

Syllabus

Course Description

Course Title	Observation and Evaluation of Educational Processes
Course Code	82003
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/B
Language	Italian
Degree Course	University course for initial training of secondary school teachers in the Italian language - 60CP
Other Degree Courses (Loaned)	
Lecturers	dr. Cinzia Zadra, Cinzia.Zadra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32785
Teaching Assistant	
Semester	Summer school
Course Year/s	1
CP	3
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	
Contents Summary	The course addresses the theoretical and operational foundations of observation and assessment in educational processes, with particular reference to secondary school. The different functions of assessment (diagnostic, formative, summative), systematic observation techniques and authentic and competence-based assessment are explored. Ample space is reserved for the use of feedback, assessment rubrics, as well as the integration of digital technologies and artificial intelligence for assessment.
Course Topics	Foundations of Assessment

	<ul style="list-style-type: none"> • functions of assessment: diagnostic, formative, and summative • models and theories of assessment • traditional assessment and competency-based assessment • the relationship between assessment, learning, and inclusion • assessment of learning, assessment for learning, and assessment as learning <p>Educational Observation and Documentation</p> <ul style="list-style-type: none"> • observation and instructional decision-making • forms and modes of observation • observation tools (observation grids; checklists; rating scales; anecdotal notes; reflective journals; observation protocols; collection of traces/evidence; vignettes) <p>Competency-Based Assessment and Authentic Tasks</p> <ul style="list-style-type: none"> • the concept of competence and key competences • competences and learning outcomes • alignment between objectives, activities, and assessment • design of authentic tasks • development of rubrics • criteria, indicators, descriptors • assessment of disciplinary and transversal competences <p>Feedback, Self-Assessment, Peer Assessment, and AI</p> <ul style="list-style-type: none"> • effective formative feedback • self-assessment and peer assessment • metacognition and self-regulation • the critical and ethical use of digital tools and AI in assessment • opportunities, limits, ethical risks, and transparency in the use of AI
Keywords	Educational assessment, diagnostic assessment, formative assessment, summative assessment, assessment for learning, educational observation, educational documentation, competences, learning outcomes, authentic tasks, assessment rubrics, formative feedback, self-assessment, peer assessment, metacognition, self-regulation, inclusion, digital tools, artificial intelligence, ethical use of AI.
Recommended Prerequisites	
Propaedeutic Courses	

Teaching Format	<p>Interactive lectures with analysis of theoretical frameworks and guided discussion</p> <p>Analysis of cases and authentic materials</p> <p>Workshop-based activities for designing observation and assessment tools</p> <p>Peer-review activities</p> <p>Simulations of teacher–student feedback</p> <p>Activities on the critical use of digital tools and AI for rubrics, feedback, and analysis</p> <p>Metacognitive reflection and individual or small-group processing</p>
Mandatory Attendance	<p>In accordance with the regulation</p>
Specific Educational Objectives and Learning Outcomes	<p>To acquire theoretical and methodological knowledge on the main functions of educational assessment (diagnostic, formative, summative) and on techniques of systematic observation in school contexts.</p> <p>Knowing how to design and apply observation and assessment tools oriented towards the development and certification of competences, with particular attention to authentic and situated tasks.</p> <p>To develop the ability to construct and use assessment rubrics for the detection and documentation of disciplinary and transversal competences, also through digital tools and artificial intelligence applications.</p> <p>Promote the use of formative feedback and self- and peer-assessment strategies, to foster the regulation of learning and the empowerment of students in their own educational pathway.</p> <p>Integrate digital technologies into assessment practice, experimenting with platforms, data collection tools and automated feedback systems, consistent with the latest teaching innovations.</p> <p>Develop reflective and critical skills in the analysis of observational and evaluative data, in order to design customised and inclusive teaching interventions, also with a view to continuous improvement of educational action.</p> <p>To know and apply systematic observation techniques and assessment tools for competences.</p> <p>Design authentic tasks and evaluation rubrics.</p> <p>Use feedback in a formative key and promote self-assessment.</p> <p>Integrate digital tools and artificial intelligence applications in</p>

	educational assessment.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	<p>Final project consisting of the design of a competency-based observation and assessment plan for a specific educational or disciplinary context, including observation and assessment tools, a well-justified use of digital tools, and a critical analysis of a teaching case.</p> <p>Oral presentation and discussion.</p>
Evaluation Criteria	<p>Quality and coherence of the observation and assessment project; relevance of the tools developed and of the competency-based approach;</p> <p>capacity for critical analysis and theoretical-methodological reflection;</p> <p>clarity of the oral presentation and argumentative ability.</p>
Required Readings	<p>Castoldi, M. (2024, a cura di). Oltre il voto. Ripensare la valutazione nella scuola superiore. Mondadori Education.</p> <p>Castoldi, M. (2016). Valutare per competenze. Carocci.</p>
Supplementary Readings	<p>Corsini, B. (2023). La valutazione che educa: Riflessioni e strumenti per la scuola. Carocci.</p> <p>Sancassani, S., Brambilla, F., Casiraghi, D., & Marengi, P. (2019). Progettare l'innovazione didattica. Pearson.</p>
Further Information	
Sustainable Development Goals (SDGs)	Quality education