

Prova teorico-pratica n.1

Nel caso dell'emergere di una nuova tecnologia, come l'AI generativa e la Realtà Virtuale, che processo si segue nell'individuare gli strumenti che possono essere utili alla didattica e nel metterli a disposizione dei docenti?

Prova teorico-pratica n.2

Dovendo impostare la riprogettazione di una serie di MOOC per un'utenza professionale post-laurea che sono già stati distribuiti sulla piattaforma Open edX per circa sei mesi, che tipo di processo si consiglia di seguire?

Prova teorico-pratica n.3

Dovendo realizzare un nuovo insegnamento che preveda anche l'utilizzo da parte degli studenti di un MOOC, che strategia di progettazione e che scelte tecnologiche è possibile applicare con l'obiettivo di massimizzare le situazioni di didattica attiva?

Prova orale n.1

Come può un Project Manager di *digital learning* impostare il processo di *debug* di un nuovo MOOC che andrà erogato sulla piattaforma Open edX?

Domanda Office n.1

Microsoft Word: a cosa servono le revisioni?

Prova inglese n.1

The assessment is a very important part of the teaching and learning process and, therefore, it must be the product of a careful design process. There's even a discipline called *docimology* that deals with all the aspects tied to the topic of evaluation.

When we think about assessment, the first image that comes to our mind is the "final examinations", written or spoken, to evaluate the results that students achieved.

Assessment processes can help us in many different phases of the teaching and learning experience. In the initial stage, in fact, assessment can help us understand what's the starting point of each student and the class as a whole.

Then, an assessment can help us monitor the progress of students and the class, but also evaluate the efficacy of the actions we are carrying out.

Finally, at the end of the journey, it can help us observe whether the Intended Learning Outcomes have been reached or not.

Prova orale n.2

Come può un Project Manager di *digital learning* supportare la sperimentazione, la selezione e la messa a disposizione di nuove metodologie e strumenti, come FeedbackFruits o Wooclap?

Domanda Office n.2

Microsoft Word: come si integrano in Word grafici prodotti in MS Excel?

Prova inglese n. 2

The quality of the feedback is a key element of the learning process both when talking about formative assessment (which happens daily) and summative assessment (where we will provide feedback on the level of performance that the students have achieved in relation to the Intended Learning Outcomes).

Feedback, depending on the situation, can be expressed to individual students, small groups, or can become a collective moment during class.

The teacher will decide, based on the stage within the course and the specific resources and context, which mode to choose. The important thing is that feedback should be considered a key element of the process on which the educator should invest time and resources.

The fact that the quality of the feedback is strongly connected to the quality of the learning experience is shown by various studies. A few decades ago already, Hattie demonstrated the strong correlation between the quality and the frequency of feedback and the results of students.

More recently, Ramsden highlighted how there is a very strong correlation between quality and frequency of feedback and the perceived quality of the course.

In practice, every time a course is negatively considered by students there is also a negative specific perception in terms of quality of feedback; and vice-versa, every time a course is evaluated positively we also have a positive assessment of the quality of the feedback.

Prova orale n.3

Quali sono le strategie che un Project Manager di *digital learning* può utilizzare per promuovere in un ateneo l'uso di nuove tecnologie come Wooclap o FeedbackFruits, che migliorano la qualità dell'esperienza didattica?

Domanda Office n.3

Power Point: che cos'è la modalità presentazione?

Prova inglese n. 3

When we imagine transforming mainly frontal classroom situations to classrooms where individual or group activation of students has more importance, the concern regards the chance of covering all the content we were hoping to develop during that time. We know that activating a class requires time and this can often be a cause for concern.

Eric Mazur, a physics professor from Harvard University, realized how useful and effective it could be to create a peer-learning dimension in the classroom. He realized that developing short pair activities allowed for more effective learning outcomes. Even simple ones, like having students comparing individual exercises with their deskmates, before a collective group review.

Mazur also considered the problem of how to achieve the Intended Learning Outcomes while dedicating so much time to collaborative peer-learning activities.

The answer was the creation of a methodology he called Flipped Classroom, which is not exactly a pedagogical framework, it is actually a metamodel, because we can apply it to various other methods.