UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Mediazione Didattica e Strategie di Gruppo

2627-2-G8501R039-G8501R042M

Course title

Teacher mediation and group strategies with laboratory

Topics and course structure

The course proposes the study of theories and practices of didactic mediation and the main teaching-learning strategies in groups. In particular, the following topics will be addressed, divided into three modules.

Module 1 - The main workshop teaching strategies within the fields of experience (Nursery School) and the subject areas (Primary School): characteristics of environments and teaching mediators, their criteria of choice and methods of proposal;
Module 2 - The processes of communication between adults and children: classroom discussion as a teaching strategy.

The lessons will be accompanied by examples of educational-didactic practices implemented in pre-school and primary schools, which may also be presented by expert teachers.
During the course, students will be involved in activities involving the analysis and discussion of pedagogical documentation.

The adjoining workshop will delve into the theme of spaces and in particular materials, didactic mediators par excellence, through an activating and experiential pathway - individual and group - in which to experiment plural methods of designing the context, in order to favour conscious and intentional choices and uses.

Objectives

This teaching is intended to promote the following learning, in terms of:

- knowledge and understanding of the main models and tools of didactic mediation with particular reference to the role of teachers;

- knowledge of the characteristics of classroom communication and the ODIS tool to design and analyse them;

- knowledge of the main characteristics (emotional, cognitive, and aesthetic dimensions) and group learning strategies.

At the end of the course, students will be able to analyze mediation strategies in laboratory teaching approaches; they will be able to interpret the characteristics of different learning environment and to hypothesize didactic problem-solving strategies; they will be able to manage communication with children and adults (colleagues and families); they will be able to question, interpret and reflect on a didactic practice.

Methodologies

The course, taught in Italian, will be divided into 3 modules of 4 or 5 2-hour lessons, of which:

- 1 hour of video-recorded didactic delivery and uploaded on the e-learning page of the course
- 1 hour of Interactive Didactics that will include:

1. small group or individual analysis of cases presented through video, photographic documentation, observational protocols and multimedia "mini-stories" of learning;
2. testimonies of relevant research-action experiences on educational-didactic pathways;
3. practice on transcripts of discussions.

The course will be structured by alternating and integrating theory and practice, stimulating students' reflection and participation through exercises that will always be followed by feedback from the lecturer and tutors. To this end, students will be organised from the beginning of the course into small groups to carry out the exercises both during and between lectures. The exercises will not be compulsory, but will be a useful tool for exam preparation and an important moment of discussion between students, lecturer and tutors.

Before the start of the course, the students' representations on the subject of didactic mediation will be collected by means of a short anonymous questionnaire.

At the end of each module, through a short, non-assessed online questionnaire.

Online and offline teaching materials

On the course page will be available:

- recordings of lessons held in synchronous mode
- the slides of the lessons
- deliveries for exercises
- any in-depth texts
- any documentation used in class.

Programme and references

The programme and the bibliography are not distinguished between frequent and non-attendants.

1. Free anthology handout available on the teaching e-learning platform.
2. Zecca, L., Perucchini, P., & Bertolini, C. (2025). Modelli di discussione in classe. ODIS: uno strumento per l'osservazione della comunicazione tra insegnanti e allievi. Milano: Franco Angeli (To be prepared: the whole of Part One, of Part Two the chapter by Zecca and Perucchini describing Odis, of Part Three at least 2 chapters, one on analysis in pre-school, one in primary school).

Assessment methods

The final examination is an oral interview on an internship practice, or on a case weighed in class, or on the analysis of a class discussion.
The interview allows for argumentation and problematisation with a focus on the connection between theory and practice.
The oral examination will be marked in 30ths.

The examination may only be taken by those who have completed and passed the Workshop attached to the course.

Erasmus students may contact the lecturer to arrange the possibility of studying on an English-language bibliography and/or the possibility of taking the examination in English.

Evaluation criteria

Linguistic correctness of oral presentation. Adequate language, grammatically correct and well-articulated in its syntax (6 points).
Relevance of the topics covered (6 points).
Adequacy of content and concepts expounded. The texts studied must be adequately cited and related in a relevant way to the practice (6 points).
Argumentation of opinions. Presence of critical argumentation, supported by reflection, connection between theories and practices and personal reworking (6 points).
Critical reflection (6 points).

Office hours

On demand, by email

Programme validity

The programs are worth two academic years.

Course tutors and assistants

Ambra Cardani, Poala Gaiero, Federica Giroldi, Petar Lefterov, Monica Roncen, Valeria Vismara.
Tutor: Petar Lefterov, Valeria Vismara

Sustainable Development Goals

QUALITY EDUCATION