# Didactics (with Workshop)

## Prof. Simona Ferrari

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

The course aims to offer students the opportunity to reflect on the value and the meaning of didactics as professional knowledge, and get familiar with it as specific knowledge, through the study of the contributions of cognitive neuroscience and the analysis of didactic transposition and regulation processes, with a focus on planning and evaluation.

Furthermore, the course aims to provide conceptual frameworks and methodological tools that are suitable for didactic activities, and introduce students to reflective practice and the analysis and understanding of these activities, taking into account the ongoing socio-cultural transformations, the new role played by teachers’ skills, the new teaching methods, and the different learning styles.

In particular, the course aims to:

* understand the fundamental concepts related to knowledge and didactic activities;
* identify cultural, social, and personal differences, and consider learners’ needs as a structural feature of school, teaching/learning processes, and didactic strategies;
* know the features of didactics at kindergarten and primary school in the current scenario of the Italian and the European school system;
* identify the main activities at the basis of the teaching function, with a focus on planning and evaluation;
* understand the features of the Episodio di Apprendimento Situato (EAS or Episode of Situated Learning);
* describe the methods and the strategies to assess the different types of learning;
* describe the changes introduced by the new assessment and competency-based education.

From the point of view of the ability to apply knowledge and understanding, at the end of the course students will be able to:

* know the key constructs, models, and theories of didactics;
* describe the methods and the types didactic activities, as well as their planning, and the assessment of the different types of learning;
* show a practical knowledge of the didactic theories and the planning and evaluation models used at kindergarten and primary school, introduced and analysed during the course;
* manage the different class formats, especially EAS;
* design EAS and their relative assessment tools;
* analyse and create tests and assessment tools with a focus on rubrics;
* do evaluations and communicate them to the different actors involved in the process.

***COURSE CONTENT***

Starting from the analysis of the theoretical aspects presented in the suggested readings of the reading list and the teaching material proposed by the lecturer, the course will introduce the subject and the field of study of didactics (epistemology, theories, and models), the concepts and the key practical dimensions of didactic knowledge and activities (transposition and regulation).

The dimensions of planning (models and theories, types and fields) and evaluation (methods and tools, educational assessment, the docimological and the hermeneutic paradigm, knowledge assessment) will be analysed in the light of the principles and the contents of the *Indicazioni nazionali e della riforma della scuola dell’infanzia e della scuola primaria* (National guidelines defined by the reform of kindergarten and primary school).

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

The course will include two workshops of 1 ECTS, each of which will be held by subject-matter experts and based on specific topics and methodologies defined in collaboration with the lectures and focused on the following elements:

* Workshop 1: Reading and writing methods. The workshop introduces students to the operationalisation of the main approaches to early alphabetisation, providing them with useful skills for the planning of class activities.
* Workshop 2: Transposition and regulation. The workshop guides students towards the exploration of didactic design, allowing them to develop the skills they need to create lesson plans and manage regulation in class.

Each workshop will be aimed to the creation of a project/an artefact that will be assessed by its respective lecturer on the basis of parameters shared with the lecturer of the course and based on the following criteria: completeness, coherence, originality, and expendability from a teaching perspective.

In addition, students will be asked to carry out two individual activities on the following topics:

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

Activity 2 – The assessment of the Episodio di Apprendimento situato.

***READING LIST***

P.C. Rivoltella-P*.*G. Rossi(eds.)*,* *Nuovo agire didattico. Manuale per l’insegnante*, Scholé-Morcelliana, Brescia, 2022 (new edition revised and expanded). The chapters specified in class and on Blackboard.

P.C. Rivoltella, *Neurodidattica. Insegnare al cervello che apprende.* Raffaello Cortina, Milan, 2011.

P.C. Rivoltella, *Che cos’è un EAS. L’idea, il metodo, la didattica.* La Scuola, Brescia, 2021.

P.C. Rivoltella (eds), *Gli EAS tra didattica e pedagogia di scuola.* Scholè-Morcelliana, Brescia, 2023. Chapters 1, 2, 3, 5, 7, 11, boxout/sidebar (scheda = ?) 5, 6, 9.

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

The articles, the teaching material used in class, and the activities will be considered as an integral part of the exam. The teaching material and the instructions for the activities included in the course will be made available for students online and on Blackboard.

***TEACHING METHOD***

The course will be based on an interactive and integrated teaching method: the teaching activities will be carried out through lectures, practical activities, and in-depth analysis supported by the experiences of subject-matter experts.

All the teaching material and the communications and information related to the course will be made available for students on Blackboard, that will be used also as a space to carry out the course activities, as well as discussions about the topics analysed in class. Therefore, students are invited to complete their registration to the course on Blackboard as soon as possible (https://ilab.unicatt.it/ilab-ilab-iscrizione-corsi).

***ASSESSMENT METHOD AND CRITERIA***

The course adopts an ongoing complete assessment method.

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

For the evaluation of the works carried out by students during the course, the relative assessment rubrics will be made available on Blackboard and they will be built around the following criteria: the ability to analyse a problem and find relevant and coherent operational solutions, the originality and expendability in the didactic field.

The oral exam is aimed to assess the acquisition and the correct understanding of the contents of the textbooks included in the reading list, the topics analysed in class, and the available teaching material. The exam aims to evaluate the students’ reasoning skills and analytical rigour on the topics covered by the course, as well as the use of an appropriate terminology and communication skills.

In order to get a positive mark in the exam, students will have to pass the workshop.

The overall assessment of the course will result from the weighted average between the results obtained in the different moments of the evaluation: 20% from the assessment of the two activities, 20% from the results of the workshop, 60% from the oral exam.

***NOTES AND PREREQUISITES***

As this is an introductory course, there are no prerequisites in terms of content.

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.