# -. General didactics (with workshop)

## Prof. Alessandra Carenzio

***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. This perspective is provided within the context of transformation of the role and skills of the teacher in relation to social and cultural changes on the one hand, and the organisational structures of the school on the other.

The aim of the course is to provide conceptual frameworks and methodological tools designed for the *educational action*, and for initiating students into reflective practice, analysis and understanding of this action, taking into account the socio-cultural transformations in progress, the new role of teacher skills, the new ways of teaching and the different learning styles.

Specifically, the aims of the course are:

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

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

* know the basic constructs, models, and theories of teaching;
* describe the methods and forms of teaching action, planning and learning assessment;
* demonstrate an operating knowledge of the theories and educational models of design and assessment for nursery and primary schools, presented and analysed during the course;
* manage different lesson formats, especially the SLE;
* design SLE and related assessment tools;
* analyse and create tests and assessment tools with particular attention to the rubrics;
* create assessment and communicate the assessment to the various actors involved in the process.

***COURSE CONTENT***

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

The planning dimensions (models and theories, forms, and planning areas) and assessment (methods and tools, educational assessment, competence assessment) will be explored in depth in light of the principles and contents of the national guidelines and the reform of nursery school and primary school. These aspects will refer to the framework of neuroscientific evidence on the learning process.

The course is supplemented by two workshops (worth 1 ECTS each) held by expert leaders and characterised by specific themes and methodologies agreed with the teacher:

Workshop 1 – Didactic transposition.

Workshop 2 – Didactic regulation

Each workshop will be aimed at the production of a project/artefact that will be assessed by the conductor on the basis of parameters shared with the lecturer and based on criteria of: completeness, consistency, originality, didactic usability.

Furthermore, students are required to carry out two individual activities on the following topics:

Activity 1 – The design of a video-based stimulation of a teaching situation

Activity 2 – Evaluation of a Situated Learning Episode.

***READING LIST***

P.C. Rivoltella-P*.*G. Rossi(eds.)*,* *Nuovo agire didattico. Manuale per l’insegnante*, Scholé, Brescia, 2022 (new revised and expanded edition). Introduction, First part (Section 1, Section 2 - excluding Lessons 11 and 14 - and Section 3 - excluding Lessons 22 and 23).

P.C. Rivoltella, *Gli EAS, tra didattica e pedagogia di scuola. Il metodo, la ricerca,* Scholé, Brescia, 2023 (Chapters 1, 2, 3, 5, 7, 11, fact sheets 5, 6, 9).

P.C. Rivoltella, *Neurodidattica. Insegnare al cervello che apprende,* RaffaelloCortina Editore, Milan, 2011.

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

The articles, lesson materials and the activities carried out are an integral part of the exam. Students can find the online materials and information on the activities included in the course in Blackboard.

***TEACHING METHOD***

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

The Blackboard platform will provide students with the teaching materials, all communications and information on the course and will also act as a favourable space for discussion regarding the topics covered during the course 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 assessment method of the course includes:

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

For the assessment of the materials produced by the students during the course, the relevant assessment rubrics will be provided (available on Blackboard). These are structured around the following criteria: ability to analyse the problem, to develop relevant operational solutions that are consistent and original, and usability in a teaching 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 teaching material made available. The exam is aimed at assessing the reasoning skills and analytical rigour on the topics covered by the course, as well as the command of the language and communication skills.

Students who meet the workshop requirements successfully will receive a positive exam assessment.

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

***NOTES AND PREREQUISITES***

Since this is an introductory course, there are no content-related prerequisites for attending it.

Information on office hours available on the teacher's personal page at <http://docenti.unicatt.it/>.