

# Syllabus

## *Course Description*

<b>Course Title</b>	Working for competences 2
<b>Course Code</b>	84004
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PAED-02/B
<b>Language</b>	Italian
<b>Degree Course</b>	Training Course for the teaching qualification procedure
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Prof. Daniele Morselli, Daniele.Morselli@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/39786">https://www.unibz.it/en/faculties/education/academic-staff/person/39786</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	1
<b>CP</b>	0
<b>Teaching Hours</b>	24
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	0
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	This course develops curriculum design for competences, integrated with digital tools and AI. Using the theory of Constructive Alignment, participants will learn to design modules that align learning outcomes, teaching and learning methodologies, and assessment.
<b>Course Topics</b>	Competence: definitions and to develop it Deep and surface learning Constructive learning theory Designing learning outcomes with the SOLO taxonomy The effective lecture according to evidence-based research

	Formative and summative assessment The feedback sandwich technique for formative feedback Designing assessment rubrics
<b>Keywords</b>	Constructive alignment, Instruction integrated with digital and AI tools, intended learning outcomes (ILOs), Summative and formative assessment, Assessment rubrics, Feedback
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Seminars (with the use of digital tools), design projects (including in pairs) on shared files, brainstorming, peer assessment
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Explain the basic principles of constructive alignment.</li> <li>- Design aligned teaching modules with expected learning outcomes (ILOs), teaching and learning activities, and formative and summative assessment.</li> <li>- Design rubrics and give formative feedback.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	not provided
<b>Evaluation Criteria</b>	not provided
<b>Required Readings</b>	Sancassani, S. (2019). Progettare l'innovazione didattica. Pearson.
<b>Supplementary Readings</b>	Biggs, J. & Tang, C. (2011). Teaching for quality learning at university. What the student does. (4th edition). McGraw-Hill.
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Quality education