

Primary teaching education

| General Information | | | |
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| Academic subject | Module: Theories and methods in school planning and evaluation | | |
| Degree Course | Primary teaching education | | |
| Academic year | | I | |
| - | nd Accumulation System (ECTS/CFU) | 8 | |
| SDS | M-PED/04 | | |
| Language | Italian | | |
| Academic calendar | 1st semester | | |
| Attendance | No | | |
| Professor/Lecturer | | | |
| Name and Surname | Michele Baldassarre | | |
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| Telephone | 080/5714628 | | |
| Department and address | Palazzo Chiaia-Napolitano (room 313) | | |
| Virtual headquarter | Microsoft Teams | | |
| Tutoring (time and day) | Please schedule a meeting via mail | | |
| Syllabus | | | |
| Learning objectives | Knowledge of the epistemology of docimology | | |
| | • Knowledge of the basic methodological tools of formative e | valuation | |
| | Knowledge of learning and skills assessment strategies | | |
| Course prerequisites | Restricted-access degree programme. Italian secondary school | diploma is required for | |
| Contonto | admission. | | |
| Contents | Epistemology of docimology: the paradigms Evaluation: satesprise and purposes | | |
| | Evaluation: categories and purposes Evaluation phases: design, classroom activities, documental | tion | |
| | Skills assessment | | |
| | Skills assessment Evaluation of teaching-learning material | | |
| | Structured, semistructured, open and evaluation sections. | | |
| | Teachers assessment | | |
| | Analyzing an objective test | | |
| | Statistics applied on docimology | | |
| Books and bibliography | Galliani, L. (ed.) (2015). L'agire valutativo. Brescia: La scuola | | |
| | Baldassarre, M., Forliano, F. (in press). La valutazione nella scuola primaria. Milano: | | |
| | FrancoAngeli | | |
| | Baldassarre, M. (2006). Dai dati empirici alla valutazione. Ba | ari: Edizioni Dal Sud | |
| | | | |
| | Recalcati, M. (2015). L'ora di lezione. Torini: Einaudi | | |
| | Pennac, D. (2007). Diario di scuola. Milano: Feltrinelli | | |
| Additional materials | | | |
| Work schedule | | | |
| Total Lectures | Hands on (Laboratory, working groups, | Out-of-class study | |
| | seminars, field trips) | hours/ Self-study | |
| | | hours | |
| 200 48 | | 152 | |
| CFU/ECTS | | | |
| 8 8 | | | |
| Teaching strategy | | | |
| Lectures | | | |
| | xercises on case studies | | |
| Further training ser | ninars | | |
| Expected learning outcome | | | |



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| understanding on: Knowledge of key concepts related to evaluation methodologies and meanings Ability to critically consider appropriate assessment strategies. Applying knowledge and understanding on: Knowledge of school-based assessment process management. Ability to establish a direct relationship between concepts, paradigms, criteria, indicators and evaluation practice with reference to the orientative aspect of evaluation Ability to design an evaluation plan, identifying the appropriate strategy and subsequent methods and tools for data collection and analysis, on the basis of specific educational needs Soft Skills Judgement autonomy Know how to choose the basic steps for developing an evaluation plan Know how to choose appropriate data collection and analysis techniques in line with different evaluation objectives Communication skills Know how to use the specific docimology language Know how to use the specific docimology language Know how to use digital technologies to effectively present and communicate acquired knowledge Ability to learn independently Know how to research new developments and trends in docimology nationally and internationally by making use of the web and specialized bibliographic media Know how to errich one's knowledge through discussions with trainers and teachers already involved in school settings who can witness best practices | Knowledge and | Knowledge of basic theoretical, conceptual and methodological docimological tools |
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| The student is able to use the specific docimology language | | |



Primary teaching education

| Criteria for assessment and attribution of the final mark Additional information | Assessment of learning will be measured on the basis of levels of achievement of the different assessment criteria through an oral interview. |
|---|--|
| | The student knows how to communicate and discuss the choices made on the phase planning of an evaluation plan The student knows how to use digital technologies to effectively present and communicate acquired knowledge Ability to learn independently The student knows how to research new developments and trends in docimology nationally and internationally by making use of the web and specialized bibliographic media The student knows how to enrich one's knowledge through discussions with trainers and teachers already involved in school settings who can witness best practices |