UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Desing and Evaluation - 2

2627-3-G8501R016-G8501R016M-T2

Course title

Models and Elements of Curriculum Design - Blended learning

Topics and course structure

The course aims to present the different models and main features of instructional design and evaluation processes in light of the analysis of the school context and training needs, the relationship between learning theories and teaching models, and the relationship between design, documentation and evaluation from a formative assessment perspective.
An in-depth study will be proposed on the "dialogic-heuristic" approach to design in its main elements and its different stages; on the different tools of documentation and evaluation of teaching-learning processes (observations, interviews, conversations and of class discussions,...); on the different types of tests (authentic tasks, knowledge and competence tests) and the coherence between their formulation, objectives and methodologies adopted in the different teaching paths. In addition, the topic of feedback from the perspective of self-assessment will be examined.

Objectives

The course will promote:

- knowledge and analysis of different models of educational planning and design in relation to different theoretical approaches of reference;
- knowledge and critical analysis of the stages of an educational path, taking into consideration its objectives, phases, tasks, methodologies, from concrete examples and the theories presented;

- knowledge and critical analysis of the different models of evaluation and self-assessment of teaching/learning processes and how to conduct feedback
- knowledge and analysis of different types of testing evidence, in relation to educational objectives and teaching methodologies, in light of concrete examples and the theories presented;
- ability to develop appropriate teaching documentation to prepare assessment tools with which to monitor and evaluate the teaching-learning process.

According to the CdS Tuning Matrix, the course pursues the following educational objectives:

- Knowledge and understanding of the different perspectives and main models of educational and didactic design.
- Knowledge and understanding of the different assessment methodologies and qualitative and quantitative tools for evaluating students, the educational pathway and the school system
- Know how to identify pedagogical/didactic perspectives and models that have developed in particular historical moments and critically revisit them in light of the current context and current school legislation.
- Use essential theoretical references to understand the dimensions and variables implicit in the teaching-learning process
- Know how to design and implement educational pathways contemplating a variety of methodologies and organizational solutions, making use of different teaching tools and information technologies
- Use theoretical knowledge and operational tools related to observation and reflection techniques to understand the characteristics of the school context, subjects and their relationships, as well as of teaching actions
- Know how to develop adequate teaching documentation to prepare verification tools for the evaluation of students' learning.
- Knowing how to create an inclusive classroom climate, capable of valuing differences and promoting participation.

Methodologies

The 56-hour course will be structured as follows:

- 6 in-person sessions, each lasting 4 hours;
- the remaining hours will be uploaded online through the completion of e-tivities. Two of these e-tivities will be assessed (one group-based and one individual).
  Students will be supported in carrying out the exercises and e-tivities by the course tutors.

Each session will address different topics, alternating between expository teaching methods (lectures) and interactive teaching approaches, through dialogic lectures and hands-on workshop activities in the classroom, such as the analysis and discussion of materials (videos, observational protocols, transcripts of conversations with children).

In the in-person sessions, teachers from both preschool and primary school will be invited to share their experiences regarding educational projects carried out with children.

The course requires MANDATORY attendance at a workshop in which students will engage more specifically with issues related to assessment—topics that will also be included in one of the questions on the written exam. Through an experiential approach, the development of reflective and critical argumentation skills concerning the theoretical models and conceptual frameworks presented will be fostered.

Online and offline teaching materials

On the course page will be available:

- the slides of the lectures
- exercises tasks
- texts and materials for in-depth study

Programme and references

- Nigris, E., Balconi, B., Zecca L. (2019) Dalla progettazione alla valutazione. Progettare, documentare, monitorare. Pearson, Milano. (esclusi i capitoli 1-2-6-9).
- Nigris, E.; Balconi, B.; Corsini, C. (a cura di) (2025) "Valutare e documentare alla scuola Primaria", Sanoma, Milano.
- Bonaccini, S. (Ed.). (2018). Dare valore alle competenze: la valutazione al nido e alla scuola dell'infanzia. Edizioni Junior.
- Course handout available for download from the course e-learning platform.

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.

Students who intend to extend the exam over two years must agree with the professor on a revised and updated bibliography to take the assessment.

Assessment methods

The examination for students taking the course in blended learning mode consists in the following assessment activities:

a) one group e-tivity, assessed on a pass/fail basis;
b) one individual e-tivity, assessed on a scale of 30;
c) one individual written examination, completed in class and assessed on a scale of 30.

The final grade will be calculated as the average of the marks obtained for the individual e-tivity and the individual written examination completed in class.

One bonus point may be added to the final grade if students:

- participate in at least two of the three group activities carried out in class and uploaded to the e-learning platform;
- submit, at the end of the course, an individual reflection/self-assessment on the activities undertaken.

In the various assessment activities, students will be required to demonstrate:

- knowledge and understanding of the content addressed in the course readings and during lectures;
- the ability to analyse cases, examples, and documentary materials provided by the lecturer (e.g. transcripts of classroom conversations/discussions, assessment tasks, feedback, documentation of classroom activities and children's work/products, and testimonies presented by teachers concerning early childhood and primary education) in light of the theoretical perspectives addressed in the course readings and

discussed during lectures;
- the ability to describe and critically analyse the experiences and reflections developed as part of the compulsory workshop and the practical activities.

All students may request to supplement the assessment obtained through the written components with an oral examination based on the texts included in the reading list.

The oral examination is **compulsory for students who do not pass the written examination conducted in class**.

The e-tivities and the written examination will be assessed according to the following criteria:

- **Linguistic accuracy:** appropriate, grammatically correct, and well-structured language, with regard to syntax;
- **Knowledge of course content:** knowledge and understanding of the content addressed in lectures and course readings;
- **Relevance and completeness:** clear presentation of the content and key concepts relevant to the task and consistent with the requirements of the assignment;
- **Reflection and argumentation:** ability to critically reflect on and provide reasoned arguments concerning the content presented and the analysis conducted on the materials.

Examination for students who do not take the intermediate assessments scheduled in sessions T1 and T2

- **One individual written examination**, completed in class and assessed on a scale of 30. The written examination may be taken **only during the first two examination sittings of each examination session**.

- **One oral examination**, assessed on a scale of 30. Five days before each oral examination sitting, students must submit a written assignment analysing a documentary excerpt representative of one of the following topics (maximum length: two pages):

    - alignment between learning objective and task;
    - type of task/assessment activity;
    - students' cognitive processes;
    - teacher facilitation of a discussion or conversation;
    - students' prior knowledge/preconceptions in a discussion or conversation;
    - meaning-making;
    - feedback;
    - teacher instructions/task assignment;
    - self-assessment.

The written assignment will be discussed during the oral examination.

Students may take the oral examination **only after passing the written examination**.

The oral examination may be taken starting from the examination sitting immediately following the one in which the written examination was taken.

The assessment rubric is available here.

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

Paola Capitanio, Mario Fratelli, Alessandra Saita, Sonia Sorgato, Monica Zanon

Sustainable Development Goals

QUALITY EDUCATION