UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Progettazione Educativa nei Contesti Scolastici

2526-3-E1901R155

Course title

Schools' Educational Planning

Topics and course structure

The course aims to provide an operational framework within which educators can identify strategies and tools to engage in educational planning within school contexts in a conscious and responsible manner. Starting from an in-depth analysis of the specific characteristics of the school environment, the course will also promote critical reflection on the role and professional identity of the school-based educator.

Objectives

The course aims to achieve the following learning objectives:

Knowledge and Understanding:
The course provides both theoretical and practical knowledge related to educational planning in school settings. Students will gain an in-depth understanding of the characteristics of the school environment, the main contemporary educational challenges, and the functions and responsibilities of the school-based educator.

Applied Knowledge and Understanding:
Through case studies, analysis of professional practices, and workshop activities, students will develop the ability to apply theoretical concepts to the design of context-specific educational interventions.

Autonomy of Judgment:

The course encourages critical reflection on the role of the educator in school contexts, fostering the development of independent thinking in analysing educational settings, identifying priorities, and selecting appropriate intervention strategies. Students will be encouraged to develop well-founded, personal perspectives on complex issues related to school life.

Communication Skills:
Students will acquire communication skills relevant to the planning and management of educational interventions, collaboration with various stakeholders within the school community, and the documentation and presentation of planning processes. Particular attention will be given to the appropriate use of professional terminology.

Learning Skills:
The course aims to enhance students' autonomous learning abilities through the use of diverse materials and learning approaches. Students will be encouraged to reflect on their own learning styles and to develop personal strategies to stay up-to-date and effectively respond to the evolving nature of educational contexts.

Methodologies

As a general rule, all planned educational activities are conducted in person.
The lessons are held in Italian, and include:

- Lectures
- Exercises
- Group discussions
- Individual and group work

(proportion between lectures and interactive activities: 55% - 45%)

Online and offline teaching materials

Slides and other materials will be provided along the lessons.

The professor will provide additional and alternative materials to support non-traditional students in their study and exam preparation (e.g., partial recordings of in-person lectures, lecture slides...).

Programme and references

References:

- Porcu S., Onnis A. (2025). *L'educatore a scuola. Lavorare nella specialistica scolastica.* Trento: Erickson.
- Torre E.M. (2022). *Dalla progettazione alla valutazione. Modelli e metodi per educatori e formatori* (Nuova edizione). Roma: Carocci.
- Course lecture notes and materials provided by the professor.

One of the following textbooks:

- Canevaro A. (2019). *Un altro sostegno è possibile.* Trento: Erickson.

- Canevaro A., Ianes D. (2021). *Un'altra didattica è possibile.* Trento: Erickson.
- Mameli C., Molinari L. (2015). *Gestire la classe*. Milano: il Mulino.

    - Ianes, D., & Augello, G. (2023). Gli inclusio scettici: Gli argomenti di chi non crede nella scuola inclusiva e le proposte di chi si sbatte tutti i giorni per realizzarla. Trento: Edizioni Centro Studi Erickson.

Although this course is held in Italian, **Erasmus students** may take the exam in either Italian or English. An alternative bibliography in English can be arranged upon request.

Assessment methods

The final exam is structured as an oral test. There are no midterm exams.
The choice of the oral examination as the assessment method is consistent with the objectives of the course, as it allows, through a dialogic communicative setting, for interaction with the student in order to evaluate their critical understanding of the course topics and their ability to connect theory with practice.

The oral examination aims to assess:

- the knowledge and understanding of the main theoretical contents addressed during the course;
- the ability to critically and reflectively elaborate on key issues related to educational planning within school contexts;
- the competence in linking theoretical frameworks to concrete situations, including through the analysis and discussion of real case studies.

Students can take the exam in English if they wish to do so.

Assessment Criteria:

- Ability to organize and present the knowledge acquired through the educational pathway, the teaching materials made available on the course's e-learning platform, and the study of the texts included in the syllabus;
- Ability to reason in a reflective, analytical, critical, and independent manner about the topics covered in the course;
- Ability to connect theory and practice and to identify relevant links between the texts and topics addressed in the course;
- Accuracy in exposition and command of the discipline-specific terminology.

The final grade will be expressed on a scale of thirty, according to the following evaluation scheme:

Unsatisfactory (0–17)
Insufficient preparation on the main topics covered in the syllabus and course bibliography; highly limited and scarcely independent argumentative, analytical, and critical skills; insufficient ability to connect theory and practice and to identify relevant links between texts and course topics; inadequate exposition and incorrect use of discipline-specific terminology.

Sufficient – Fair (18–23)
General and, in some respects, uncertain or incomplete knowledge of several topics covered in the syllabus and bibliography; argumentative, analytical, and critical skills that are at times limited and not fully independent; difficulties in connecting theory and practice and in identifying relevant links between texts and course topics; only partially correct exposition and use of discipline-specific terminology.

Good (24–27)
Adequate knowledge of the main topics covered in the syllabus and bibliography, though lacking in-depth understanding of some more specific themes; presence of argumentative, analytical, and critical skills, though not always precise or independent; good ability to connect theory and practice and to identify relevant links between texts and course topics; mostly correct exposition and appropriate use of discipline-specific terminology.

Very Good – Excellent (28–30/30 cum laude)
Comprehensive and in-depth knowledge of the topics covered in the syllabus and bibliography; well-structured and independent argumentative, analytical, and critical skills; strong to excellent ability to connect theory and practice and to identify relevant links between texts and course topics; strong to excellent exposition skills and mastery of discipline-specific terminology.

Office hours

The professor is available by appointment. Please contact valentina.pagani@unimib.it to schedule a meeting.

Programme validity

The programme is valid for a period of two years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES