# Planning and Evaluating in Media Education

## Prof. Cristina Lisimberti

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

Course aims

The Course aims to:

– provide knowledge on the main themes, hubs and characteristics of the educational planning methodology;

– promote the acquisition of the methodological skills necessary to plan and evaluate in the educational field with particular reference to the field of media education.

***Intended learning results***

Knowledge and understanding

At the end of the course, students will know:

- the main models and approaches to planning and evaluation in the field of media education

- the articulation and phases of the planning and evaluation process

- the main techniques and tools to support planning and evaluation

- the discipline-specific language.

Apply knowledge and understanding

At the end of the course, students will be able to:

- read, understand, and critically analyse planning and evaluation devices in the field of media education

- conceive and formulate projects in the field of media education and related evaluation devices

- identify and implement the main tools to support planning and evaluation.

– correctly use the subject-specific language.

*“Independent judgment”, “Communication skills” and “Learning skills”*

At the end of the course, students will be able to:

– demonstrate articulated independent judgment in assessing the quality of educational projects;

– effectively communicate and argue the methodological choices made in evaluation and planning contexts and, more generally, in educational actions;

– critically learn from own experience by developing reflective working methods.

***COURSE CONTENT***

The course examines some of the main points of planning and evaluation in the educational and training sector:

* Planning as an essential dimension of professionalism in the educational and training sector.
* The elements and actions of planning in media education: context analysis; needs analysis; definition of objectives; identification of resources and constraints; choice of means and instruments; articulation of the action plan.
* The planning and implementation of monitoring and evaluation systems: aims, objectives, tools, rendering methods, use of assessment data.

***READING LIST***

1) L. Paradiso, *La progettazione educativa e sociale. Modelli, metodologie, strumenti*, Mondadori, Milano, 2020.

2. Materials that will be indicated and made available online on the course platform.

***TEACHING METHOD***

The course includes the alternation of lectures and activities to be carried out (individually and in groups) in an asynchronous form. The asynchronous mode requires the consultation of video lessons and further study material as well as the analysis of the case studies identified. During the course, students will be guided in the development of an educational-training project in the field of media education also through specific exchange of views.

***ASSESSMENT METHOD AND CRITERIA***

*Assessment method*

The assessment is based on an integrated system that includes:

1) execution of simulation activities on cropped-down aspects of the design developed by the student, according to formats made available in the online area of the course and documented in the portfolio. Activities must be delivered in writing at least 2 weeks before the exam date;

2) formulation of an educational-training project in the field of media education, according to a format made available in the online area of the course. The project must be delivered at least 1 week before the exam;

3) oral interview during which the mastery of the knowledge and the acquisition of the acquired skills will be verified, also through the critical reflection on the project prepared by the student.

The final mark will be awarded on the basis of the following elements:

- 50% of the mark is determined by the average of the assessments acquired in the 1st and 3rd ongoing activity. To access the final test, students must achieve a mark greater than or equal to 18/30 in both tests;

- the remaining 50% is determined by the final project;

- during the final interview, the score may be increased or decreased by up to three points based on the critical reflections made.

***Assessment criteria***

The different parts of the exam are aimed at an integrated verification of the student's knowledge, application capabilities, and methodological and design skills. In assessing students' activities and project work, the following criteria will be considered: completeness, relevance, presentation clarity, consistency and ability to justify the methodological choices made, feasibility and sustainability, and originality of the proposal.

In the oral interview, students will have to demonstrate their command of the specific language of the discipline, and their critical and argumentative ability in re-reading, reworking and presenting contents.

***NOTES AND PREREQUISITES***

***Notes***

* Course attendance, although not mandatory, is strongly recommended.
* Students not enrolled in the graduate degree programme in Media Education are invited to contact the teacher to agree on the necessary adjustments.

***Prerequisites***

The course requires a command of the basic elements of research methodology in the educational and/or social field. Students who do not possess these skills are advised to read the following text:

K. Montalbetti - C. Lisimberti*, Ricerca e professionalità educativa. Metodi e strumenti*, Pensa, Lecce, 2015.

As an additional text for the deepening and systematization of the course contents it is suggested

D. Felini-R. Trinchero, *Progettare la media education. Dall'idea all'azione, nella scuola e nei servizi educativi*, Milano: Franco Angeli, 2015

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.