

# Syllabus

## *Course Description*

<b>Course Title</b>	Laboratory of Didactics of English language (lab.)
<b>Course Code</b>	82041
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	ANGL-01/C
<b>Language</b>	English
<b>Degree Course</b>	University course for initial training of secondary school teachers in the Italian language - 60CP
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Dr. EdD, MA in TEYL Valentina Gobbett Bamber, Valentina.Bamber@unibz.it <a href="https://www.unibz.it/en/faculties/economics-management/academic-staff/person/8075">https://www.unibz.it/en/faculties/economics-management/academic-staff/person/8075</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	Second semester
<b>Course Year/s</b>	1
<b>CP</b>	2
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	16
<b>Individual Study Hours</b>	34
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	<p>This Lab will focus on the foundational concepts and practical applications of testing, assessment, and evaluation in educational and instructional contexts. Emphasis will be placed on understanding the differences and connections among these concepts, as well as exploring diverse strategies for implementing them effectively. Participants will engage with both traditional and innovative methods of assessment, including formative, summative, diagnostic, and performance-based approaches.</p> <p>Participants will learn how testing and assessment techniques can</p>

	<p>be tailored to suit learner needs and instructional goals at secondary school level. This includes adapting assessments across different modes of delivery.</p> <p>In addition, the course will explore the concept of multimodality in assessment design. Participants will examine how integrating multiple modes of communication (e.g., textual, visual, auditory and performative) can enhance the inclusivity, accessibility, and effectiveness of assessments.</p>
<b>Course Topics</b>	<p>The Laboratory topics include:</p> <ul style="list-style-type: none"> <li>- Testing, assessment, and evaluation in secondary education contexts: overarching principles, connections, specific applications</li> <li>- Assessment types in language education - formative, summative, diagnostic, and performance-based: principled and informed relevance to specific secondary education activities and tasks</li> <li>- Role of rubrics and rating scales in designing assessment types which may maintain student motivation</li> <li>- Washback effect: developing an awareness of the implications of assessment types for student motivation and learning outcomes, with specific regard to inclusivity and optimising learning outcomes, with potential for improved future professional opportunities for all students</li> <li>- Selecting, evaluating, adapting/designing principled, valid, fair and reliable assessment instruments to match a wide typology of pedagogical and multimodal activities/tasks, learning objectives, student characteristics, and secondary education contexts</li> <li>- Appropriately aligning assessment types with multimodal (textual, visual, auditory, and performative) language education approaches</li> <li>- Integrating traditional and digital assessment instruments to uphold inclusive, sustainable, accessible, and motivating secondary language education</li> </ul>
<b>Keywords</b>	Testing, assessment, evaluation, formative, summative, diagnostic, and performance-based approaches, alignment with multimodality
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	The laboratory entails active engagement in collaborative projects in which assessment types/modalities are evaluated, adapted, and designed so as to align with a range of secondary language

	education-appropriate multimodal activities and tasks.
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Define and distinguish between key concepts: testing, assessment, and evaluation in instructional contexts.</li> <li>- Identify the purposes, strengths, and limitations of formative, summative, diagnostic, and performance-based assessments.</li> <li>- Apply multimodal principles in the creation of inclusive and accessible assessment strategies aligned with curriculum objectives and responsive to diverse secondary school learner needs.</li> <li>- Select and utilise appropriate digital and analogue tools to support multimodal assessment and feedback.</li> </ul> <p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> <li>- Explain the conceptual differences and relationships between assessment, evaluation, and testing in secondary education</li> <li>- Classify and justify the use of various assessment types (formative, summative, diagnostic, performance-based) for different instructional goals.</li> <li>- Create and implement multimodal assessment tools that incorporate textual, visual, auditory, and performative elements.</li> <li>- Use digital tools effectively to support multimodal and formative assessment practices.</li> <li>- Reflect on their own assessment practices and articulate areas for professional growth.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<p>Continuous assessment:</p> <ul style="list-style-type: none"> <li>- Actively engaging and collaborating during laboratories</li> <li>- Critically evaluating, adapting, and designing a range of assessment instruments in the light of their suitability for a range of multimodal pedagogical activities and tasks within secondary language education</li> </ul> <p>Summative assessment:</p> <p>Oral examination:</p> <ul style="list-style-type: none"> <li>- discussion of course participant's awareness of issues relating to the implementation of a range of assessment types in</li> </ul>

	multimodal, inclusive secondary language education
<b>Evaluation Criteria</b>	<p>Assessment Criteria – Continuous Assessment:</p> <ul style="list-style-type: none"> <li>- Actively participating throughout the course</li> <li>- Benefiting from peer and lecturer input and feedback</li> <li>- Demonstrating a developing understanding of the benefits, drawbacks, and implications of a range of assessment types in regard to multimodal secondary language education in specific contexts</li> <li>- Selecting, evaluating, adapting, and creating assessment types that may align with specific multimodal secondary language education activities and tasks</li> </ul> <p>Assessment Criteria - Summative Assessment (oral examination):</p> <ul style="list-style-type: none"> <li>- Critically reflecting on one's engagement throughout the laboratory</li> <li>- Demonstrating a developing understanding of a wide range of issues pertaining to assessment in multimodal language education in specific secondary education contexts</li> </ul> <p>Assessment Weighting:  Continuous assessment: 65%  Summative Assessment: 35%</p>
<b>Required Readings</b>	<p>Selected extracts from the following texts will be made available to laboratory participants:</p> <p>Green, A. (2020). <i>Exploring Language Assessment and Testing: Language in Action</i> (2nd ed.). Routledge.</p> <p>Harris, M. and McCann, P. (1994) <i>Assessment</i>. MacMillan Heinemann.</p> <p>Reckermann, J., Siepmann, P., Matz, F., &amp; SpringerLink. (2024). <i>Oracy in English Language Education: Insights from Practice-Oriented Research</i> (Julia. Reckermann, Philipp. Siepmann, &amp; Frauke. Matz, Eds.; 1st ed. 2024.). Springer Nature Switzerland. <a href="https://doi.org/10.1007/978-3-031-59321-5">https://doi.org/10.1007/978-3-031-59321-5</a></p>

	<p>Tsagari, D. &amp; Banerjee, J. (2016). <i>Handbook of Second Language Assessment</i>. De Gruyter Mouton.</p> <p>Ur, P. (2024). Assessment and testing. In <i>A Course in English Language Teaching</i> (pp. 176–194). Cambridge University Press.  <a href="https://doi.org/10.1017/9781009417594.014">https://doi.org/10.1017/9781009417594.014</a></p> <p>Ur, P., &amp; Thornbury, S. (Eds.). (2024). <i>100 great activities: the best of the Cambridge handbooks for language teachers</i> (1st ed.). Cambridge University Press.  <a href="https://doi-org.libproxy.unibz.it/10.1017/9781009348751">https://doi-org.libproxy.unibz.it/10.1017/9781009348751</a></p>
<b>Supplementary Readings</b>	Additional readings and materials will be supplied to laboratory participants on the basis of their specific professional contexts and interests.
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	No poverty, Good health and well-being, Quality education, Peace, justice and strong institutions, Reduced inequalities, Responsible consumption and production, Climate action, Gender equality