SYLLABUS DEL CORSO

Progettazione Didattica e Valutazione - 2 (blended)

2425-3-G8501R016-G8501R016M-T2

Course title

Models and Elements of Curriculum Design - Blended learning

Topics and course structure

The course aims to present the different models and main features of instructional design and evaluation processes in light of the analysis of the school context and training needs, the relationship between learning theories and teaching models, and the relationship between design, documentation and evaluation from a formative assessment perspective.

An in-depth study will be proposed on the "dialogic-heuristic" approach to design in its main elements and its different stages; on the different tools of documentation and evaluation of teaching-learning processes (observations, interviews, conversations and of class discussions,...); on the different types of tests (authentic tasks, knowledge and competence tests) and the coherence between their formulation, objectives and methodologies adopted in the different teaching paths. In addition, the topic of feedback from the perspective of self-assessment will be examined.

Objectives

The course will promote:

- knowledge and analysis of different models of educational planning and design in relation to different theoretical approaches of reference;

- knowledge and critical analysis of the stages of an educational path, taking into consideration its objectives,

phases, tasks, methodologies, from concrete examples and the theories presented;

- knowledge and critical analysis of the different models of evaluation and self-assessment of teaching/learning processes and how to conduct feedback

- knowledge and analysis of different types of testing evidence, in relation to educational objectives and teaching methodologies, in light of concrete examples and the theories presented;

- ability to develop appropriate teaching documentation to prepare assessment tools with which to monitor and evaluate the teaching-learning process.

Methodologies

The topics will be presented through dialogic lectures, classroom workshop activities, analysis and discussion of videos, observational protocols, transcripts of classroom conversations, analysis of documentation and related analysis of teaching practices.

Infant and Primary School teachers will also be invited to present their experiences on teaching and learning with children.

The course will include MANDATORY attendance at a workshop in which students will be confronted more specifically with issues related to assessment, issues that will also be the subject of one of the questions in the written test. Through an experiential approach, the development of reflective skills and critical argumentation on the proposed theoretical models and conceptual frameworks will be promoted

Online and offline teaching materials

On the course page will be available:

- the slides of the lectures
- exercises tasks
- texts and materials for in-depth study

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.

Assessment methods

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