



Training and Educational Sciences

General information	
Academic subject	Design and evaluation of educational organizations
Degree course	3th
Academic Year	Training and Educational Sciences
European Credit Transfer and Accumulation System (ECTS)	4
Language	Italian/English
Academic calendar (starting and ending date)	October 2021 January 2022
Attendance	No mandatory

Professor/ Lecturer	
Name and Surname	Serafina Pastore
E-mail	serafina.pastore@uniba.it
Telephone	080/5714546
Department and address	Dipartimento di Scienze della formazione, psicologia, comunicazione Palazzo Chiaia-Napolitano Via Crisanzio, 42 Bari
Virtual headquarters	
Tutoring (time and day)	Wednesday (10.00-12.00)

Syllabus	
Learning Objectives	Students will reach how to: <ul style="list-style-type: none">• Interpret and analyse educational issues;• Design, implement, and evaluate educational processes;• Use, critically, teaching methods, strategies and instruments;• Assure an effective educational communication
Course prerequisites	<ul style="list-style-type: none">• Instructional strategies rudiments;• Research methodology rudiments;• Psychology of learning rudiments;• English rudiments
Contents	<p>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.</p> <p>The main contents are:</p> <ul style="list-style-type: none">• Participants, 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.
Books and bibliography	Torre E. M. (2021). <i>Dalla progettazione alla valutazione</i> . Roma: Carocci. Pastore S. (2019). <i>Autovalutazione. Promuovere la riflessione e l'autoregolazione dell'apprendimento</i> . Novara: Utet.

	<p>Pastore S. (2020). <i>Saper (ben) valutare. Repertori, modelli e istanze formative per l'assessment literacy degli insegnanti</i>. Milano: Mondadori</p> <p>For not attendee students: Freddano M., Pastore S. (2018). <i>Per una valutazione delle scuole oltre l'adempimento. Riflessioni e pratiche sui processi valutativi</i>. Milano: FrancoAngeli.</p>
Additional materials	

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
30	20	10	
ECTS			
4			
Teaching strategy			
	Lectures Seminars Workshop		
Expected learning outcomes			
Knowledge and understanding on:	Students will acquire fundamental concepts in: <ul style="list-style-type: none"> ○ Instructional design models and theories; ○ Interpretation of educational issues in different contexts; ○ Implementation of designed activities; ○ Evaluation of formative processes. 		
Applying knowledge and understanding on:	Students will learn how to design education practices in a responsive and effective way.		
Soft skills	<ul style="list-style-type: none"> · <i>Making informed judgments and choices</i> 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.		

	<ul style="list-style-type: none"> • <i>Communicating knowledge and understanding</i> 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. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ Students will learn in a reflective and experiential way.
--	---

Assessment and feedback	
Methods of assessment	<p>Students will be assessed by oral examination.</p> <p>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.</p> <p>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.</p>
Evaluation criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> The process of assessment is designed to reflect content knowledge and to grasp these elements: <ul style="list-style-type: none"> • Didactics and teaching theories; • Lexicon; • Inference skills; • Reflexivity and critical thinking. • <i>Applying knowledge and understanding</i> For the evaluation of the <i>applying knowledge and understanding</i> <ul style="list-style-type: none"> • students will produce a project or an evaluation project related to course contents. • <i>Autonomy of judgment/Communicating knowledge and understanding/Communication skills/Capacities to continue learning</i> 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.
Criteria for assessment and attribution of the final mark	<p>The vote will be expressed out of thirty.</p> <p>The assessment of learning will be based on a careful analysis of the educational project carried out by students (Orderly and complete development; Articulated and effective argumentation; Use of technical terms; Personal experience references and independently use of the knowledge learned) (30% of final grade) and the oral exam (Recognition of the dimensions and foundations of the instructional design; Identification of the different models of analysis and teaching practice; Autonomous and conscious analysis of teaching professionalism) (70% of the final grade).</p>
Additional information	
	Hand-outs (both in Italian and English), learning material and organizers will be provided to students.