

## Primary teaching education

General Information			
Academic subject	Module: Theories and methods in school planning and evaluation		
Degree Course	Primary teaching education		
Academic year	II		
European Credit Transfer and Accumulation System (ECTS/CFU)			8
SDS	M-PED/04		
Language	Italian		
Academic calendar	1st semester		
Attendance	No		
Professor/ Lecturer			
Name and Surname	Michele Baldassarre		
E-mail	michele.baldassarre@uniba.it		
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	<ul style="list-style-type: none"> <li>○ Knowledge of the epistemology of docimology</li> <li>○ Knowledge of the basic methodological tools of formative evaluation</li> <li>○ Knowledge of learning and skills assessment strategies</li> </ul>		
Course prerequisites	Restricted-access degree programme. Italian secondary school diploma is required for admission.		
Contents	<ul style="list-style-type: none"> <li>○ Epistemology of docimology: the paradigms</li> <li>○ Evaluation: categories and purposes</li> <li>○ Evaluation phases: design, classroom activities, documentation</li> <li>○ Skills assessment</li> <li>○ Evaluation of teaching-learning material</li> <li>○ Structured, semistructured, open and evaluation sections.</li> <li>○ Teachers assessment</li> <li>○ Analyzing an objective test</li> <li>○ Statistics applied on docimology</li> </ul>		
Books and bibliography	<ul style="list-style-type: none"> <li>○ Galliani, L. (ed.) (2015). L'agire valutativo. Brescia: La scuola</li> <li>○ Baldassarre, M., Forliano, F. (in press). La valutazione nella scuola primaria. Milano: FrancoAngeli</li> <li>○ Baldassarre, M. (2006). Dai dati empirici alla valutazione. Bari: Edizioni Dal Sud</li> <li>○ Recalcati, M. (2015). L'ora di lezione. Torini: Einaudi</li> <li>○ Pennac, D. (2007). Diario di scuola. Milano: Feltrinelli</li> </ul>		
Additional materials	--		
Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
200	48	--	152
CFU/ECTS			
8	8	--	--
Teaching strategy			
<ul style="list-style-type: none"> <li>○ Lectures</li> <li>○ Laboratories and exercises on case studies</li> <li>○ Further training seminars</li> </ul>			
Expected learning outcomes			

## Primary teaching education

<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Knowledge of basic theoretical, conceptual and methodological docimological tools</li> <li>○ Knowledge of key concepts related to evaluation methodologies and meanings</li> <li>○ Ability to critically consider appropriate assessment strategies.</li> </ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Knowledge of school-based assessment process management.</li> <li>○ Ability to establish a direct relationship between concepts, paradigms, criteria, indicators and evaluation practice with reference to the orientative aspect of evaluation</li> <li>○ 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</li> </ul>
<b>Soft Skills</b>	<ul style="list-style-type: none"> <li>○ <i>Judgement autonomy</i> <ul style="list-style-type: none"> <li>▪ Know how to choose the basic steps for developing an evaluation plan</li> <li>▪ Know how to distinguish the adequacy of an evaluation strategy with respect to different cognitive needs</li> <li>▪ Know how to choose appropriate data collection and analysis techniques in line with different evaluation objectives</li> </ul> </li> <li>○ <i>Communication skills</i> <ul style="list-style-type: none"> <li>▪ Know how to use the specific docimology language</li> <li>▪ Know how to communicate and discuss the choices made on the phase planning of an evaluation plan</li> <li>▪ Know how to use digital technologies to effectively present and communicate acquired knowledge</li> </ul> </li> <li>○ <i>Ability to learn independently</i> <ul style="list-style-type: none"> <li>▪ Know how to research new developments and trends in docimology nationally and internationally by making use of the web and specialized bibliographic media</li> <li>▪ Know how to enrich one's knowledge through discussions with trainers and teachers already involved in school settings who can witness best practices</li> </ul> </li> </ul>
<b>Assessment and feedback</b>	
<b>Methods of assessment</b>	Mid-course evaluation and final summative evaluation is provided
<b>Evaluation criteria</b>	<ul style="list-style-type: none"> <li>○ <i>Knowledge and ability to understand</i> <ul style="list-style-type: none"> <li>▪ The student is familiar with the theoretical, conceptual and methodological tools on which docimology is based.</li> <li>▪ The student is familiar with key concepts regarding meanings and evaluation methods.</li> <li>▪ The student is able to critically consider different assessment strategies</li> </ul> </li> <li>○ <i>Applied knowledge and understanding:</i> <ul style="list-style-type: none"> <li>▪ The student knows how to implement an assessment plan within the primary school context.</li> <li>▪ The student knows how to establish a direct relationship between concepts, paradigms, criteria, indicators and evaluation practice with reference to the orientative aspect of evaluation</li> <li>▪ The student knows how 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</li> </ul> </li> <li>○ <i>Judgement autonomy</i> <ul style="list-style-type: none"> <li>▪ The student is able to choose the basic steps for developing an evaluation plan</li> <li>▪ The student is able to distinguish the adequacy of an evaluation strategy with respect to different cognitive needs</li> <li>▪ The student is able to choose appropriate data collection and analysis techniques in line with different evaluation objectives</li> </ul> </li> <li>○ <i>Communication skills</i> <ul style="list-style-type: none"> <li>▪ The student is able to use the specific docimology language</li> </ul> </li> </ul>



Primary teaching education

	<ul style="list-style-type: none"> <li>▪ The student knows how to communicate and discuss the choices made on the phase planning of an evaluation plan</li> <li>▪ The student knows how to use digital technologies to effectively present and communicate acquired knowledge</li> <li>○ <i>Ability to learn independently</i> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul> </li> </ul>
<p><b>Criteria for assessment and attribution of the final mark</b></p>	<p>Assessment of learning will be measured on the basis of levels of achievement of the different assessment criteria through an oral interview.</p>
<p><b>Additional information</b></p>	