UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Progettazione Didattica e Valutazione - 1

2425-3-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.

According to the CdS Tuning Matrix, the course pursues the following educational objectives:

- Knowledge and understanding of the different perspectives and main models of educational and didactic design.
- Knowledge and understanding of the different assessment methodologies and qualitative and quantitative

tools for evaluating students, the educational pathway and the school system

- Know how to identify pedagogical/didactic perspectives and models that have developed in particular historical moments and critically revisit them in light of the current context and current school legislation.
- Use essential theoretical references to understand the dimensions and variables implicit in the teaching-learning process
  -Know how to design and implement educational pathways contemplating a variety of methodologies and organizational solutions, making use of different teaching tools and information technologies
  -Use theoretical knowledge and operational tools related to observation and reflection techniques to understand the characteristics of the school context, subjects and their relationships, as well as of teaching actions
  -Know how to develop adequate teaching documentation to prepare verification tools for the evaluation of students' learning.
  -Knowing how to create an inclusive classroom climate, capable of valuing differences and promoting participation.

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

Videos.

Programme and references

Nigris, E., Balconi, B., Zecca L. (2019) Dalla progettazione alla valutazione. Progettare, documentare, monitorare. Pearson, Milano. (esclusi capitoli 1- 6- 9)

Nigris, E., Agrusti, A. (2021) Valutare per apprendere. La nuova valutazione descrittiva nella scuola primaria, Pearson, Milano.

Corsini, C. (2023). La valutazione che educa: Liberare insegnamento e apprendimento dalla tirannia del voto. FrancoAngeli.

La valutazione formativa nella Scuola primaria. Proposte e materiali commentati (materiali online)

Dispensa con contributi da diversi testi- presente sulla pagina e-learning del corso.

Erasmus students will take the exam in English based on an alternative bibliography in English.
Students who intend to extend the exam over two years must agree with the professor on a revised and updated bibliography

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.

The evaluation rubric

Office hours

Please check the website for information about the office hours.

Programme validity

Programme validity is two accademic years.

Course tutors and assistants

Sofia Bosatelli

Paola Capitanio

Mario Fratelli

Anna Pietrobon

Alessandra Saita

Paola Scuderi

Sonia Sorgato

Monica Zanon

Sustainable Development Goals

QUALITY EDUCATION