UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Adolescence Education

2627-2-E1902R026

Course title

Assessing, evaluate oneself and being evaluate. Teenagers and educators on trial.

Topics and course structure

Many people labour under the illusion that education is possible without assessment. One might even wonder whether a school system ‘without marks or judgements’ has ever existed. Others equate assessment with testing, reducing the school experience to a mere exam factory and the university experience to a rapid accumulation of credits. It is, however, even more impossible to educate without recognition, proof and self-acceptance.
What is the relationship between the work of the professional educator and the issue of assessment? In particular, when working with adolescents?
The course will intertwine two strands of discussion: one on assessment, self-assessment and the evaluation of learning – not only cognitive learning – in adolescence, starting from the voices of the young people themselves; and the other on the documentation and evaluation of educational work by educators within the institutions to which they belong.

Objectives

The overall aim of the module, in line with the objectives of the degree programme, is to familiarise students with the settings and common situations in which educators encounter adolescents today. Therefore, a look at the past and present of adolescence in the West will be exercised according to the school of Riccardo Massa. Attention will be given to the narration of adolescence (novels, films, podcasts).

In particular, the following will be taken care of:

1. Knowledge and understanding
   -To know the relationship between adolescent pedagogy, other educational sciences (and philosophy).
   -To know the main discourses of the pedagogical archipelago regarding the object-adolescence.
   -To Know the pedagogical point of view on the object-adolescence.
   -To Kow the main educational services designed for adolescents.

2. Appling knowledge and understanding
   -To apply pedagogical knowledge and skills to meet today's adolescents.
   -To design educational contexts and experiences for/with today's adolescents.

3. Making of judgements.
   -To be able to make an autonomous, critical and reflective speech on the proposed themes.
   -To acquire an epistemological and ethical position in adolescent pedagogy

4. Communication skills
   -To take care of the use of academic language; in particular, the specific vocabulary of adolescent pedagogy.
   -to know how to communicate appropriately also with respect to the professional context.

5. Learning skills
   -To organize, rework and communicate knowledge.
   -To build a study method, also thanks to personalized supports and tools, not instrumental but valid for one's growth, including professional growth.

Methodologies

The language of delivery of the teaching is Italian.

All the training activities included in the 56-hour programme will be delivered in person, in accordance with the University’s guidelines.

Each lesson includes a part of Delivery Teaching (explanation, conceptual analysis, recall of previous and/or specific knowledge…) and a part of Interactive Teaching (reading and discussion of selected pages, dialogic exchanges, individual and group exercises, viewing and clinical analysis work of films/scenes or audio documentaries…) with an overall distribution estimated, approximately, of 50% DE and 50% DI.

Online and offline teaching materials

The teaching materials (slides, video/audio recordings, in-depth texts, etc.) used during the lessons will be made available on the e-learning page of the course.

Programme and references

The program includes an in-depth study of adolescence from an anthropological, sociological, psychological and also historical-philosophical point of view. Finally, it includes the focus of a pedagogical gaze and capacity for

intervention with the adolescents present in the services. In particular, this year’s theme is assessment, from the perspective of both teenagers and professional educators. It also aims to create the possibility of revisiting one's own adolescence, to separate oneself from it and to enhance it in one's educational work.

Bibliography

1. Novel that focuses on adolescence (to be chosen preferably based on the list illustrated in class – that lesson will be uploaded online)
2. Orsenigo J. and Kattar A. (2024) Immaginario adolescenti, adolescenti immaginari, FrancoAngeli, Milan (https://series.francoangeli.it/index.php/oa/catalog/book/1159)
3. Ulivieri Stiozzi S. e Vinci V. (a cura di) *La valutazione per pensare il lavoro educativo*, FrancoAngeli, Milano, 2016 or another text that is currently being published.

Students from foreign universities are requested to contact the professor to agree on the program and bibliography.

Assessment methods

There are no intermediate tests. Only the final test is foreseen.

The test consists of an oral interview
In line with the educational objectives and the methodologies chosen in teaching, this test is appropriate because, thanks to a communicative/dialogical situation, it allows interaction with the student to evaluate, in addition to the knowledge acquired, the ability to critically understand. The topics covered, in fact, require a particular ability to connect humanities and pedagogical knowledge to the world of work.

EVALUATION CRITERIA

1. Knowing how to organise and expound the knowledge acquired thanks to the teaching material made available in class, on the e-learning platform and the study of the texts in the bibliography.
2. Being able to argue reflectively, analytically and personal about acquired knowledge, also foreshadowing future professionalism.
3. Demonstrate the ability to apply, understand and connect knowledge from the humanities to the workings of the educational field.
4. Demonstrate correctness of exposition and mastery of pedagogical vocabulary, limited to the subjects under examination.

The evaluation will be divided into thirtieths, based on the following evaluation scale:

Not sufficient - Insufficient preparation with respect to knowledge of the main topics proposed in the syllabus and addressed in the bibliography; very limited and insufficiently autonomous argumentative, analytical and elaborative skills; insufficient ability to connect the topics addressed to the reality of work; finally, poor or incorrect expository competence and use of specific vocabulary.

Sufficient (18-24) - Generic preparation and in some aspects uncertain and deficient with respect to the topics in the syllabus and addressed in the bibliography texts; limited argumentative skills and modest analysis and elaboration skills, above all not autonomous; appreciable ability to connect the topics addressed to the reality of work; expository competence and use of specific vocabulary mostly correct.

Middle (25-27) - Adequate but not always thorough preparation with respect to the main topics in the syllabus and addressed in the bibliography texts; argumentative, analytical and elaborative skills present, not always punctual and autonomous; discrete ability to connect the topics covered to the reality of work; expository competence and use of specific vocabulary generally correct.

Good-Excellent (28-30/30L) - Exhaustive and thorough (even excellent) preparation with respect to the main topics in the syllabus and addressed in the bibliography texts; good/excellent argumentative, analytical and elaborative skills; good/excellent ability to connect the topics covered to the reality of work; good/excellent expository skills and generally correct use of specific vocabulary..

Office hours

The teacher receives by appointment, writing to: jole.orsenigounimib.it

It is possible to request a remote interview (https://unimib.webex.com/meet/jole.orsenigo)
or in person (Studio 4163, U6-Agorà building, 4th floor).

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

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Sustainable Development Goals

GENDER EQUALITY