UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Designing and Evaluating Educational Services and Actions

2627-1-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

A. KNOWLEDGE AND UNDERSTANDING
AREA 1: USE OF ARTISTIC LANGUAGES IN EDUCATIONAL AND TRAINING CONTEXTS

Acquire knowledge of training and educational techniques mediated by artistic languages.

Acquire knowledge of expressive, performative, and participatory languages for the implementation of training activities.

AREA 2: HUMAN RESOURCES DEVELOPMENT IN THE ARTISTIC-CULTURAL AND TRAINING FIELDS

Acquire knowledge regarding theories, methodologies, tools, and procedures for the training, management, and development of human resources in artistic and cultural environments.

Acquire knowledge regarding models for needs analysis and the evaluation of organizational development processes in the artistic and cultural sectors.

AREA 3: DESIGN, COORDINATION, AND EVALUATION OF SERVICES, INSTITUTIONS, AND TRAINING PATHWAYS FOR THE ENHANCEMENT OF CULTURAL AND ENVIRONMENTAL HERITAGE

Acquire knowledge regarding educational design theories and models.

Acquire knowledge regarding theories and methodologies for the management and coordination of services and organizations in the artistic and cultural fields, as well as models for the enhancement and promotion of cultural and environmental heritage.

B. APPLYING KNOWLEDGE AND UNDERSTANDING
AREA 1: USE OF ARTISTIC LANGUAGES IN EDUCATIONAL AND TRAINING CONTEXTS

Know how to apply the acquired knowledge to design, implement, and evaluate training activities in cultural and artistic contexts.

Know how to apply artistic languages within organizational contexts.

Know how to apply artistic languages in informal and non-formal educational environments.

AREA 3: DESIGN, COORDINATION, AND EVALUATION OF SERVICES, INSTITUTIONS, AND TRAINING PATHWAYS FOR THE ENHANCEMENT OF CULTURAL AND ENVIRONMENTAL HERITAGE

Design, coordinate, and evaluate services, organizations, and educational/training pathways for the enhancement of cultural and environmental heritage.

Design, coordinate, and evaluate inclusive services, organizations, and training pathways through the mediation of artistic languages.

C. MAKING JUDGEMENTS (Autonomia di giudizio)
Develop original reflections and project proposals in response to the needs of professional and work contexts.

Promote innovative research based on the synergy between training/educational expertise and artistic skills.

Foster critical and divergent thinking; analyze diverse professional contexts and identify their specific needs.

Design, implement, and evaluate training interventions utilizing artistic languages, also taking into account emerging issues of sustainability and social ethics within the target contexts.

D. COMMUNICATION SKILLS
Work effectively in multidisciplinary teams within complex professional environments, and communicate efficiently with partners in the educational, organizational, and artistic-cultural sectors, as well as with the wider public.

Use artistic-expressive languages both as training tools to foster critical and divergent thinking and as innovative means of communication.

E. LEARNING SKILLS
Employ personal methods for independent self-promotion and use tools supporting continuous professional growth.

Develop reflective and metacognitive skills to monitor the adequacy of one's own knowledge and competences, and identify areas requiring further study or professional development.

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 The instructors provide materials to support non-traditional students in their studies and exam preparation, including: video/audio recordings (covering the presentation of the syllabus, the exam bibliography, and the organization of the exam sessions; guidelines for the oral exam; and key concepts discussed during lectures); and recommendations of online resources (relevant websites and reference documents)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
bell hooks (2020). Insegnare a trasgredire. L'educazione come pratica della libertà. Meltemi.
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: 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.

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

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

Meetings could be requested in person (office 4169, 4th floor, Agorà Building, ex U6), or virtually

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

Programme validity

Two years

Course tutors and assistants

Rossella Peppetti

Sustainable Development Goals

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