UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Progettazione Didattica e Valutazione - 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

The bibliography will be published in September.

Assessment methods

The assessment methods will be published in September.

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