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Course Planning

Assessment, Feedback and Learning Tracking

General Course Objective

The course aims to develop competences in designing effective learning experiences through the integration of AI, assessment practices, feedback systems, and learning tracking, in alignment with the principles of instructional design. The course will analyse the four key components of educational planning:

- learners/students
- teaching methodology
- learning objectives
- assessment methods

Module 1 – Introduction to Instructional Design and Assessment

25 November 2025 — 10:00–13:45

General objective:

To introduce the fundamentals of instructional design and examine the role of assessment within the ADDIE and Gagné-Briggs models; to identify initial learning needs and explore the use of AI in evaluative processes.

Main topics

Introduction to Instructional Design

Positioning assessment within ID models

AI and adaptive assessment: potential and limitations

Case study analysis

Workshop

Guided analysis of a real educational case study. In groups, participants will identify the learning need and connect it to instructional design models using Jamboard or Padlet.

Expected outcome:

Digital mind map + preliminary design scheme

Module 2 – Assessment Models and Their Digital Application

5 December 2025 — 10:00–13:45

General objective:

To distinguish and apply different types of assessment (diagnostic, formative, summative), integrating digital tools and AI platforms into educational planning.

Main topics

- Assessment for, as, and of learning
- Moodle Analytics, Google Classroom Insights
- Relationship between learning objectives and assessment strategies
- Inclusion and digital accessibility

Workshop

Classification of assessment examples using pre-prepared worksheets. In groups, participants will create a comparative table and a visual vademecum using Canva or Google Slides.

Expected outcome:

Digital poster or slide titled “Assessment in 4 Steps”

Module 3 – Effective Feedback and Intelligent Automation

19 December 2025 — 10:00–13:45

General objective:

To design effective and personalised feedback systems by combining AI tools with human intervention.

Main topics

- Principles and types of educational feedback
- Generative AI for immediate or delayed feedback
- Ethical dimension: automation vs. empathy
- Case study analysis

Workshop

Development of examples of AI-based automated feedback and comparison with human feedback.

Expected outcome:

Infographic or checklist for classroom application

Module 4 – Learning Tracking and Predictive Analytics

8 January 2026 — 10:00–13:45

General objective:

To use learning analytics and predictive analysis tools to monitor students' progress and support inclusive interventions.

Main topics

- Concepts and functions of learning tracking
- Digital dashboards and monitoring systems
- Data privacy and protection
- Inclusion and prevention of academic failure

Workshop

Analysis of academic papers on learning trends.

Expected outcome:

“Alert – Intervention” schema in slide or table format

Module 5 – Integrated Design and Final Presentation of Prototypes

15 January 2026 — 10:00–13:45

General objective:

To translate the instructional planning into a tangible prototype and present it with a coherent assessment and feedback plan.

Main topics

- Final framework (assessment–feedback–tracking)
- Principles of evaluative sustainability
- Review and continuous improvement
- Preparation of final presentation

Workshop

Development and presentation of a multimedia prototype of an AI-based assessment system.

Expected outcome:

Multimedia prototype and final reflective report

Lesson Planning – Course: Digital Tools for Collaboration and Educational Communication

Guendalina Peconio, Researcher in Didactics and Special Pedagogy

General objective of the course:

Develop skills for the critical and creative use of digital tools for collaboration and educational communication. Participants will learn to integrate technologies and interactive platforms into formal and informal learning contexts, fostering participation, co-creation, and educational dialogue.

Module 1: Introduction to Digital Communication and Collaboration

03 December 2025, 9:00–12:45

General objective: understand the fundamental principles of digital educational communication; explore the evolution of the concepts of collaboration and online learning communities.

Module 2: Digital Platforms and Environments for Collaboration

05 December 2025, 9:00–12:45

General objective: analyze and compare digital tools for collaboration (such as Google Workspace, Microsoft Teams, Miro, Padlet); evaluate selection criteria based on educational objectives and student target groups.

Module 3: Tools for Synchronous and Asynchronous Educational Communication

10 December 2025, 9:00–12:45

General objective: explore tools for online teaching communication (videoconferencing, forums, dedicated social channels); design activities for effective and inclusive interaction.

Module 4: Co-creation of Digital Content and Media

09 January 2025, 9:00–12:45

General objective: promote the collaborative production of digital teaching materials; use applications for shared writing, multimedia editing, and participatory design.

Module 5: Evaluation and Reflection on Online Collaboration

13 January 2025, 9:00–12:45

General objective: develop approaches and tools to assess digital participation; reflect on the collaborative and communicative skills acquired; define best practices for the sustainable integration of digital tools in teaching.

Dr. Martina Rossi, Ph.D.
Research Fellow at the Department of Humanities

Planning of the course “Instructional Design and Planning Tools”

Objective: to develop skills in designing effective learning experiences using instructional design models and tools, analyzing their four key elements (learners; teaching methodology; learning objectives; assessment methods).

Module 1: Introduction to Instructional Design

General objective: introduce the principles of instructional design, analyze real educational contexts, and define the initial training needs.

Module 2: Defining Learning Objectives and Instructional Structure

General objective: learn to formulate clear, observable, and measurable objectives; build the structure of a coherent training program.

Module 3: Teaching Strategies and Design Tools

General objective: select strategies, approaches, and digital tools to create effective learning experiences; practical workshops with experimentation of innovative teaching methods.

Module 4: Prototyping and Evaluation

General objective: transform the design into a concrete prototype and define a coherent evaluation plan.

Module 5: Final Presentation and Reflection

General objective: present the final projects, receive feedback, and reflect on the growth process and the applicability of instructional design principles.

Course program: Production of inclusive and sustainable digital content

Professor: Viviana Vinci, Full Professor of Experimental Education

Objective: Develop critical and design skills in integrating Artificial Intelligence (AI) for accessibility, inclusion, and differentiated teaching, with a particular focus on ethical implications and pedagogical sustainability (OER) from the perspective of Universal Design (UDL), aimed at producing inclusive and sustainable digital content.

The course is taught in Italian and adopts a teaching methodology that alternates seminars with participatory activities and workshops.

Module 1: AI and Ethics in Inclusive Design

Date: 16 January 2026, 8.45-12.30

Topic: AI and Ethics in Inclusive Design

Objective: Analyze AI ethics principles and their impact on inclusive educational settings, understanding ethical challenges, algorithmic bias, and the impact of AI on diversity and equity in education. The activity includes a discussion of case studies on data and privacy management in AI-enhanced learning environments.

Module 2: AI as a Co-Designer of Universal Design for Learning (UDL)

Date: January 20, 2026, 8:45 AM - 12:30 PM

Topic: AI as a Co-Designer of UDL

Objective: Explore how AI can support the principles of UDL (multiple means of representation, expression, and engagement) in the creation of instructional materials. The workshop will focus on experimenting with advanced prompts for generative AI to co-create lesson plans and resources that meet UDL criteria, comparing human- and AI-assisted design approaches.

Module 3: Pedagogical Sustainability: Modular and Reusable Content (OER)

Date: January 21, 2026, 8:45 AM - 12:30 PM

Topic: Pedagogical Sustainability: Modular and Reusable Content (OER)

Objective: Define the concept of Open Educational Resources (OER) and their licensing, examining conceptual frameworks for sustainability and reuse (e.g., principles of remixing and revision). The workshop activity involves the use of AI tools to decompose, rework, and create OER from complex teaching materials, to promote modularization and sustainable adaptation of content.

Module 4: AI for Accessibility and Sensory Disabilities

Date: January 27, 2026, 8:45-12:30

Topic: AI for Accessibility and Sensory Disabilities

Objective: Analyze solutions based on the use of advanced assistive technologies and AI (e.g., advanced speech synthesis, LIS translation, image recognition) to overcome learning barriers related to sensory disabilities. The seminar will present international best practices, followed by the adaptation of teaching content for a specific accessibility need (e.g., generating alternative descriptions for complex images).

Module 5: Advanced Digital Methods and Tools for Differentiated Teaching

Date: January 30, 2026, 8:45 AM - 12:30 PM

Topic: Advanced Digital Methods and Tools for Differentiated Teaching

Objective: To explore digital platforms and tools that enable adaptive learning and the personalization of learning paths based on different learning styles and paces, with an analysis and comparison of the available tools. The module concludes with a final reflection and peer feedback on the applicability of AI and inclusive teaching principles in one's professional practice.