General Information	
Academic subject	**Design and evaluation of educational organizations**
Degree course	Training and educational sciences
Curriculum	
ECTS credits	3
Compulsory attendance	No
Language	Italian/English

Subject teacher	**Name Surname**	**Mail address**	**SSD**
	Serafina Pastore	serafina.pastore@uniba.it	MPED/03

ECTS credits details			
Basic teaching activities			

Class schedule	
Period	I semester
Year	III
Type of class	Lecture Seminars Workshop

Time management	
Hours measured	60 min.
In-class study hours	40
Out-of-class study hours	110

Academic calendar	
Class begins	October 2021
Class ends	January 2022

Syllabus	
Prerequisite requirements	• Instructional strategies rudiments; • Research methodology rudiments; • Psychology of learning rudiments; • English rudiments.
Expected learning outcomes	• *Acquiring knowledge and understanding* Students will acquire fundamental concepts in: • Instructional design models and theories; • Interpretation of educational issues in different contexts; • Implementation of designed activities; • Evaluation of formative processes. • *Applying knowledge and understanding* Students will learn how to design education practices in a responsive and effective way. • *Making informed judgments and choices* Students will learn how to use in critical and autonomous way, strategies, techniques and teaching tools for instructional and educational design, as well as in the evaluation of formative

	processes and contexts. They will learn how to implement and evaluate an educational project and its impacts in different contexts. • *Communicating knowledge and understanding* Students will acquire all skills needed for educational design. The course will encourage the development of team-working; know how to manage workloads on time; know how to handle conflicts. Particular attention will then be placed on the ability to present and communicate (in several ways) an educational project. • *Capacities to continue learning* Students will learn in a reflective and experiential way.
Contents	The course brings the instructional design theme. In a theoretical perspective it will underline the main dimensions of design and planning; in a methodological perspective there will be recalled main design models and, in a practical perspective, there will be presented best practices and work devices. The main contents are: • Partecipants, stakeholders, beneficiaries of educational programs; • Educational needs, local contexts and networks; • Analysis, design, evaluation; • Instructional design models; • Evaluation program models; • From educational policy to educational services, educational activities, and evaluation • Write an educational project: tips and hints; • Educational services evaluation; • Educational quality for organizations.
Course program	
Bibliography	Torre E. M. (2021). *Dalla progettazione alla valutazione*. Roma: Carocci. Pastore S. (2019). *Autovalutazione. Promuovere la riflessione e l'autoregolazione dell'apprendimento*. Novara: Utet. Pastore S. (2020). *Saper (ben) valutare. Repertori, modelli e istanze formative per l'assessment literacy degli insegnanti*. Milano: Mondadori
Notes	**For not attendee students:** Freddano M., Pastore S. (2018). *Per una valutazione delle scuole oltre l'adempimento. Riflessioni e pratiche sui processi valutativi*. Milano: FrancoAngeli.
Teaching methods	Lectures Seminars Workshop
Assessment methods	• Students will be assessed by oral examination. The process of assessment is designed to reflect content knowledge and to grasp these elements (*Acquiring knowledge and understanding)*: • Didactics and teaching theories; • Lexicon; • Inference skills; • Reflexivity and critical thinking. For the evaluation of the *applying knowledge and understanding* students will produce a project or an evaluation project related to course contents. There will not considered exemptions. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and

	exercises. During the course, simulations, drill and practices, as well as case studies will be allow to assess, through self and peer assessment modalities, if students progressed in making informed judgments and choices, in communicating knowledge and understanding, and self-regulate their learning. No exemptions will be allowed. There will be implemented moments of diagnostic and formative assessment as support for learning (self and peer assessment) and exercises.
Further information	Hand-outs (both in Italian and English), learning material and organizers will be provided to students.