UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Technologies for Teaching and Learning - 2

2425-3-G8501R019-T2

Course title

Educational Technology - Face to face course

Topics and course structure

The course, active in the summer semester, will explore the theme of the use of digital technologies in teaching, offering an overview of possible strategies for the implementation of digital technology in the classroom context, and for the production of content.

The course will proceed on a weekly basis, each week having a focus on a specific topic:

- **Educational Technology: an introduction**
- **Digital textbooks and Open Educational Resources**
- **The evolution of the classroom in the digital era**
- **Gamification and effective presentation techniques**
- **Multimedia content production**
- **Technology and Inclusiveness**
- **Present and Future Horizons**

Objectives

A. KNOWLEDGE AND UNDERSTANDING

- Knowledge of school legislation in its organisational and curricular aspects

- Knowledge of the main elements and issues related to teaching, from an inclusive teaching perspective.
- Knowledge of computer technologies and tools and understanding of their role in the management of teaching activities

B. APPLICATION SKILLS

- Ability to create a welcoming and inclusive environment that promotes the development of children, in their individual, family, socio-cultural, linguistic, religious and gender diversity, and in their different learning styles
- Use the essential theoretical references to understand the dimensions and variables implicit in the teaching-learning process
- Know how to design and implement training courses, considering a variety of methodologies and organisational solutions, making use of different teaching tools and information technologies
- Know how to build research paths in the educational and teaching fields in order to improve professional practice.
- Ability to initiate and develop communication and collaboration with families and other organisations to enable adequate processes of pupil development
- Ability to reflect on one's own professionalism, identifying and critically analysing the intervention models implemented.
- Ability to prepare special methodological and didactic interventions according to the profile and needs of the student, also with the use of digital tools
- Ability to promote active democratic citizenship and global citizenship skills through the pedagogical-didactic approach and disciplinary knowledge

C. AUTONOMY OF JUDGMENT

- awareness of the ethical and cultural responsibility connected to the role of teacher and the consequent duties towards pupils, their families, the school and the local area;
- the ability to read and interpret the needs and behaviour of children in pre-school and primary school in the light of contemporary social contexts;
- the ability to analyse educational situations and events, to analyse them in depth and to elaborate them in a reflective way;
- the ability to consider alternative solutions to problems and to make decisions that meet the educational needs of the pupils;
- the ability to formulate judgements on educational situations and events after having gathered accurate documentation;
- the ability to self-evaluate their professional training and the effectiveness of their teaching;
- the ability to renew teaching practices through openness to research, experimentation and innovation.

D. COMMUNICATION SKILLS

- the ability to maintain positive relationships with pupils' families, showing openness and genuine interest in dialogue and adopting a humanistic-affective style of communication, particularly with the families of pupils of different ethnicities, cultures and religious beliefs;
- the ability to use digital communication tools in a school context, both to implement the use of educational technologies and to reduce the distance between the formal languages of school knowledge and the non-canonical languages of communication among the younger generations.

E: LEARNING ABILITY

- interest in the teaching profession and the desire to improve knowledge and practice;
- aptitude for broadening basic psycho-pedagogical and methodological-didactic knowledge, also in relation to the advancement of scientific research;
- motivation to deepen the content and methods of study of school knowledge, with a recursive updating of disciplinary repertoires;
- willingness to explore the prospects of educational, methodological, technological and media research

conducted at a national and international level, with an openness to the subjects of pedagogy and special education;
- aptitude for self-sustaining and self-regulating one's own learning through independent bibliographic research and interested participation in professional training and refresher opportunities.

Methodologies

The course will be delivered in face to face mode.

The technologies and methodologies covered in the course will be actively used, providing concrete examples and allowing experimentation with different techniques and resources. Participants are advised to come to class with a personal digital device. Depending on the number of participants, it will also be possible to use a computer lab on some days.

Online and offline teaching materials

Slides, samples of digital learning materials in various formats, interactive content, video tutorials, scientific papers about various topics.

Programme and references

- A collection of selected open access articles will be made available on the course page.
- Calvani, A. (2020). *Tecnologie per l'inclusione. Quando e come avvalersene.* Roma: Carocci.

Assessment methods

The exam is in the form of an oral interview that will focus on the analysis of the main concepts presented in the various texts in the bibliography.

During the course, students have the opportunity to carry out various exercises, which will be taken into account in the oral exam, reconstructing the course taken.

It will also be possible to participate in a written test during the course, which will focus mainly on the topics of the handouts. This test will also be taken into account in the exam.

In order to ensure a transparent evaluation, the criteria adopted and shared with the students for the evaluation of the exam, both for the ongoing written test and for the oral exam, are reported here:

- Knowledge and ability to conceptualise, understand and make connections between texts
- Presentation and argumentation skills
- Ability to apply knowledge to the understanding and analysis of observed and documented cases/examples/practices
- Ability to critically reflect on the issues and questions posed by technologies in the educational field

The evaluation rubrics for each activity are published on the e-learning page of the course, corresponding to the deadlines.

Office hours

An appointment can be booked using the following link:
https://calendly.com/andrea-mangiatordi/30min

Programme validity

The programme is valid for two academic years.

Course tutors and assistants

- Dott.ssa Alessia Angelucci - alessia.angelucci@unimib.it
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Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES