UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Teaching and Learning Approaches - 2

2627-2-G8501R010-G8501R010M-T2

Course title

Didactics - Blended Learning with Lab

Topics and course structure

The aim of the course is to reflect on the relationship between teaching and educating, between cognitive and socio-affective development, between teaching methods and the teacher's communicative style.
The course focuses on deepening the epistemological framework of the different approaches related to teaching, problematizing the ideas of teaching and learning that are underlying them.
The way the course is conducted provides an articulation between experiential and laboratory moments, together with moments of theoretical and synthetic framing, in which the participation of students becomes a fundamental element to problematize, address and develop the proposed themes.
The acquisition of the expected learning results is supported in the lessons in attendance, through material analysis (observation, diaries, testimonies) and by the presence of teachers, and in the workshops through the experimentation of the different active methodologies (group work, discussion, role-playing and brainstorming).

The course is structured around key themes in didactic theories:

- The origins of didactic reflection and the main developments of the 20th century, with particular reference to socio-constructivist theories, metacognition, and inquiry-based learning;
- The analysis of didactic action and core conceptual frameworks such as the didactic contract, setting and strategies, transposition, within the broader context of a pedagogy aimed at the development and acquisition of competencies;
- Didactic models and approaches (Montessori, Pizzigoni, Freinet, Reggio Children, Senza Zaino), with particular attention to aspects such as time, space, and materials; classroom communication and relational dynamics; the didactic transposition of knowledge and fields of experience; active methodologies; and assessment and self-assessment.

Objectives

Through this course, one of the core courses in the psycho-pedagogical and didactic area, with consistent and engaged attendance at lectures as well as participation in the Laboratory connected to the course, several fundamental objectives from the Tuning framework of the degree program are pursued.

Specifically, the course aims to achieve the following objectives

Knowledge and Understanding
• Acquiring knowledge and understanding in the field of educational sciences, particularly in psychology, sociology, pedagogy, and didactics, with specific attention to the historical-social development of these disciplines.
• Understanding the role of educational sciences, particularly pedagogy and didactics, in the analysis and design of school environments and teaching practices.
• Gaining knowledge of perspectives and theoretical models related to learning processes, with a focus on their historical development.
• Understanding key issues related to the definition of the teacher's role and professional profile, including social and historical aspects.
• Acquiring knowledge of fundamental elements and challenges related to teaching practices, from an inclusive education perspective.
• Understanding various perspectives and major models of educational and didactic planning.
• Gaining knowledge and understanding of different assessment methodologies, as well as qualitative and quantitative tools for evaluating students, the teaching process, and the school system.

Applied Skills
• Identifying and critically re-examining pedagogical and didactic models that emerged in specific historical contexts in light of contemporary settings and current educational legislation.
• Utilizing knowledge of human development to design, understand, and interpret the growth of students and the classroom system.
• Recognizing and valuing diverse learning styles and independent study acquisition methods.
• Creating an inclusive and welcoming environment that fosters children's development while considering their individual, family, socio-cultural, linguistic, religious, gender differences, and learning styles.
• Applying essential theoretical frameworks to understand implicit dimensions and variables in the teaching-learning process.
• Designing and implementing educational pathways that incorporate a variety of methodologies and organizational strategies, leveraging diverse teaching tools and digital technologies.
• Using theoretical knowledge and operational tools related to observation and reflection techniques to understand school environments, students, and their interactions, as well as teaching practices.
• Developing appropriate documentation to monitor educational and didactic interventions and systemic approaches.
• Creating teaching documentation to prepare assessment tools for evaluating student learning.
• Constructing research pathways in education and didactics to enhance professional practice.
• Establishing and fostering communication and collaboration with families and other institutions to support student development.
• Reflecting on professional practice, critically identifying and analyzing the intervention models employed.

**The course pursues also General and Cross-Disciplinary Skills

Inclusion Area
• Creating an empathetic and inclusive classroom environment that values diversity and promotes participation.
• Welcoming students and their families by offering listening, sharing, and tailored educational and didactic proposals based on individual student needs.
• Collecting and interpreting observational data on all students to develop active and participatory teaching

practices.

Cross-Disciplinary Area
• Connecting disciplinary knowledge through an interdisciplinary and transdisciplinary perspective.
• Promoting active democratic citizenship and global citizenship competencies through pedagogical-didactic approaches and disciplinary knowledge.

Judgment Autonomy
• Developing awareness of the ethical and cultural responsibilities associated with the teaching profession and assuming related duties towards students, families, the school institution, and the community.
• Demonstrating the ability to interpret the needs and behaviors of children in preschool and primary education settings in light of contemporary social contexts.
• Analyzing and critically reflecting on educational situations and events.
• Considering alternative solutions to problems and making informed decisions that meet students' educational needs.
• Formulating judgments on educational situations and events based on thorough documentation.
• Self-evaluating professional preparation and the effectiveness of teaching practices.
• Renewing teaching methodologies through openness to research, experimentation, and innovation.

Communication Skills
• Modulating verbal and non-verbal communication in the classroom to serve different purposes: facilitating experiences, explaining concepts and theories, motivating learning, supporting struggling students, and encouraging peer interaction.
• Effectively presenting the objectives and nature of didactic interventions through educational and didactic planning.
• Communicating student learning outcomes and possible solutions for identified difficulties clearly to students, their families, and colleagues.

