UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Approaches - 2 (blended)

2324-2-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 teacherpupil
- 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

- 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)

One book among the followings:

- Ajello, A.M., Pontecorvo, C. e Zucchermaglio, C. (2015). Discutendo si impara. Interazione sociale e conoscenza a scuola. Carocci: Roma. (Qualsiasi ristampa)
- Edwards, C., Gandini, L. e Forman, G. (qualsiasi edizione), I cento linguaggi dei bambini. L’approccio di Reggio Emilia all’educazione dell’infanzia, Junior, Bergamo.

One book among the followings:

- Tamagnini, D. (2016), Si può fare. La scuola come ce la insegnano i bambini, Ed. La Meridiana, Molfetta (BA)
- Molinari L, Mameli C.(2015), Gestire la classe, Il Mulino: Bologna
- Orsi, M. (qualsiasi edizione), A scuola senza zaino. Il metodo del curricolo globale per una didattica innovativa. Erickson. Trento

"Although this course is held in Italian, for Erasmus students, course material can also be available in English, and students can take the exam in English if they wish to do so

Assessment methods

The examinatiion is oral and it will focus on the analysis of principal concepts in the different texts and addressed in the workshops.
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).

Office hours

By previous appointment via e-mail in the room https://unimib.webex.com/meet/giulia.pastori or in presence in the studio of building U6 fourth floor, room 4131

Programme validity

Programme validity is two years.

Course tutors and assistants

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Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS