UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Designing and Evaluating Educational Services and Actions

2526-1-F5702R004

Course title

Educational Services and Interventions Design

Topics and course structure

The course, held in Italian, addresses the design of services and interventions in educational contexts (formal and non-formal) through various theoretical frameworks introduced during the lessons, as well as the analysis of experiences and practices, developed through case studies and field visits. Tools will be provided for the analysis of educational contexts and their organization. Various design approaches will be illustrated, with a focus on participatory models (collaborative research and co-design, action research, research-training). Finally, the course will introduce topics related to evaluation and educational research, fostering reflection on the quality of services.

The course will alternate between lectures (approximately 1/3) and immersive/interactive activities (approximately 2/3), such as group work, simulations, meetings with experts, and field visits.

Objectives

Acquire knowledge regarding models for the coordination of services, events, and educational paths

Apply knowledge and skills to solve problems in both predictable and unpredictable contexts, demonstrating understanding of the relationship between theory and practice

Identify and interpret educational and training needs across various settings

Design and coordinate responses to these needs, leveraging the potential of the arts

Apply acquired knowledge to design, implement, and assess educational activities in cultural and artistic contexts

Manage organizational development processes and design professional growth pathways in educational, artistic, and cultural organizations

Design, coordinate, and evaluate services, events, and educational programs that promote cultural and environmental heritage

Develop original reflections and design strategies in response to workplace needs

Promote innovative research based on the synergy between educational and artistic competencies

Develop the ability to analyze different professional contexts and identify their needs

Design, implement, and assess educational actions using artistic languages, taking into account emerging issues of social ethics in intervention contexts

Develop personal strategies for professional growth and self-promotion

Develop reflective and metacognitive skills to monitor the adequacy of one's knowledge and competencies and identify areas needing improvement

Methodologies

The course consists of 19 sessions (18 of 3 hours and 1 of 2 hours, for a total of 56 hours). Each session will alternate between lectures (about 1/3) and immersive/interactive activities (about 2/3), such as group work and simulations. Interaction will be encouraged using tools like Google Forms, Wooclap, and Mentimeter.

There will also be meetings with experts and visits to educational services.

Peer interaction and sharing of previous experiences will be encouraged.

Online and offline teaching materials

Supplementary materials, resources, and tools will be made available on the course's e-learning platform for both attending and non-attending students.

Programme and references

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.
Mortari, L. (2007). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Carocci.

Un testo a scelta tra:

Asquini, G. (2018). La ricerca-formazione: temi, esperienze, prospettive. FrancoAngeli
Berni, V. (2025). Teatro e carcere. Uno studio pedagogico all'interno dell'Istituto Penale per Minorenni «C. Beccaria». Guerini.
Dahlberg, G., Moss, P., & Pence, A. (2005). Oltre la qualità nell'educazione e cura della prima infanzia: i linguaggi della valutazione. Reggio Children.
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.
Montà, C.C. e Bianchi D (2025). Partecipazione delle persone minorenni: teorie, modelli, pratiche. FrancoAngeli. E-book available at: https://francoangeli.it/Libro/Partecipazione-delle-persone-minorenni-Teorie-modelli-e-pratiche?Id=30200
Nigris, E., Balconi, B., & Zecca, L. (2019). Dalla progettazione alla valutazione didattica. Progettare, documentare e monitorare. Pearson.
Ripamonti, E., (2018). Collaborare. Metodi partecipativi per il sociale. Carocci.
Wenger, E. (2006). Comunità di pratica. Apprendimento, significato e identità. Cortina. (fino a p.155) + Carriera, L. (in press). Casa solo per un po'. Il ruolo educativo della dimensione domestica in comunità tra spazi, significati e pratiche. FrancoAngeli. E-book available at: https://francoangeli.it/Libro/Casa-solo-per-un-po%E2%80%99?Id=30118

For Erasmus students: the reference bibliography will be agreed upon, and the oral exam may also be taken in English.

Assessment methods

Written and oral examination
The examination method, consisting of a written project and an oral interview, has been chosen in line with the learning objectives of the degree program and is suitable for assessing students' comprehension, critical thinking, and ability to express the course topics. No mid-term tests will be held, and the exam will be conducted in Italian, except for Erasmus students.
The written exam will consist of drafting a project proposal (maximum 20,000 characters, including spaces) using a template from one of the calls for proposals presented during the course.

The written work must be uploaded to a specific folder on the course's e-learning page 15 days before the exam date.

The oral exam will involve a discussion of the project, in light of the course readings and class activities. Students will be assessed on their understanding of design models and the various phases of design, particularly concerning space, time, roles, activities, relationships, and the meanings assigned by different social actors and stakeholders. Assessment will also cover context analysis, available resources and constraints, and qualitative tools for design and evaluation (ex-ante, in progress, ex-post).

The exam will evaluate the student's knowledge of service and intervention evaluation models and their connection to qualitative research methods in education.

Evaluation Criteria

Linguistic clarity of written and oral expression, syntactic structure (6 points)

Relevance of content in response to the prompt (8 points)

Coherence and accuracy of concepts and content. Proper citation and elaboration of studied texts, supported by classroom practices and personal professional experience (8 points)

Argumentation: critical reasoning supported by reflection, theory-practice connection, and personal interpretation (8 points)

The combined written and oral exam is designed to align with the program’s learning objectives and assess understanding, critical thinking, and expression of course topics.

Evaluation Levels (Dublin Descriptors)

1. Low Level (0–17/30): Insufficient

Fragmented knowledge, poor application of theory, unclear communication, and low awareness of artistic language in service/intervention design.

2. basic Level (18–22/30): Sufficient

General understanding with gaps, basic application and judgment, and elementary awareness of artistic methods in education.

3. Medium Level (22–26/30): Good

Good knowledge and application, mostly professional language, thoughtful theory-practice connection, good awareness of artistic strategies.

4. High Level (27–30/30): Excellent

Strong knowledge, innovative application, personal insight in theory-practice links, fluent professional communication, and excellent awareness of artistic contributions to educational service design.

A self-assessment rubric is used to help students develop reflective and metacognitive skills.

Notes for Students with PUOI Certification
Students with PUOI accommodations must email the required documents to the instructors before the exam. Certified needs will be fully considered, and the instructors are available for clarification via scheduled in-person or remote meetings.

Office hours

By appointment:

claudia.fredella@unimib.it

chiara.monta@unimib.it

Meetings are held in offices 4169 and 4101, 4th floor, Agorà Building (ex U6), or in the instructors' virtual rooms:

https://unimib.webex.com/meet/claudia.fredella

https://unimib.webex.com/meet/chiara.monta

At the end of the course, the professors will organize one or more online meetings to provide support for exam preparation and to answer students’ questions or concerns.

Programme validity

Two years

Course tutors and assistants

Rossella Peppetti
Daniela Bianchi
Maria Ratotti

Sustainable Development Goals

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