

### **1. Declaration.**

Within the context of the new tasks that knowledge society assigns to education and according to the close relationship between the goals and the quality of teaching and the assessment in a wide sense, the two courses are intended to promote epistemology knowledge of teaching and assessment as well as some models of both disciplinary fields with a look reserved for those who are the most relevant to both the aims of kindergarten and primary school.

The programs of both courses will move in symbiosis. The first will outline the general framework in which to place the problem of assessment, from the early research attempts for objectivity in the formulation of a judgment to come to the most recent results of research, known as *new assessment*, that invokes a constructivist approach. This is, in an obvious choice to contribute to the training of a professional teacher aware that, among other skills, includes the design, the assembly and the assessment of learning situations or, as Perrenoud writes, of " Organisation and animation of learning situations. "

Considering the complexity of the teaching function, the training of the two courses will be conducted in the name of the guidelines of a problematic and critical didactics, which does not focus on recipes or paths "ready to go" but gives to teaching profession the independent design of the interventions according to the emergent educational needs. This is why the two courses are intended to promote the knowledge of various models of learning and teaching and of various assessment approaches in view of educational individualization and personalization.

### **2. General Didactics Module Contents**

#### 2.1.

- The epistemology of didactics
- Places and times of didactics
- Sectors Teaching and Didactics
- educational learning Models -
- Learning individualization and personalization of learning paths
- Planning, Education and New Direction for the curriculum.
- Teaching practices for individualization and personalization

#### 2.2.

#### **Laboratories**

Set up of a teaching unit and a teaching project.

### **3. Content of Assessment Theory and methods Module**

- The assessment, its functions and its tools
- The model of assessment as a measure
- The model of assessment as a management training process
- The model of assessment as interpretation and understanding
- The model of assessment to support training

#### **4. References and other materials for the course**

Although the two modules will be performed in a coordinated manner by invoking each other the related contents, will be indicated below the references and materials for each of them in order to allow the immediate identification of the areas on which will be built tests determination of profit for each module. It is understood that the integrated examination, as indicated in paragraph 7, will test the ability to create links between the content of each module.

##### **General Didactics Module**

Carmelo Piu, *Problemi e prospettive di natura didattica*, Monolite Editrice, Roma, 2009

Maria Carmela Demaio, *La personalizzazione dei processi formativi scolastici*, Carocci, Roma, 2010

Paola Arcuri, *Modelli di programmazione*, Monolite, Roma, 2008

Materials used by the Lecture during the lessons

##### **Assessment Theory and methods Module**

Carlo Rango, *Lineamenti di storia della docimologia*, Monolite Editrice, Roma 2007

Id., *Sulla valutazione scolastica e dintorni*, La Mongolfiera, Doria di Cassano Ionio 2012

Id., *Le prove di verifica degli apprendimenti*, inedito

Materials used by the Lecture during the lessons

#### **5. Intermediate exercises for both modules**

Will be used to promote moments of self-evaluation. During the two courses will be offered some exercises to perform in class. Always in the classroom, students can proceed with self-correction according to criterion keys provided by the teacher. Some food for thought will be included in the materials provided by the teachers.

#### **6. Mode of assessment for the admission to the integrated exam**

To access the interview of the integrated exam it is necessary that the student succeeds a test of assessment for each of the two modules. The written test will consist of various items (True- False, Matching, Completion and Multiple Choice, structured questions), some of them will need a justification for the answer. Will be admitted to the integrated exam only students who reach 60% of the expected theoretical maximum score for the test.

### **7. *Integrated Exam***

Will consist of an interview that will start with the checking of authenticity of the answers given by the student in the written test of each of the two modules and with the test of both knowledge of program content and the ability to link with each other.

### **8. *Any needs of students***

Will be taken into account provided that in line with the contents of the programme agreed with the lecturers at the beginning of each course.