

## UNIVERSITA' DEGLI STUDI DI BARI "ALDO MORO"

DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, PSICOLOGIA, COMUNICAZIONE

2020-2021

<b>General Information</b>	
Academic subject	<b>Theories and methods of instructional design</b>
Degree course	Teacher training and education
Curriculum	
ECTS credits	3
Compulsory attendance	No
Language	Italian/English

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

<b>ECTS credits details</b>			
Basic teaching activities			

<b>Class schedule</b>	
Period	I semester
Year	III
Type of class	Lecture Seminars Workshop

<b>Time management</b>	
Hours measured	30
In-class study hours	30
Out-of-class study hours	110

<b>Academy calendar</b>	
Class begins	October 2020
Class ends	January 2021

<b>Syllabus</b>	
Prerequisite requirements	<ul style="list-style-type: none"> <li>• Didactics rudiments;</li> <li>• Research methodology rudiments;</li> <li>• Psychology of learning rudiments;</li> <li>• English rudiments.</li> </ul>
Expected learning outcomes (According to Dublin Descriptors)	<ul style="list-style-type: none"> <li>• <i>Acquiring knowledge and understanding</i> Students will acquire fundamental concepts in: <ul style="list-style-type: none"> <li>• Instructional design in school contexts;</li> <li>• Interpretation of educational problems</li> <li>• Implementation,</li> <li>• Evaluation of formative processes</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> Students will learn how to design teaching practice in a responsive and effective way.</li> <li>• <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</li> </ul>

	<p>educational design. They will learn how to implement an educational project.</p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• <i>Capacities to continue learning</i> Students will learn in a reflective and experiential way.</li> </ul>
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"> <li>• Instructional design as a teaching device;</li> <li>• Design, planning, project, planning skills;</li> <li>• Instructional design models;</li> <li>• Instructional design and competency-based education;</li> <li>• Instructional design and assessment in the competency based approach;</li> <li>• Data use and assessment of evidence for the teaching decision-making and the instructional alignment;</li> <li>• Rubrics and certification of competencies;</li> </ul>

<b>Course Program</b>	
Bibliography	<p>Castoldi C. (2017). <i>Costruire unità di apprendimento. Guida alla progettazione a ritroso</i>. Roma: Carocci.</p> <p>Pastore S. (2019). <i>Autovalutazione. Promuovere la riflessione e l'autoregolazione dell'apprendimento</i>. Novara: Utet.</p> <p>Pastore S. (2020). <i>Saper (ben) valutare. Repertori, modelli e istanze formative per l'assessment literacy degli insegnanti</i>. Milano: Mondadori</p>
Notes	<p><b>For not attendee students:</b> Freddano M., Pastore S. (2018). <i>Per una valutazione delle scuole oltre l'adempimento. Riflessioni e pratiche sui processi valutativi</i>. Milano: FrancoAngeli.</p>
Teaching methods	<p>Lectures Seminars Workshop</p>
Assessment methods	<ul style="list-style-type: none"> <li>• Students will be assessed by oral examination. The process of assessment is designed to reflect content knowledge and to grasp these elements (<i>Acquiring knowledge and understanding</i>): <ul style="list-style-type: none"> <li>• Didactics and teaching theories;</li> <li>• Lexicon;</li> <li>• Inference skills;</li> <li>• Reflexivity and critical thinking.</li> </ul> </li> </ul> <p>For the evaluation of the <i>applying knowledge and understanding</i> students will produce a 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.</p>

	<p>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.</p> <p>During the exam tudents will present a project on a specific topic in educational and school context. 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. A wokshop on competencies and instructional design will be organized.</p>
Further information	Handhouts (both in Italian and English), learning material and organizers will be provided to students.