UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# Designing and Evaluating Educational Services and Actions

**2425-1-F5702R004**

## Course title

Design of Educational Services and Interventions

## Topics and course structure

The course addresses the design of services and interventions in educational contexts (formal and non-formal) through various theoretical frameworks that will be presented during the lectures and the analysis of experiences and practices that will be shaped through case studies and field trips. It will provide tools for analysing an educational context and its organisation; illustrate different approaches to design with a focus on participatory models (collaborative research and co-design, action-research, tresearch-training); finally, the topics of evaluation and educational research will be introduced for a reflection on the quality of services.
The course will combine lectures ("frontal") and immersive teaching (interactive) such as team works, simulations, meetings with experts and visits to services.

## Objectives

This teaching, with constant and participative attendance of the lectures and the Workshop associated with the course, is intended to PROMOTE the following learning, in terms of
*Knowledge and understanding
Understanding and mastering artistic expressive, performative and participatory languages in the field of training professions
Acquisition of knowledge about service, event, training coordination models
Acquisition of knowledge about models for enhancing the cultural and environmental heritage

*Ability to relate different knowledge and models
Applying knowledge and skills for problem solving in both concrete contexts and unforeseen situations, demonstrating an understanding of the relationship between theory and practice
Identifying and reading educational and training needs in different contexts
Designing and coordinating responses to needs, using and enhancing the potential of the arts
Being able to apply acquired knowledge to design, implement and evaluate training activities in cultural and artistic contexts
Manage organisational development processes and design professional growth paths in organisations in the educational, artistic and cultural fields
Design, coordinate and evaluate services, events and training courses for the valorisation of cultural and environmental heritage

*Communication skills
Develop the ability to relate to and effectively communicate one's knowledge both to professional partners in the educational, organisational and artistic-cultural spheres (colleagues, managers, principals, administrators, etc.) and to non-professional partners (users, families, society).

## Methodologies

Within each lesson, there will be a combination of frontal/erogative teaching (approx. 1/3) and immersive/interactive teaching (approx. 2/3) such as group work and simulations, also promoting interaction in large groups through the use of tools such as google forms, wooclap or mentimeter.
There will also be organised talks with experts and visits to services.
It will be fostered peer interaction and sharing of previous experiences will be enhanced.

## Online and offline teaching materials

Resources and tools for participants and non-participants will be uploaded on the course e-learning platform.

## Programme and references

Brambilla, L. (2023). La progettazione pedagogica. Sfide e orientamenti. Carocci.
Traverso, A. (2016). Metodologia della progettazione educativa. Competenza, strumenti e contesti. Carocci.

- Anthology of Texts

A text of your choice from the following:

1. Asquini, G. (2018). La ricerca-formazione: temi, esperienze, prospettive. FrancoAngeli
2. Dahlberg, G., Moss, P., & Pence, A. (2005). Oltre la qualità nell'educazione e cura della prima infanzia: i linguaggi della valutazione. Reggio Children.
3. Minetto, A. & Tarassi, S. (2024). I festival diffusi. Un nuovo formato organizzativo per le politiche culturali. FrancoAngeli + Mortari, L. (2008). Educare alla cittadinanza partecipata. Bruno Mondadori.
4. Leone, L., & Prezza, M. (1999). Costruire e valutare i progetti nel sociale. Manuale operativo per chi lavora su progetti in campo sanitario, sociale, educativo e culturale. FrancoAngeli.
5. Mortari, L. (2007). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Carocci.

6. Nigris, E., Balconi, B., & Zecca, L. (2019). Dalla progettazione alla valutazione didattica. Progettare, documentare e monitorare. Pearson.
7. Ripamonti E., Collaborare. Metodi partecipativi per il sociale, Carocci, Roma, 2018
8. Wenger, E. (2006). Comunità di pratica. Apprendimento, significato e identità. Cortina.
9. Zecca, L., & Negri, S. (2023). Il progetto pedagogico organizzativo nei servizi e nelle scuole per l'infanzia. Nuova edizione riveduta e ampliata. Junior.

## Assessment methods

*Type of test
Written and oral test
The written test will consist of a design project following the template of an invitation to tender that will be chosen from those presented during the course.
The assignment will have to be uploaded 15 days before the date of the exam in a special folder on the course e-learning page.
During the oral examination, the written paper will be discussed with reference to the examination bibliography and the exercises carried out during the lectures. Knowledge of the design models and the different phases will be assessed in relation to: the dimensions of space, time, roles, activities, relations and meanings attributed to them by the various social actors and stakeholders; the analysis of the resources and constraints of the educational contexts; the qualitative tools for ex-ante, in itinere, ex-post design and evaluation.
*Evaluation criteria
Knowledge of theoretical models of desing and assessment of educational services and interventions and connections with qualitative methods of field research in pedagogy will be assessed.
In detail

1. Linguistic accuracy of the text and oral presentation. Adequate and well-articulated syntax
2. Relevance of the topics addressed in response to the assignment
3. Coherence and adequacy of the content and concepts expounded. The texts studied must be adequately cited, reworked on the basis of the practices presented in class and one's own professional experience, if any
4. Argumentation of opinions. Presence of critical arguments, supported by reflection, connection between theories and practices and personal reworking

## Office hours

by appointment
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## Programme validity

The programmes last two academic years.

## Course tutors and assistants

Rossella Peppetti

## Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | PARTNERSHIPS FOR THE GOALS