Syllabus

Course Description

Course Title	
Course Code	85273
Course Title Additional	
Scientific-Disciplinary Sector	M-PED/04
Language	Italian
Degree Course	Advanced training course in Ladin Language and Culture and alpine Anthropology - ANTROPOLAD
Other Degree Courses (Loaned)	
Lecturers	dr. Daniele Agostini, https://www.unibz.it/en/faculties/education/academic-staff/person/52508
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	1
Teaching Hours	0
Lab Hours	10
Individual Study Hours	15
Planned Office Hours	0
Contents Summary	- Technologies for teaching: models (SAMR/TPACK), augmented teaching, platforms, generative AI and implications for roles/assessment. - Current practices: chat and didactic prompt design; micro-videos/storyboards; memes and argumentation; gaming and problem-solving. - Technological resources: for design, creation, peer learning, collaboration, OER/licensing, accessible design, privacy/data/algorithms. - Media/technology education: media & digital literacy, fact-

	checking, digital well-being, online citizenship and safety, AI ethics.
Course Topics	How does teaching and learning change in a technologised and networked world? The workshop explores digital practices and tools of today's society, in particular of the school-age population, and links them to concrete pedagogical and didactic objectives. The participants design and realise a digital educational product (activity/resource) demonstrating its added value.
Keywords	Educational technologies; Networked learning; Digital practices; Instructional design; Technology integration, SAMR, TPACK, Universal Design for Learning (UDL), accessibility.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Oral: presentation (10') + demonstration (5') of product + discussion (5'). Product requirements: links at least an everyday digital practice to learning objectives; highlights the added value of web/technology; shows accessibility choices; includes a short teacher's guide (targets, prerequisites, criteria, evidence).
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	For objectives see teaching topics. On completion, the student is able to: 1. Analyse how teaching/learning changes in the networked ecosystem (spaces, times, roles, platforms, generative AI) and compare technology integration models (e.g. SAMR, TPACK). 2. Survey everyday digital practices (messaging, micro-video, meme/remix, wiki/collaborative writing, gaming) and map each to disciplinary and transversal learning objectives. 3. Evaluate potential/limits of technologies (collaboration, OER, data tracking, accessibility, digital well-being) and select tools consistent with didactic and inclusive criteria (UDL). 4. Design, implement and demonstrate an aligned digital educational product (objectives-activities-evaluation) and argue its pedagogical value.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral: presentation (10') + demonstration (5') of product +

	discussion (5'). Product requirements: links at least an everyday digital practice to learning objectives; highlights the added value of web/technology; shows accessibility choices; includes a short teacher's guide (target, prerequisites, criteria, evidence).
Evaluation Criteria	Constructive alignment of objectives-activities-evaluation - 0-8 Linking current practices ¿ school objectives - 0-8 Product design, usability & accessibility (UDL, clarity, licences) - 0-6 Media/Digital literacy & ethical aspects (privacy, data, AI, digital well-being) - 0-4 Communication in presentation + demo - 0-4
Required Readings	Resources provided by the lecturer on the Moodle page of the course
Supplementary Readings	Diana Laurillard - Teaching as Design Science. Building pedagogical models for learning with technologies. Seymour Papert - Mindstorms: children computers and creativity.
Further Information	
Sustainable Development Goals (SDGs)	Quality education