**General Didactis (with Workshop)**

## Prof. Simona Ferrari (i semester); Prof. Giuseppina Rita Jose Mangione (II semester)

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to offer students the opportunity to reflect on the value and meaning of teaching as professional knowledge and to enhance their knowledge by making it more specific through the investigation of cognitive neuroscience aspects and the analysis of transposition and didactic regulation processes, with particular reference to design and assessment.

The aim of the course is to provide conceptual frameworks and methodological tools useful for the didactic action, and to introduce students to the reflective practice, analysis and understanding of such action, considering the socio-cultural transformations underway, the new role of teacher competences, new teaching methods and different learning styles.

**Specifically, the course aims are:**

* understand the fundamental concepts of knowledge and didactic action;
* recognise cultural, social and personal diversity, the educational needs of pupils as structural factors of the school, of teaching/learning processes and of teaching strategies;
* know the characteristics of teaching in kindergarten and primary school in the current scenario of the Italian and European school system;
* recognise the main actions through which the teaching function is carried out, especially planning and assessment
* understand and assimilate the connected principles of the Learning Design model and of Visible Design;
* understand the characteristics of the Episode of Situated Learning (EAS);
* describe methods and forms of learning assessment;
* describe the changes introduced by the new assessment and the didactics based on skills

**At the end of the course, the intended learning outcomes in terms of ability to apply knowledge and understanding will be:**

* know the basic constructs, models and theories of teaching;
* describe the methods and forms of teaching, planning and assessing learning;
* demonstrate operative knowledge of the theories and didactic models of planning and assessing in kindergarten and primary school, presented and analysed during the course;
* manage different lesson formats, especially ESL;
* design ESL and related assessment tools;
* analyse and develop tests and assessment tools with particular attention to the synoptic assessment tables.
* build evaluation judgments and communicate the evaluation to the various actors involved in the process.

***COURSE CONTENT***

 Starting from the discussion of the theoretical aspects presented in the texts suggested in the reading list and from the materials specified by the lecturer, the course will present the teaching object and field of study (epistemology, theories, and models), the concepts and the fundamental operational dimensions of knowledge and didactic action (transposition and regulation).

The dimensions of design (models and theories, forms, and planning areas) and of assessment (methods and tools, educational assessment, the docimology paradigm and the hermeneutic paradigm, skill assessment) will be explored in light of the principles and contents of the national guidelines and the reform in early childhood education.

These aspects will be connected to the framework of neuroscientific evidence on the learning process.

The course is supplemented by didactic-workshop activities (2 ECTS) held by experts and characterised by specific themes and methodologies agreed with the lecturer. The workshop is divided into two parts addressing the following topics:

* methods and forms of didactic design;
* methods and tools of assessment.

Each workshop edition will be aimed at the production of a project/artefact assessed by an expert on the basis of parameters shared with the lecturer and on criteria of: completeness, consistency, originality, didactic use. Furthermore, students are required to carry out two individual activities on the following topics:

Activity 1 – Design in non-standard didactic situations (SDiNS)

Activity 2 – Assessment of the Episode of Situated Learning.

***READING LIST***

P.C. Rivoltella-P*.*G. Rossi(eds.)*,* *Nuovo agire didattico. Manuale per l’insegnante*, La Scholé, Brescia, 2022 (new revised and enlarged edition).

P.C. Rivoltella, *Fare didattica con gli EAS.* ELS-La Scuola, Brescia, 2014.

P.C. Rivoltella, *La previsione. Neuroscienze, apprendimento, didattica.* ELS-La Scuola, Brescia, 2013.

C. Hadji, *La valutazione delle azioni educative*, Scholè, Brescia, 2017.

The articles, the lecture materials and the performance of some activities are an integral part of the exam. Students can access the materials online and the information concerning the course activities on Blackboard.

***TEACHING METHOD***

The course includes an interactive and integrated teaching methodology: teaching activities will be carried out according to the format of the lesson, practical exercise and in-depth study favoured by the expert.

The course also includes the opportunity to follow the MOOC “*Designing for Personalization and Inclusion with Technologies”* aimed at exploring the topic of educational design and experimenting with the DEPIT APP application. Students’ participation in the MOOC is optional.

The Blackboard platform includes the teaching materials, all notices and information on the course, and will also be a space for discussion on the topics covered and the performance of the activities. Students are invited to promptly register for the course on Blackboard (<https://ilab.unicatt.it/ilab-ilab-iscrizione-corsi>).

***ASSESSMENT METHOD AND CRITERIA***

The course adopts a widespread assessment method consisting of:

* the assessment of two ongoing activities, one per semester;
* discussion of the products developed in the workshop integrated into the exam;
* a final oral exam

For the assessment of the materials produced by the students during the course, the relative assessment synoptic tables will be provided (available on Blackboard), which are structured around the following criteria: ability to analyse the problem, to develop pertinent, consistent operational solutions, originality and usability in an educational context.

The oral exam is aimed at verifying the acquisition and correct understanding of the contents of the textbooks included in the reading list, the topics covered in class and the didactic material made available. The exam is aimed at assessing the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as their command of the language and communication skills.

A positive assessment of the exam depends on whether students have succesfully completed the workshop.

The overall assessment of the course will be obtained through the weighting of the results of the different assessment steps: 20% from the assessment of the two activities; 20% from workshop results, 60% from the oral exam.

***NOTES AND PREREQUISITES***

The course is introductory and does not have content-related prerequisites.

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.