is necessary to demonstrate: - knowledge of the texts; - the ability to analyse cases/examples provided by the lecturer (classroom conversations, teaching documentation, testimonial materials presented by teachers relating to pre-school and primary school). For attending and non attending students the oral examination will focus on the analysis of principal concepts in the different texts and addressed in the workshops.

Office hours

By previous appointment via e-mail in the room https://unimib.webex.com/meet/lilia.teruggi or in presence in the studio of building U 16 fourth floor.

Programme validity

Programme validity is two years.

Course tutors and assistants

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Sustainable Development Goals

QUALITY EDUCATION