# Didactics (with Workshop)

## Prof. Pier Cesare Rivoltella

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

The course concerns the conceptual frame and the methodological tools for teaching. This will be considered according to the transformations of teacher’s role and competences, cultural changes of the society and the development of the organizational assets of the school.

The expected learning outcomes regarding knowledge and understanding are:

– recognise the basic constructs of teaching;

– identify teaching criteria, models and theories: education, activism, constructivism, post-constructivism, enactivism;

– describe methods and forms of didactic planning and learning evaluation.

The expected learning outcomes regarding the ability to apply knowledge and understanding are:

– design a curriculum and a lesson based on objectives and skills;

– manage different lesson formats, in particular Situated Learning Episodes;

– analyse and construct tests and evaluation tools with particular attention to the rubrics.

***COURSE CONTENT***

The course is organised in modules. The first one (Weeks 1-4) is about general theory of teaching: epistemological status and characteristics of the discipline; learning models and teaching technics; teaching theories. The second module (Weeks 5-12) concerns the teaching design: theories and models; planning and development of competences, EAS.

The last module (Weeks 13-20), in contrast, investigates the topic of learning evaluation: forms and tools for evaluating contents, check-lists and rubrics, and portfolio.

The course is supplemented with:

1. two workshops (worth 1 ECTS each) dedicated to the following topics:

Workshop 1 - Methods for reading-writing.

The workshop helps students learn and put into practice the main approaches to early literacy, providing them with competence in the design of classwork.

Workshop 2 - Transposition and regulation

The workshop assists students in didactic design, developing their skill in constructing lesson plans and managing classroom regulation;

2) two thematic in-depth study activities conducted in small groups on the following topics:

Activity 1 - Teaching and training methods of School at Hospital.

Activity 2 –School vs family communication

***READING LIST***

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

P.C. Rivoltella-P*.*G. Rossi(eds.)*,* *Il nuovo agire didattico. Manuale per l’insegnante*, Scholé, Brescia, 2022.

P.C. Rivoltella, *Neurodidattica. Insegnare al cervello che apprende,* Raffaello Cortina, Milan, 2012.

P.C. Rivoltella, *Fare didattica con gli EAS,* ELS-La Scuola, Brescia, 2013.

P.C. Rivoltella, *Un’idea di scuola,* Scholè, Brescia 2018.

Articles, abstracts, other materials – available in *Blackboard* – and activities developed during the course are part of the examination program.

Off campus students, unable to get on-line materials and activities, should contact the lecturer.

***TEACHING METHOD***

Teaching activities will include lessons, workshops, seminars.

***ASSESSMENT METHOD AND CRITERIA***

The course adopts a broad assessment methodology that includes:

* assessment and discussion of a group paper produced by students during the workshops intended to supplement the exam;
* assessment of two ongoing activities, one per semester;
* a final oral exam.

The overall course assessment will be obtained from the weighted results of the various assessment components: 40% for the workshop and on-going activities, and 60% for the mid-term test and final oral exam.

***NOTES AND 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.