Learning Skills
• Demonstrating interest in the teaching profession and a desire to enhance knowledge and practice.
• Expanding foundational psycho-pedagogical and methodological-didactic knowledge in alignment with scientific research advancements.
• Deepening subject-specific content and study methods in school education with ongoing updates to disciplinary repertoires.
• Exploring didactic, methodological, technological, and media research at national and international levels, with openness to special pedagogy and didactics.
• Self-sustaining and self-regulating learning through independent bibliographic research and active participation in professional training and development opportunities.

Methodologies

The teaching approach will be featured by 20% of lecture type lessons and 80% of interactive lessons, made by:

- dialogical lessons,
- discussions and group works,
- case analysis,
- observation and critical anaylsis of videos and movies,
- specific practice exercises.
  Group works and exercises won't be assessed.
  During the course, students will be provided with tools for observing the school environment, teaching methods, and other relevant aspects. These activities are considered mandatory exercises and will constitute an integral part of the final assessment.

Online and offline teaching materials

In the lectures, articles, video recordings, photographs, transcripts, and other documentation and research materials are used.

The professor provides additional and alternative materials to support all students, particularly so-called non-traditional students, in their study and exam preparation, including:

- partial or full recordings of in-person lectures;
- recordings of supplementary asynchronous lectures;
- lecture slides.

Programme and references

The reference bibliography includes the following two texts:

Balconi B., Nigris, E. (eds.) (2026) Learning from Experience. Teaching Methodologies for Instruction (Imparare dall'esperienza. Metodologie didattiche per l'insegnamento) (In press)
Nigris, E., Teruggi, L., and Zuccoli, F. (eds.) (2020), General Didactics. Second Edition (Didattica Generale), Pearson, Milan. (Only chapters: 2–4–5–7–9)

and one text chosen from the following:

Edwards, C., Gandini, L., and Forman, G. (any edition), The Hundred Languages of Children. The Reggio Emilia Approach to Early Childhood Education (I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia), Junior, Bergamo.
Dewey, J., Experience and Education (Esperienza e educazione), Raffaello Cortina Editore, Milan, 2022 (or other previous editions).
Morin, E., Teaching to Live. Manifesto for Changing Education (Insegnare a vivere. Manifesto per cambiare l'educazione), Raffaello Cortina Editore, 2015.
Lodi, M., The Wrong Country. Diary of a Teaching Experience (Il paese sbagliato. Diario di un'esperienza didattica), Giulio Einaudi Editore, 2022.
Meirieu, P., Pedagogy: From Commonplaces to Key Concepts (Pedagogia. Dai luoghi comuni ai concetti chiave) (editor of the Italian edition: Enrico Bottero), 2018.
Meirieu, P., Frankenstein the Educator (Frankenstein educatore), Junior, 2007.
Nigris, E. (ed.), (2025) Tradition and Innovation at School. A Research-Training Path with Scuola Città (Tradizione e Innovazione a scuola. Un percorso di Ricerca-Formazione con Scuola Città) (In press).
Pastori, G., Zecca, L., Zuccoli, F., Open Workshops and Schools Under Construction. In Search of New "Models" and Practices for a Democratic School (Cantieri aperti e scuole in costruzione. Alla ricerca di nuovi "modelli" e pratiche per una scuola democratica). FrancoAngeli, 2024, Open access (10 chapters of choice) https://series.francoangeli.it/index.php/oa/catalog/book/1126

Lazzari, A., Pastori, G., Sità, C., Sorzio, P., Educational Perspectives for 0–6 Services. Pathways of Theory, Practice and Research (Prospettive educative per i servizi zero-sei. Itinerari di teoria, pratica e ricerca). Edizioni Junior-Spaggiari, Parma, 2020.
Molinari, L., Mameli, C. (2015), Managing the Classroom (Gestire la classe), Il Mulino, Bologna.
Orsi, M. (any edition), School Without a Backpack. The Global Curriculum Method for Innovative Teaching (A scuola senza zaino. Il metodo del curricolo globale per una didattica innovativa), Erickson, Trento.
Tamagnini, D. (2016), It Can Be Done. School as Children Teach It to Us (Si può fare. La scuola come ce la

insegnano i bambini), La Meridiana, Molfetta (BA)

Any revisions to the bibliography will be communicated prior to the start of the course

This course is held in Italian, for Erasmus students, course material are partially available in English. Students can take the exam in English if they wish to do so

**Students who intend to take this exam as an elective must agree on a revised and updated bibliography with the instructor in order to take the test.

Assessment methods

The examination is oral. It will focus on the analysis of principal concepts in the different texts and addressed in the workshops.
There are several e-tasks assigned to students from a lesson to another. Those activities will be part of the oral examination.

In order to ensure a transparent assessment, the criteria adopted and shared with students for the evaluation of the exam are outlined here:

- Knowledge and ability to conceptualize, understand, and establish connections between texts.
- Expository and argumentative skills.
- Ability to apply knowledge to the comprehension and analysis of observed and documented cases, examples, or practices.
- Capacity for critical reflection.

On the course webpage, the assessment rubric is published, outlining the description of these four criteria across four evaluation levels corresponding to:

14–17/30;
18–22/30;
23–27/30;
28–30/30 (with honors).

Office hours

By previous appointment via e-mail in the room https://unimib.webex.com/meet/giulia.pastori or in presence in the studio of building U6 fourth floor, room 4131

Programme validity

Programme validity is two years.

Course tutors and assistants

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Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS