Syllabus

Course Description

Course Title	Media Education; Educational System: Evaluation and Development
Course Code	11420
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	English; Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Alessandro Efrem Colombi, Alessandro.Colombi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/66 Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666
Teaching Assistant	
Semester	First semester
Course Year/s	4.
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150
Planned Office Hours	30
Contents Summary	The module proposes a diversified articulation of contents and objectives aimed at integrating the discourse and practices linked to traditional and latest-generation media with the evaluation

	models of the education system and the process of preparing and writing the dissertation. The course thus aims to promote a better and more effective synergic connection between the processes of study and integration of contemporary communication codes linked in a broad sense to the world of childhood and education, to the paths linked to the evaluation and evolution of the educational models of the pre-school and primary school. The connection with the process of writing the thesis also encourages students to make a system of what they have learnt, stimulating the direct application of models, tools and strategies in the scope of what is proposed for their final dissertation.
Course Topics	Students should be able to: - Orient themselves in the panorama of contemporary media offerings related to childhood knowing how to effectively apply categories and models of analysis related to the main theories of reference. - Develop a historical framework of the discipline that includes a widespread knowledge of the terminology and tools of media education and media ecology, both in a theoretical and practical-operational direction. - To relate prospectively the different ways in which it is possible to educate to/for/with the most widespread media, in the direction of developing better opportunities for integrating media discourse in education. - Being able to critically evaluate and classify the media offer intended for children, in a broad and "generalist" sense as well as with respect to the specific sphere of education and explicitly didactic proposals. - Knowing how to decode the different messages and levels thereof, also applying categories and theoretical models emerging from the study of pedagogical disciplines and different approaches to didactics. - Developing contents and proposals linked to documentation, integration and educational and training experimentation paths based on the use of one or more media supports, with particular attention to the digital paradigm and the structural innovation introduced by it. - Acquisition of concepts and theories on evaluation and development of the school system.

	- Knowledge of the main tools and methods of educational and didactic evaluation - Promotion of an evaluation culture aimed at improving the school system and the teaching profession. - The workshop "Scientific writing and preparation for the Master's thesis" aims to accompany students towards the acquisition of fundamental skills for the preparation of the final paper. The content of the workshop covers the following topics: identification and delimitation of a topic of interest; thesis planning (e.g. options for the thesis, definition of the table of contents and topic outline); typology and quality of sources; finding and selecting sources; APA citation style and prevention of plagiarism; synthesis, organisation and reworking of sources; structure of an argumentative text; thesis writing and revision. The workshop includes brief explanations, accompanied by multiple examples, and practical exercises, to be carried out individually, in pairs or in small groups.
Keywords	Educational technologies, computational thinking, STEM, assessment, self-assessment, academic writing.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Face-to-face teaching and laboratory activities, distance learning activities (in synchronous mode).
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Disciplinary skills: Knowledge and understanding - of the fundamental categories on which the study of the media and the different communication supports is based. - Specificity of the educational and early childhood context with respect to codes and contents used in media production and dissemination. - knowledge of the main theories related to the field of media studies, with particular attention to practical applicability and declination in the educational field. - knowledge of the main tools of media production and use available to the contemporary teacher. - of models, meanings, uses and problems of the evaluation of learning processes and results, projects and contexts, from the micro to the macro level.

	- of the types of theses and the stages of scientific work underlying the thesis. Ability to apply knowledge and understanding - development of skills in analysing and selecting the most suitable content for different users, contexts, educational settings. - ability to select the most effective tools for the development and use of multimedia educational content. - planning skills and concrete development of multimedia content for educational and training purposes. - Planning, construction and use of tools and procedures for the assessment/self-evaluation of learners' learning. - Analysis and interpretation of information collected for the purposes of evaluation/improvement of teaching action. - Self-assessment and external evaluation for continuous improvement. - Drafting and4 revision of scientific and professional texts. Soft skills Autonomy of judgement - ability to evaluate different contents and proposals on the basis of their actual educational value and of the possible precautions and attentions necessary in the direction of their application in the educational sphere. - knowledge of the main restrictions to be placed with regard to children's media consumption, awareness of the indispensable value of family support and the active participation of parents in the development of effective and sustainable models of use - Ability to put different models and proposals of media consumption for early childhood into perspective. Communication skills - Ability to activate communicative resources such as the ability to present, expound, argue in a relevant and effective manner. Learning skills - ability to evaluate educational and entertainment content of various kinds - ability to relate choices and options proposed by specific contents to their respective theoretical fields and contexts - critical skills related to the development of media paths of

	didactic, documentary, narrative type. - ability to reflect on one's own writing and presentation
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The final oral examination involves the collection of the different tests carried out in itinere and linked to the specific areas to which they relate. Students are asked to take different types of action (written, oral, on-line collaborative), designed to create as wide a panorama as possible of proposals and opportunities for participation and self-assessment in progress. At the end of the module, the student is also asked to write a concluding reflection that aims at a possible synthesis of the various activities carried out and proposes an overall view of the course from the student's point of view, a view that will be further supplemented by the oral discussion during the examination. The sum of the assessments linked to the in itinere tests and the final reflection will provide two-thirds of the overall mark, the remaining third being supplemented by the concluding interview conducted in the presence of the student.
Evaluation Criteria	The examination provides for a single final grade. For all written tests (intermediate demands, final essay) the following are assessed: relevance, logical structure, clarity of argument, lexical appropriateness and completeness. In the oral discussion, the following are assessed: relevance, clarity of argument, critical analysis capacity, ability to revise and reflect on the experience. In the case of a failing grade for the entire module, any partial examinations taken with a positive result will be considered as already passed in the next attempt to take the entire module examination. It should be noted that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations).
Required Readings	Edited by Michael P. Clough; Joanne K. Olson; Dale S.

	Niederhauser. (2013) *The Nature of Technology: implications for learning and teaching* (available from the Faculty Library in digital format - selection of chapters to be determined individually after discussion with students) Granata, P. (2015) Ecologia dei media. Protagonisti, scuole, concetti chiave. Milan: Franco Angeli Calvani, A., Trinchero, R. (2019). Dieci falsi miti e dieci regole per insegnare bene. Roma: Carocci. Castoldi M. (2016). Valutare a scuola. Dagli apprendimenti alla valutazione di sistema. Rome: Carocci. Trinchero R. (2018). Costruire e certificare le competenze con il curricolo verticale nel primo ciclo. Milan: Rizzoli. INVALSI. INVALSI Tests Report. https://www.invalsiopen.it/risultati/ .
Supplementary Readings	Vertecchi, B. Agrusti, G., Losito, B. (2010). *Origini e sviluppi della ricerca valutativa.* Milano: Angeli. Paoletti, G. Rigutti, S (2010). *Come presentare la tesi di laurea*. Rome: Carocci. Becker, H. S. (2007). *I trucchi del mestiere.* Bologna: Il Mulino. Demetrio, D., Giusti, M. (2001). *Preparare e scrivere la tesi in Scienze dell'Educazione*. Milano: Sansoni. Santamaita, S. (2009). *TLa tesi di laurea in Scienze della formazione. Progetto, ricerca, scrittura*. Roma: Carocci. Carrada, L. (2012). *Lavoro dunque scrivo! Creare testi che funzionano per carta e schemi*. Bologna: Zanichelli. Italy, P. (2006). *Scrivere all'università. Manuale pratico con esercizi e antologia di testi.* Firenze: Le Monnier Università. .
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Sustainable cities and communities, Industry, innovation and infrastructure, Reduced inequalities, Decent work and economic growth

Course Module

Course Constituent Title	Media Pedagogy and Didactics
Course Code	11420A
Scientific-Disciplinary Sector	PAED-02/A
Language	English
Lecturers	Prof. Alessandro Efrem Colombi, Alessandro.Colombi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/66
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course addresses the discourse and practices related to both traditional and latest-generation media. The course presents contents and suggestions related to pathways for documentation, integration and experimentation in teaching and training based on the use of one or more media supports for educational purposes. Particular attention is given to the digital paradigm and the structural innovation it has introduced.
Course Topics	- media studies, media education and media ecology: historical framework and identification of the fundamental theories and key theorists - communication and learning: media in a teaching-learning perspective - categories, instruments, resources available to today's teachers - media and school: from the class newspaper to the flipped classroom, transformation in modes and models of learning due to digital paradigm - the potential, risks, and precautions related to ubiquitous devices and pervasive 'always connected' use.

Teaching Format	Active participation in lessons; widespread use of interactive and multimedia learning resources; discussions and simulations related to different teaching settings and methods for the development, use and integration of media content in teacher training contexts. The lesson takes place remotely.
Required Readings	Papert, S. (1996). The Connected Family: Bridging the Digital Generation Gap. Stati Uniti: Longstreet Press. Papert, S. A. (2020). Mindstorms: Children, Computers, And Powerful Ideas. Stati Uniti: Basic Books.
Supplementary Readings	

Course Module

Course Constituent Title	Media Pedagogy and Didactics (Lab.)
Course Code	11420B
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Alessandro Efrem Colombi, Alessandro.Colombi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/66
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1, 2 e 3: Prof. Colombi Alessandro Efrem
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop gets to the heart of media teaching practice in pre-primary and primary schools. It goes into innovative approaches in teaching and the documentation/reading of teaching experiences.
Course Topics	Documenting and experimenting with media in the classroom.

	- radio, television (video), web, video games: how, how much and what mass and personal media teach. - global media, local schools: how to effectively enhance and diversify teaching-pedagogical proposals - telling the school: what media can do with and for primary education - elements of coding and programming with Scratch and Gamego
Teaching Format	Participatory teaching, extensive use of different types of media, shared development of documentation projects and educational narratives.
Required Readings	Scratch - Starter Projects Scratch - Ideas Scratch - FAQ Scratch - Scratch Offline Editor
Supplementary Readings	

Course Module

Course Constituent Title	Evaluation and Development of Kindergarten and Primary School
Course Code	11420C
Scientific-Disciplinary Sector	PAED-02/B
Language	English
Lecturers	Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9

Contents Summary	The course aims to carry out a path of analysis-research-reading critical-evaluation of (a) the experiences and educational activities and learning of the students; (b) the system of kindergarten and primary school with a "sensitive" approach to the historic-cultural and social contexts.
Course Topics	The following topics will be addressed in the course: - Evaluation in schools: monitoring of cognitive and affective-emotional processes, evaluation of competences in progress, documentation; - understanding of the guidelines of MIUR on assessment criteria in primary schools - Reflective and evaluative practices (journals/logbooks, Anecdotal Records, portfolios, graphic-narrative self-representations, and recognition of invisible competences); - The evaluation of the educational setting (organization of the educational spaces, timetables/schedules, of behavioural and relational rules, of coherence with the educational project); - The evaluation of a school in its micro (the organization and practices in sections/classes), meso (intra- and inter-evaluation of schools) and macro dimensions (evaluation of the school systems). Presentation of some national and international surveys; - Evaluation to build school improvement plans (SWOT analysis; research results and improvement plans) with a "sensitive" approach to the historical, cultural and social contexts of reference; - The professional figure of the improvement Tutor.
Teaching Format	Lectures with active student participation through use of slides, videos, extracts from books and journals. Small and large group discussions and group work. Simulations. The lesson takes place remotely.
Required Readings	Castoldi, M. (2021). *Valutare gli apprendimenti nella scuola primaria*. Mondadori Università. Faragher, S. (2014). Understanding assessment in primary education. SAGE.
Supplementary Readings	

Course Constituent Title	Preparation for the Master Thesis (Lab.)
Course Code	11420D
Scientific-Disciplinary Sector	PAED-02/B
Language	Italian
Lecturers	Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1: Prof. Morselli Daniele Gruppo 2 e 3: Dr. Cappello Silver
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop, precisely because it is dedicated to guiding students in the identification and delimitation of the thesis topic, brings into system the work done in Module 2 during the first year of the Master's degree course and gathers the fruits of the entire Module 21 as well as the curriculum carried out thus far. It accompanies each student to an initial draft of an index and possibly a research design/presentation of the overall thesis work. He/she pays particular attention to the drafting of the thesis and the scientific writing required in a thesis paper.
Course Topics	The following topics will be addressed during the workshop: - Definition and description of purpose and structure of a dissertation; - Choice of topic.

	- Types of theses (compilative, field experience, case study, etc.). - Sources indispensable for writing a thesis. - Citations and bibliographical references (according to Apa Style). - Structure of the table of contents and articulation of the thesis (parts, chapters, paragraphs, etc.). - Definition of the theoretical framework and application part. - Definition of the research design and/or how to describe the field experience part. - Research types and research designs. - Rules and examples of drafting standards. - Annexes. - Ways of presenting and discussing the thesis. N.B.: For the experimental part of the theses and dissertations, the topics covered in module 2 on "Methodology and research methods in education" carried out in the first year (qualitative and quantitative approaches, instruments and methodologies, research design) are included.
Teaching Format	Participatory teaching through the viewing and critical analysis of scientific texts in general, including dissertations, the use of materials from books and journals. Discussions and work in small and large groups. Simulation/Role playing. Liaison with the activities of the internship supervisors for the internship paper.
Required Readings	Peat, J., Elliott, E., Baur, L., & Keena, V. (2002). *Scientific writing: easy when you know how.* BMJ
Supplementary Readings	