UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Mediation and Group Strategies

2223-2-G8501R039-G8501R042M

Course title

Teacher mediation and group strategies with laboratory

Topics and course structure

The course will begin remotely in October and the educational organization of the following months will be made known as soon as possible in the light of the indications that will be given by the Authorities on the development of the Covid-19 emergency.

The course proposes the study of theories and practices of didactic mediation and the main strategies of teaching-learning in groups. In particular, the following topics will be addressed in three modules.

Module 1 - The mediation role of the teacher in the construction of children's learning: "child image" and theories on didactic mediation;

Module 2 - The main strategies of laboratory didactics within the fields of experience (Childrens' School) and disciplinary areas (Primary School): characteristics of environments and mediators, their criteria of choice and how to propose them;

Module 3 - Learning groups.

The lessons will be accompanied by examples of educational-didactic practices carried out in pre-school and primary schools that can also be presented by expert teachers.

During the course, the students will be involved in activities of analysis and discussion of pedagogical documentation.

The adjoining workshop will deepen the theme of spaces and in particular of materials, educational mediators par excellence, through an activating and experiential path - individual and group - in which to experiment plural ways of designing the context, in order to promote conscious and intentional choices and uses.

Objectives

This teaching is intended to promote the following learning, in terms of:

- knowledge and understanding of the main models and tools of didactic mediation with particular reference to the role of teachers;

- knowledge of the characteristics of a learning environment and the relationship between context and learning;

- knowledge of the main characteristics (emotional, cognitive, and aesthetic dimensions) and group learning strategies.

At the end of the course, students will be able to analyze mediation strategies in laboratory teaching approaches; they will be able to interpret the characteristics of different contexts (macro and micro) and to hypothesize didactic problem-solving strategies; they will be able to manage communication with children and adults (colleagues and families); they will be able to question, interpret and reflect on a didactic practice.

Methodologies

The course, held in Italian, will be divided into:

- lessons followed by group discussions, chat, and forum;

- analysis in small groups of cases presented through video, photographic documentation, observation protocols and multimedia "mini-stories" of learning;

- testimonies of relevant experiences of research-action on educational-didactic paths;

- role-play and exercises on verbal and non-verbal communication with children and between adults.

The course will be structured alternating and integrating theory and practice, stimulating students' reflection and participation through exercises which will always be followed by the feedback of the teacher and the tutors. To this end, students will organize themselves in small groups from the beginning of the course to carry out the exercises both during the lessons and between lessons. The exercises will not be obligatory but will be a useful tool for the preparation for the exam and an important moment of confrontation with the classmates, the teacher, and the tutors.

Before the beginning of the course, they will be collected through a short anonymous questionnaire and not subject to the evaluation of the students' representations on the theme of didactic mediation.

There will be 3 modules of 4 lessons each and at the end of each module, through a short non-evaluation online questionnaire, students will be asked for feedback on the degree of confidence reached on the topics addressed so far, then a lesson will be entirely dedicated to discussion and reflection.

Online and offline teaching materials

On the course page will be available:

- recordings of lessons held in synchronous mode
- the slides of the lessons
- deliveries for exercises
- any in-depth texts
- any documentation used in class.

Programme and references for attending students

The programme and the bibliography are not distinguished between frequent and non-attendants.

Programme and references for non-attending students

The programme and the bibliography are not distinguished between frequent and non-attendants.

Assessment methods

Oral examination preceded by an individual written paper.

The written essay consists in the analysis of a practice described in the outline and is designed to verify the understanding of the fundamental thematic nodes addressed in the lessons and in the laboratory, always with particular attention to the connection between theory and practice. The paper must be delivered on the platform in the space indicated 20 days before each exam call. In case of insufficiency, students will be invited to an interview in order to understand the evaluation. This interview is preparatory to taking the test again in the following appeals.

Editorial instructions for the written work:

- Word or pdf format

- the file should be named with Surname_First_name

- the maximum length of 4,500 characters (including spaces)

- font: Times New Roman

- character 12

- single spacing

- automatic margins

- the file must have as header the track title, first name, last name, serial number, and institutional e-mail.

The oral test can be taken only after passing the written test and will consist of the discussion of the texts in the bibliography, the exercises carried out in the classroom (for those who have carried them out).

Both the tests will be evaluated in 30ths.

The written test will remain valid for two years (like the examination program).

The exam can be taken only by those who have taken and passed the Laboratory attached to the course.

Evaluation criteria

Linguistic correctness of the text and oral presentation. An adequate language, grammatically correct, and well-articulated in its syntax (6 points).

The relevance of the topics dealt with (6 points).

Consistency and adequacy of the contents and concepts presented. The texts studied must be adequately cited, reworked on the basis of the experience of the laboratory, the practices presented in class, and one's own professional experience (6 points).

The topic of opinions. Presence of critical arguments, supported by reflection, the link between theories and practices, and personal reworking (6 points).

Critical reflexion (6 points).

Office hours

On demand, by email

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Ambra Cardani, Claudia Fredella, Monica Roncen, Valeria Vismara

Sustainable Development Goals

QUALITY EDUCATION