UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

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.

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 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.

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

For attending students, the following are provided:

a) a group e-tivity with a pass/fail evaluation;
b) an individual e-tivity evaluated on a scale of 30;
c) a written, individual test conducted in the classroom, evaluated on a scale of 30.

The final grade for these two assessments will be obtained by averaging the scores (out of 30) achieved in the individual e-tivity and the individual in-class test.

An additional 2 bonus points may be added to the final grade if:

they participate in at least 3 group exercises (out of the 4 scheduled in class) that are uploaded to the e-learning platform;
they submit an individual reflection/self-assessment on the completed exercises at the end of the course.
In the various assessments, students will be required to demonstrate:

Knowledge of the content covered in the texts and during lectures;
The ability to analyze cases/examples/documentation materials provided by the instructor (transcripts of conversations/class discussions, tests, feedback, documentation of in-class activities and children’s work, testimonial materials presented by teachers concerning kindergarten and primary school);
The ability to illustrate and analyze the experiences and reflections conducted as part of the mandatory workshop and exercises.
All students who request it will have the opportunity to supplement their acquired evaluation with an oral interview

on the texts listed in the bibliography.

The oral interview, however, will be mandatory for students who do not pass the in-class written test.

The e-tivity and the written exam will be evaluated according to the following criteria:

Linguistic accuracy of the text: appropriate language, grammatically correct, and well-structured in terms of syntax.
Knowledge of the content covered in lectures and texts.
Relevance and completeness of the topics addressed: presentation of content and key concepts related to the assignment requirements.
The ability to reflect and argue in relation to the content presented and the analysis conducted on the materials.
Exam for those who are unable to take the intermediate tests provided in sessions T1 and T2

1 written, individual test conducted in the classroom, evaluated on a scale of 30 (the written test can be taken ONLY during the first two calls of each exam session).
1 oral test evaluated on a scale of 30.
Submission—5 days prior to each oral exam session—of a paper analyzing a documentary excerpt representative of one of the indicated themes (maximum length: 2 pages), addressing aspects such as:
Consistency between the objective and the task;
Type of task/assessment;
Students' cognitive processes;
The instructor's facilitation in a discussion or conversation;
Students' prior knowledge/preconceptions in a discussion or conversation;
The theme of meaning;
Feedback;
The instructor's directions;
Self-assessment.
The paper will be discussed during the oral interview.

Access to the oral interview will be granted only upon passing the written test. The oral interview can be taken in the exam session following the one in which the written test was conducted.

The assessment rubric can be consulted here

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