UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Desing and Evaluation - 1

2324-3-G8501R016-G8501R016M-T1

Course title

Models and Elements of Curriculum Design

Topics and course structure

The course will be based on these topics: models and Elements of Curriculum Design. School Context analysis; Educational needs individuation and normative framework analysis. Teaching actions documentation and analysis of curriculum design. Communication in the classroom: tools and methods. Curriculum design and didactic transposition.Evaluation models. Evaluation and Assessment process: methods and tools.

Objectives

The course will promote:

Knowledge of Curriculum Design theories (phases and elements).

Knowledge of evaluation and assessment theories, qualitative and quantitative tools.

Competence of recognizing curriculum design models and Evaluation models by examples.

Competence of analyzing specific cases.

Methodologies

The following Teaching and learning methods will be used: lectures and workshops (team works, role play, case analysis, etc.).

The contents will be examined using video, conversation and observation transcriptions.

The course includes Teachers' lectures presenting school cases.

The course includes an obligatory workshop where students will be immerged in significant educational experience focused on evaluation and assessment.

Online and offline teaching materials

Slides

Indicazioni Nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione*, Settembre 2012 scaricabili dal sito del Ministero attraverso il seguente link: https://www.miur.gov.it/documents/20182/51310/DM+254_2012.pdf/1f967360-0ca6-48fb-95e9-c15d49f18831?version=1.0&t=1480418494262

Indicazioni nazionali per la scuola dell'infanzia e primo ciclo, Nuovi Scenari*, Febbraio 2018, scaricabili dal sito del Ministero attraverso il seguente link: https://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari/https://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari/

Linee Guida. La formulazione dei giudizi descrittivi nella valutazione periodica e finale della scuola primaria*, Dicembre 2021, scaricabili dal sito del Ministero attraverso il seguente link: https://www.istruzione.it/valutazione-scuola-primaria/

Programme and references

**Bibliography **

1. Nigris, E., Balconi, B., Zecca L. (2019) Dalla progettazione alla valutazione. Progettare, documentare, monitorare. Pearson, Milano. (Esclusi capitoli 1- 6- 8).
2. Nigris, E., Agrusti, A. (2021) Valutare per apprendere. La nuova valutazione descrittiva nella scuola primaria, Pearson, Milano.
3. Corsini, C. (2023). La valutazione che educa: Liberare insegnamento e apprendimento dalla tirannia del voto. FrancoAngeli, Milano.
4. La valutazione formativa nella Scuola primaria. Proposte e materiali commentati. A cura di Elisabetta Nigris, Barbara Balconi e Roberto Trinchero. I materiali sono acquistabili al link: https://www.pearson.it/shop/basket/FD93790011l7Z al prezzo scontato di 12 euro utilizzando il codice promozionale (valido fino al 31/12/2023): BICOCCASTUD23
5. Dispensa con materiali (verrà pubblicata in e-learning sulla pagina del corso).

Assessment methods

1 individual test, during the course
1 group test
1 individual test, carried out in the classroom where students have 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

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 tex
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

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Sustainable Development Goals

QUALITY EDUCATION