

Friday PhD Talks 2022-2023

#14

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Start from the end: Reflections and challenges of developing an academic course.

Abstract:

In Italy, PhD candidates are required to carry out a set and mandatory amount of teaching hours. Most of the time, such commitment translates to tutoring hours, assistant duties, sporadic lectures, and support for written and oral exams. Nonetheless, there are cases in which a candidate might be asked to design an entire course or workshop, a task on which, at least in Italy, we receive very little guidance. As someone who has had the (mis)fortune of having to create and administer such a course, I have gathered some reflections, critical points, and examples on good (and not so good) practices to keep in mind when tasked with the responsibility of building a course, a task many PhD candidates will eventually have to tackle. In sharing my experience, I also want to briefly reflect on and make the case for an approach to course creation called 'backward design,' a method I deem beneficial for both instructors and course takers.

Bionote:

Matteo Socciarelli is a second year PhD student at the University of Modena and Reggio Emilia (Unimore), and is currently doing a 3-month research leave at the University of Zaragoza under the supervision of Drs. Rosa Lores Sanz and Pilar Mur Dueñas. His topics of interest are Applied Linguistics, English for Academic Purposes (EAP), and Second Language Writing. His PhD project concerns the analysis of argumentative discourse in MA theses of Italian students written in English and uploaded in the online repository of Unimore, MoreThesis.