UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Technologies for Teaching and Learning - 1

2324-3-G8501R019-T1

Course title

Educational Technology

Topics and course structure

The course aims to
to investigate how, in what ways and with what methodologies digital technologies and the Web have progressively spread in the educational systems of developed countries and have radically changed the way of teaching, and learning. At the EU level, in fact, a framework DigiCompEdu has been defined, namely a framework of digital competencies for education that all teachers in the union must possess. Pademia and DAD have had a twofold effect on this process of digitizing Italian schools. On the one hand, they have accelerated it; on the other, they have highlighted how our education system is not yet ready for full integration of school-based thimble. In fact, both the infrastructure (band devices) and adequate medodological training of teachers are lacking. The course aims to provide female students with this training. To fulfill this task, the lessons will follow the guidance contained in the [National Digital School Plan](https://www.miur.gov.it/scuola-digitale, 2015), and the guidance contained in Mission 4 - School and Research of the [National Recovery and Resilience Plan] https://www.governo.it/sites/governo.it/files/PNRR.pdf) as well as that of , within it, the School Plan 4. 0, aim to bridge this metedological and educational gap and insist on the need for schools to use the new languages of digital to "augment" learning and make children and teachers aware of the potential and cricricricities involved in this process.

Objectives

By participating in the course, students will develop:

- the ability to understand how the informational revolution implies radical changes in the world of education as well, with regarsd to the Italian regulatory context specifically to the Piano Nanziole Scuola Digitale and to the Piano Nazionale di ripresa e resilienza;

- the ability to understand how digital technologies are transforming the way "digital natives" or the Z generation children learn, both in informal contexts and in infancy and primary schooling;

- the ability to understand and know the theories, methodologies and practices of "digitally augmented education," with particular reference to the European Digicomp.edu framework to the ways in which School Plan 4.0 is being implemented;

- the ability to design the different physical and digital settings that enable "digitally augmented" teaching, again with reference to the EU framenwork Digicomp.edu School 4.0 plan.

Methodologies

This course is delivered according to the blended-learning methodology. The course will provide a continuum of classroom and online activities and will be divided into units, in turn, consisting of one presential lecture per week, materials, video lectures and presentations available online, and an exercise (optional) to be carried out with the support of the online tutor.

Online and offline teaching materials

The Blended Learning Course is on-line in the University VLE

Programme and references

Hybrid didactics, virtual learning environments (VLE LCMS), virtual reality applications, e-records, social platforms such as Instagram, Tik Tok and Youtube, Apps along with new modes of interaction, touch and voice, with digital devices (notebooks, tablets, smartphones, and augmented reality viewers) are are radically transforming how education is conducted in schools and hao "digital natives" and/or Generation Z learn. In particular, this course is dedicated to exploring how the digital revolution has generated and is generating an increasingly massive impact on educational institutions and is radically changing the subjectivities and roles of both learners (digital natives) and teachers (digital immigrants). The course will continue by analyzing theories, methods and practices of learning "augmented" by technology. Therefore, the methodologies of the *Filipped Classroom*, *Situated Approaches*, and *Digital Learnig* will be the subject of the course, in addition to insights into how they use vitruli appredient environments as a support and for in-presence teaching.

Exam Program and Required Texts

Since this is a blended-learning course, the exam program requires all students to do a project work that complements the content and activities developed in the classroom with a field experience.

The texts that must be prepared for the exam are:

P. Ferri, S. Moriggi, (2023), A scuola con le tecnologie. Insegnare e appredendere nel digitale (edizione aggiornata), Mondadori, Milano. Parte 1 La società informazionale e la fine del masse media. Capitolo 1, 2, 3.

Piano Scuola 4.0 - Futura (available within the Course website), pages 1 to 28.

-and only those who do not do the project work one of your choice of these texts:

P.C. Rivoltella, Appendere a distanza. Teorie e metodi, Cortina, 2022

P. Wallace (2017), La Psicologia di Internet, (a cura di Paolo Ferri e Stefano Moriggi), Edizioni Raffaello Cortina, Milano

M. Dallari, S. Moriggi, Educare bellezza e verità, Erikson, Trento, 2016

P. Ferri, *Nativi digitali*, Bruno Mondadori, 2012

Assessment methods

The evaluation of the Blended course is divided into three items

- The final exam: oral exam
- Voting attributed by the tutors of the projects or exercises carried out (for those who choose them)
- The quality of online interactions Evaluation scales The evaluation will be articulated 0-10 points for the final exam · 0-5 insufficient test: the student has not achieved the minimum required results · 6-8 test not completely sufficient: the student has almost reached the minimum results required but needs to further deepen the arguments · 9-10 sufficient test: the student has achieved the minimum results · 11-15 proof fully sufficient: the student has achieved a good / excellent level of knowledge 0-15 for exercises and projects · 0-5 insufficient project: the student did not achieve the minimum required results · 6-10 sufficient project: the student has achieved the minimum results required but needs to further deepen the topics · 10-15 project and more satisfying: the student has achieved good / excellent results 0-5 points for the quality and quantity of online interactions with tutors · 0-2 online interactions not sufficient both with respect to quality and quantity · 3-5 sufficient or good online interactions both with respect to quality and quantity

Office hours

on appointment

Programme validity

The program is valid for two years

Course tutors and assistants

Isabella Quatera, Nicola Cavalli

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES