UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Didattica della Lettura e della Scrittura - A-L

2425-3-G8501R041-G8501R063M-AL

Course title

G8501R041 ***- M/PED 03 - Reading and Writing: from Process to Practice***

Topics and course structure

- Reading and writing real-world texts and real-world purposes.
- Writing as the development of a symbolic tool: children's conceptualization of written language.
- The problem of "didactic transposition" in literacy practice.
- Didactic design for spelling linguistic reflection.
- The purposes of reading and writing.
- Theory of composing processes: emotional issues, strategies and writing and theory of comprehension processes: strategies and shared reading.
- Reading comprehension and study.
- Engaging and effective practices in early literacy.
- Origin of mistakes and their importance for learning processes.

Objectives

In terms of knowledge and understanding this course promotes:

- To know how to assess the writing competences of pupils
- To know how to evaluate the pupil's ability to comprehend the content of different types of texts.
- To know how to plan reading and writing projects, activities and tasks considering both the use of written language and the ways in which pupils learn.

- To know and understand of different theories of learning
- To know and understand different teaching methods and approaches

In terms of the ability to transfer this knowledge in teacher practices, this course promotes:

- The ability to put in relation different theoretical models
- The ability to apply different theoretical models

In terms of reflection.

- To practice self-reflection regarding practices (if already a teacher) or to reflect upon the practices of the senior teacher observed during the internship.

Methodologies

The course includes 28 hours of lessons and 24 hours of workshop. To access the exam, it is required to have completed the workshop.

- The lessons will be discussion based and will revolve around the students' experiences as teachers or their observations of teachers during the previous year's internship.
- Each lesson includes 30 minutes of participated teaching.
- Workshop: topics discussed at lessons will be the subject of hands-on activites carried out in small groups (analysis of preschool and elementary school students' work, didactic design of reading-writing learning situations, personal experimentation with some literacy practices).

Online and offline teaching materials

- Lesson slides, including examples of preschool and elementary school children's work and transcripts of verbal interaction collected in teaching situations, will be posted on the teaching e-learning page
- On occasion, specifically when lessons focus on the in-depth study of a specific topic, part of the lesson will be recorded and shared.

-Optional materials on these in-depth topics can be made available to anyone unable to attend the lesson.

- Scientific articles.

Programme and references

During the lessons issues concerning the processes of teaching and learning of written language will be explained and discussed. The course aims to consider the close relations and interrelationships between written language (as a cultural object), pupils (as an active learners) and teachers (as facilitators of learning processes). Therefore the

teaching approach mainly used during the lessons will be the analysis of teaching and learning real practices from kindergarten to primary school.

***Bibliographical references * **

- **Teruggi, L.** "Leggere e scrivere a scuola: dalla ricerca alla didattica", Roma, Carocci, 2019.
- **Farina, E.** “Il dettato nella scuola primaria. Analisi di una pratica di insegnamento”, Milano, Franco Angeli, 2014 (optional from pag. 31 to pag. 85).
- -**** Teruggi, L; E. Farina*** (a cura di), "L'alfabetizzazione nella scuola dell'infanzia", Roma, Carocci, 2022.

Articles available in copy center " Fronte-Retro":

-Lo Duca, M. G. (2005) -“Esperimenti grammaticali”, Roma, Carocci. Capitolo: 3. Grammatica in classe (pp. 49-93).

- Demartini S., Fornara S. (2013) (a cura di), *La punteggiatura nei bambini. Uso apprendimento e didattica*, Roma, Carocci (da pag. 109 a127; da pag.159 a 165; da pag. 171 a 182).
- Cardarello, R., Bertolini, C. (2020) (a cura di), *Didattiche della comprensione del testo*, Roma, Carocci. (Introduction da pag. 11 a17; cap. 3 da pag. 69 a 89).

Assessment methods

- **Final assesment for attendant and non attendant student
- ***Oral test:*** **an interview that will focus on the topics analyzed during the lessons and in the volumes present in the bibliography, as well as on those dealt with during the specific workshops.**

Evaluation criteria
) Communicative and Argumentative Skill

- Relevance to the task: exposition consistent with the request
- Clarity of expression: mastery of the Italian language
- Logical sequence of content
  2) Conceptual Knowledge
- Use of appropriate and specific vocabulary
- Definition of studied concepts and association of concepts with studied sources
  3) Ability to Learn and Reflect
- Connections between theory and practice, including laboratory experiences
- Establishing links between topics and learned concepts
- Critical re-elaboration of studied topics and evaluation of one's teaching and/or internship experiences
- Personal reflections and evaluations

The evaluation rubric can be viewed at the following link: https://drive.google.com/file/d/1T05rxzPoBLSO07EM43Qxhga5GWcMXVri/view?usp=sharing

Office hours

Appointments for the 2024-25 academic year will be communicated at the beginning of the course.

Programme validity

Programs are worth two accademic years.

Course tutors and assistants

Bassi Francesca: francesca.bassi@unimib.it

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Sustainable Development Goals

QUALITY EDUCATION