**Educational Planning Methodology**

Prof. Michele Monticelli

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

***Course aims***

The course aims to provide knowledge of the themes, points and main characteristics of the educational planning methodology; it aims to promote the acquisition of application skills and the developing of essential methodological skills to guarantee quality in educational planning.

***Intended learning outcomes***

*Knowledge and understanding*

At the end of the course, students will know the themes and contents of the planning and evaluation methodology in the educational field.

*Apply knowledge and understanding*

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

– correctly use the concepts, specific language, methodological and technical skills of planning;

– critically analyse experiences and projects in the educational field;

– build and structure an educational project.

*Independent judgement, communication skills and learning ability*

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

– show articulated and independent judgment in evaluating the quality of educational projects;

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

– learn critically from their own experience by developing reflective ways of working.

*COURSE CONTENT*

The course programme is structured as follows.

1. Educational planning: motivations and peculiar characteristics.
2. Methodological aspects and measures of the planning process: reference contexts; needs and demand analysis; subjects involved; aims and objectives; intervention strategies; action plan; resources and constraints; evaluation structure.
3. Presentation and analysis of project experiences in the educational context.
4. Elaboration and development of an educational project.

*READING LIST[[1]](#footnote-1)*

E. M. Torre, *Dalla progettazione alla valutazione. Modelli e metodi per educatori e formatori*, Carrocci, Rome, 2022. [*Buy from VP*](https://librerie.unicatt.it/scheda-libro/emanuela-m-torre/dalla-progettazione-alla-valutazione-modelli-e-metodi-per-educatori-e-formatori-9788874667093-219884.html)

The course also includes the use of specific teaching materials and in-depth readings which will be indicated and made available to students during lessons on the Blackboard platform.

*TEACHING METHOD*

The course involves the use of complementary teaching methods in an integrated manner: frontal lessons, case presentations, discussion activities and group work will be integrated; some lessons may be held in seminar form in the presence of scholars and specialists in the topics considered.

The teaching material used during the lessons is made available to students on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

***Assessment method***

The final exam is oral and is aimed at verifying the students’ knowledge, application and methodological skills; students will have to demonstrate critical and argumentative skills in rereading, reworking and presenting the proposed contents. To access the *oral interview*, students must prepare a *written paper* to be delivered to the teacher at least ten days before the exam date.

The essay requires students to structure an educational project starting from a real or realistic situation chosen by them. A format is provided for writing the essay which will be made available on the Blackboard platform.

The oral interview will focus on the discussion of the essay and on the critical rereading of the contents indicated in the reading list through general and reasoning questions.

The essay mark, communicated during the oral exam, will account for 50% of the the final mark.

***Assessment criteria***

The following criteria will be considered for the assessment of the essay: completeness, relevance, clarity of presentation, consistency and ability to justify the methodological choices made, feasibility and sustainability, originality of the proposal.

The assessment of the oral interview will consider the students’ clarity of presentation, the use of appropriate language, the ability to argue the project described in the essay and the ability to reflect critically on the contents.

***NOTES AND PREREQUISITES***

Prerequisite of the course is mastery of the basic elements of research methodology in the educational field. Students who have not acquired these skills are advised to read the following textbook (**not** to be studied for the exam):

K. Montalbetti - C. Lisimberti, *Ricerca e professionalità educativa. Risorse e strumenti,* Pensa, Lecce, 2015.[*Buy from VP*](https://librerie.unicatt.it/scheda-libro/katia-montalbetti-cristina-lisimberti/ricerca-e-professionalita-educativa-risorse-e-strumenti-9788867602698-223446.html)

Students are required to regularly consult the Blackboard platform, where notices and updates will be posted from time to time.

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

1. The textbooks indicated in the reading list can be purchased from University bookstores; they can also be purchased at other retailers. [↑](#footnote-ref-1)