

# Syllabus

## *Course Description*

|                                       |  |
|---------------------------------------|--|
| <b>Course Title</b>                   | Laboratory of Didactics of Economics and Business Management (lab.)  |
| <b>Course Code</b>                    | 82085  |
| <b>Course Title Additional</b>        |  |
| <b>Scientific-Disciplinary Sector</b> | ECON-07/A  |
| <b>Language</b>                       | Italian  |
| <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>                      | Prof. Alessandro Narduzzo,<br>Alessandro.Narduzzo@unibz.it<br><a href="https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125">https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125</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>               | The contents of the workshop involve an application in an active teaching context of the contents introduced in the main course Teaching Economics and Business Management.  |
| <b>Course Topics</b>                  | Construction of teaching units based on business cases; Application of evidence-based methodologies; Use of tools such as Business Model Canvas for teaching simulations; Validation of teaching hypotheses through small classroom experiments. |
| <b>Keywords</b>                       | Active learning, business model canvas, case studies, evidence-  |

|  |  |
|--|--|
|  | based teaching   |
| <b>Recommended Prerequisites</b>                             |  |
| <b>Propaedeutic Courses</b>                                  |  |
| <b>Teaching Format</b>                                       | Small group workshop with direct tutoring. Students will develop and present micro-teaching units.   |
| <b>Mandatory Attendance</b>                                  | In accordance with the regulation  |
| <b>Specific Educational Objectives and Learning Outcomes</b> | <p>To develop operational skills in the design of active teaching activities for teaching business economics to foster learning in secondary school students.</p> <p>The workshop aims to provide students with practical skills in designing teaching units centred on the models and approaches introduced in the course Teaching Economics and Business Management. In addition, it aims to develop the communication and collaborative skills necessary for the presentation of innovative teaching projects in a school context.</p> <p>1. Knowledge and understanding<br/>Course participants will acquire a thorough understanding of the theoretical concepts applicable to the design of teaching units focused on interviewing informed actors and on the use of lean methods for the validation of hypotheses.<br/>- They will be able to understand the value of evidence-based approaches and business modelling in education.</p> <p>2. Applying knowledge and understanding<br/>Course participants will be able to apply the theoretical concepts learned to design a teaching unit that guides high school students in interviewing a potential customer to gather feedback on a product or service.<br/>- Applying tools such as the Business Model Canvas, trainees will learn how to structure a practical activity that stimulates data collection through interviews.</p> <p>3. Making judgements<br/>The trainees develop the ability to evaluate and adapt their teaching units on the basis of the feedback received during the workshop and as a result of simulated activities.<br/>- They will be able to reflect on how to improve the design of teaching activities according to the students' learning dynamics.</p> <p>4. Communication skills</p> |

|   |  |
|---|--|
|   | <p>Course participants will present their teaching units clearly and coherently, using language and modes of communication appropriate to an educational context.</p> <ul style="list-style-type: none"> <li>- They learn to present their ideas and proposals effectively to colleagues and the teacher, both orally and through written material (e.g. slides, documentation).</li> </ul> <p>5. Learning skills</p> <p>Course participants will be able to identify new resources and techniques to improve instructional design and teaching application methods such as business modelling and problem validation.</p> <ul style="list-style-type: none"> <li>- They will acquire continual updating skills to improve their teaching methodologies based on new theoretical and practical evidence.</li> </ul>  |
| <b>Specific Educational Objectives and Learning Outcomes (additional info.)</b> |  |
| <b>Assessment</b>   | Oral presentation of a teaching unit developed during the workshop, applying the techniques presented in the course 82083.   |
| <b>Evaluation Criteria</b>  | <p>Evaluation Criteria for the Presentation of the Teaching Unit</p> <ol style="list-style-type: none"> <li>1. Consistency with teaching objectives (30%) <ul style="list-style-type: none"> <li>- The teaching unit clearly meets the learning objectives set at the beginning of the project.</li> <li>- The teaching objectives are well formulated, measurable, and consistent with the skills to be developed in high school students.</li> </ul> </li> <li>2. Application of theoretical concepts (20%) <ul style="list-style-type: none"> <li>- The teaching unit effectively integrates the theoretical concepts learned during the course (e.g., Herbert Simon's bounded rationality, business modeling, evidence-based decisions).</li> <li>- The lean approach (problem validation, prototyping, solution validation) is applied in a clear and relevant manner in the context of the designed teaching activity.</li> </ul> </li> <li>3. Innovation and creativity (15%) <ul style="list-style-type: none"> <li>- The teaching unit presents innovative and original elements that stimulate the interest of high school students.</li> <li>- The approach used shows creative thinking about teaching methods and involves students in practical and applicable activities.</li> </ul> </li> <li>4. Structure and clarity (15%) <ul style="list-style-type: none"> <li>- The teaching unit is well structured, with a clear introduction, a logical sequence of activities, and a conclusion that promotes</li> </ul> </li> </ol> |

|   |   |
|---|---|
|   | <p>learning consolidation.</p> <ul style="list-style-type: none"> <li>- The stages of the teaching activity are well described, with clear objectives for each step and defined timings.</li> </ul> <p>5. Use of teaching tools and materials (10%)</p> <ul style="list-style-type: none"> <li>- The teaching unit makes good use of tools, resources, and materials that facilitate student learning, such as interview templates, observation grids, or digital tools.</li> <li>- The materials are clear, easy to use, and appropriate for high school students.</li> </ul> <p>6. Communication and presentation skills (10%)</p> <ul style="list-style-type: none"> <li>- The oral presentation is clear, engaging, and well-structured. The trainee is able to effectively explain the methodological choices and results of the teaching unit.</li> <li>- The trainee uses appropriate visual communication techniques (e.g., slides, graphs) to support the presentation.</li> </ul> |
| <b>Required Readings</b>                    | Available on Teams at the beginning of the course.  |
| <b>Supplementary Readings</b>               | Available on Teams at the beginning of the course.  |
| <b>Further Information</b>                  |   |
| <b>Sustainable Development Goals (SDGs)</b> | Partnerships for the goals  |