UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Planning and Evaluation in Educational Services With Workshop

2223-1-F8501R058

Course title

Designing and evaluating educational services and actions with workshop

Topics and course structure

This course deals with the design and evaluation methodologies in educational contexts (socio-educational services, school, life long education) providing tools for the comprehension of experiences and practices showed in lessons. The first module addresses, in a cultural perspective, the analysis of an educational context and its organization; the second module analyze different approaches to design with a focus on participative models (collaborative research, action- research, teacher and educator professional development research); the third module concern evaluation, in its various meanings, with an emphasis on the formative evaluation and evaluation research on the quality of services.

On the first day of class presence of both is suggested of those who attend that of not attending because it will illustrate the activities and schedule, how to verify and assess learning, the ways of access to the platform Moodle.

Attendance at the laboratory is compulsory: students perform an ‘authentic task ‘, designing a socio-educational action within a given context.

Main topics

- Design’s actors: representations and cultures
- Educational needs (subjective and objective)
- Context’s analysis and design
- Design’s patterns
- Evaluation’s models

Objectives

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- **Knowledge and understanding**

    - knowledge of the many theoretical models, methodologies and tools of educational and social design, its various phases and components;
    - knowledge and critical analysis skills of theoretical models, used in services and evaluation of educational actions, and of the various quantitative tools (questionnaires, surveys) and qualitative (interviews, focus groups, observations, research-action);
    - analyzing, building and designing social service and educational projects
    - using peadogical framework as management and consulting tools

  Ability to apply knowledge and pattern

    - analyzing, building and designing social service and educational projects,
      using peadogical knowledge as management and consulting tools

  Main objectives

    - Knowledge of Educational and social design theories; Knowledge of Educational services and actions assessment theories
    - Skills and competences in recognizing design’s models and services and actions evaluations
    - Competence in cases analysis

  Team group skills

Methodologies

The course aims to analyze the characteristics of an educational service starting from the representations and previous personal and professional experiences of students.

Also, will examine the educational designing (of services and / or educational actions) in its various aspects and in its different articulations and artifacts, from the documentation produced by the participants and provided by teachers, to identify the indicators for assessing them.

Teaching and learning method: lectures and workshops(team works, role play, cases analysis, etc.).

During the course will be presented professionals experiences.

Online and offline teaching materials

Programme and references for attending students

1. Wenger E., *Comunità di pratica. Apprendimento, significato e identità*, Cortina, Milano, 2006

2. L. Leone, M.Prezza, *Costruire e valutare progetti nel sociale. Manuale operativo per chi lavora su progetti in campo sanitario, sociale, educativo e culturale*, Franco Angeli, Milano, 2003 (solo capitoli 1, 2, 3, 4)

3. Compendium about project, services and services cultures (on e-learning page)

4. Compendium about evaluation (on e-learning page)

One choice of text

1. L. Zecca, Didattica laboratoriale e formazione. Bambini e insegnanti in ricerca. Franco Angeli, Milano 2016

2. J.K. Amirian, La progettazione sociale. Esperienze e riflessioni*, Franco Angeli, Milano 2012

3. L.Mortari, Educare alla cittadinanza partecipata,Ed.Bruno Mondadori, 2008

4.E.Nigris, L.Zecca (eds) Pedagogia della cittadinanza e formazione degli insegnanti: un'alleanza tra scuola e territorio, Franco Angeli, 2022 (Prima parte e un caso a scelta della seconda parte) (testo in open acces) https://series.francoangeli.it/index.php/oa/catalog/view/930/782/5361

Programme and references for non-attending students

For details see the syllabus and bibliography for attendees

Assessment methods

Group written task, (only for attended students), individual written task and oral discussion.

Group and/or individual written works will be discussed during the oral test in order to ensure a proper understanding of the fundamental themes discussed in lessons and in the laboratory. In particular, will be evaluated the knowledge of the theoretical models to design and evaluation services and actions, connections with ecological, cultural and socio-constructivist approaches in psychology and sociology, and links with qualitative methods in pedagogy.

In the interview will be discussed the bibliography, the exercises done in the classroom and/or written works and will be ensured the knowledge of the methodologies for identifying, defining, solving, and evaluating design problems in various stages in relation to: the dimensions of space, time, roles, activities, their relationships and meanings assigned by various social actors and stakeholder; the resources and constraints analysis of educational contexts; the qualitative tools for design and evaluation, ex-ante, in intinere, ex-post.

Only who have completed the Laboratory linked to the course can take the exam. The Laboratory will be evaluated separately (approved / not approved).

Report have to be delivered 15 days before the exam session at the Luisa Zecca mailbox located on the IV floor of the U6 building. The results of the written tests will be published online the day before the exam session on the web site and on platform.

Evaluation criteria

- Linguistic correctness of the text (6 points) - a proper, grammatically correct and syntactically well articulated language.
- Relevancy of the discussed topics (6 points)
- Coherence of the outlined contents and concepts (6 points) - All the bibliography have to be appropriately cited, articulated in the re-elaboration of the laboratory and their own professional experience
- Argumentation about opinions (6 points) - Presence of critical arguments, supported by reflection and personal re-elaboration, in order to identify the premises, their own, others', or arising out of context, for a new understanding of their own learning
- Originality and coherence of the work (6 points)

Works have to be in single-spaced Times New Roman 12. Please write your name and e-mail address at the top of the first page.

Office hours

Programme validity

Two academics years

Course tutors and assistants

Sustainable Development Goals

SUSTAINABLE CITIES AND COMMUNITIES