

General Information	
Academic subject	History of Pedagogy
Degree course	Education and Training Sciences
Curriculum	
ECTS credits	9
Compulsory attendance	No
Language	Italiano

Subject teacher	Name Surname	Mail address	SSD
	Vittoria Bosna	Vittoria.bosna@uniba.it	MPED/02

ECTS credits details	9		
Basic teaching activities			

Class schedule	
Period	I semester
Year	I year
Type of class	

Time management	
Hours measured	1h= 60 min
In-class study hours	H '60
Out-of-class study hours	155

Academic calendar	
Class begins	
Class ends	

Syllabus	
Prerequisite requirements	
Expected learning outcomes	<i>Knowledge and ability to understand and critically elaborate on the fundamental themes and problems of historical-educational programming</i>
Contents	<ul style="list-style-type: none"> • Knowledge and understanding of the contributions of pedagogical, historical and educational research and the problems of the school undergoing change. References to the methodological foundations and to the value choices that guide the school regulations. • Knowledge and comprehension skills applied Knowledge and understanding of social aspects related to the discipline. Maturation of a transpositive competence of the methodological contents of the course. • Autonomy of judgment Ability to exercise critical thinking in the face of the peculiarities and emergencies of educational planning in the "knowledge society" • • Communication skills

	<ul style="list-style-type: none"> • Ability to understand and elaborate and critically review texts in written, oral, multimedia form. • Ability to learn Ability to undertake independent research and intervention pathways in the field of historical educational planning.
Course program	<p>The History of Pedagogy is a study area focused on the historical dimension of education, without neglecting the socio-pedagogical and anthropological dimension. The development of civilization is considered from the point of view of the theories of educational institutions, reinforced by an ideational process aimed at the full formation of the person and of society.</p> <p>In the general part they will be studied in depth:</p> <ul style="list-style-type: none"> - Historical, social and pedagogical themes, plus attention to some aspects inherent to the institution, such as the evolution from the twentieth century to the present from a pedagogical, political, legislative and social point of view, with attention to the changes offered in educational practice and in historical-pedagogical research. <p>Analysis of scholastic orientation on a horizontal and vertical plane. Study paths and curricular identity of today's school starting from the analysis of the main reform processes.</p> <ul style="list-style-type: none"> - The historical periods and the authors to be studied are: The Enlightenment with Rousseau, V. Cuoco, A. Genovesi, G. Filangieri; V. Cuoco, A. Genovesi, G. Filangieri; The Positivisme with: A. Comte, Durkheim, Weber; Romanticism with Pestalozzi, Froebel; The Twentieth Century with Dewey / Rosa and Carolina Agazzi and Maria Montessori / Don Milani, Il vento del '68; Neoidealism in Italy: Giovanni Gentile. -The school during Fascism and the main legislative reforms. <p>In the special part we will follow a multiple itinerary based:</p> <ul style="list-style-type: none"> - on the issue female magistral events that have become the subject of investigations and extensive news reports in the major national newspapers, on four different 'magazines' due to the pen of writers and writers of different caliber and notoriety (Matilde Serao, Edmondo De Amicis, Annetta Fusetti and Ida Baccini) describing the figure of the elementary school teacher in 19th century Italy, - the analysis and commitment of some Albanian women for the affirmation of the rights and literacy of the women's population at the end of the nineteenth century, -the issue of inclusion and social insertion of the weakest in the second half of the twentieth century, through the analysis of an author (Don Milani) who showed his revolutionary message to the whole of society through his educational action.
Bibliography	<ul style="list-style-type: none"> - Hervé A. Cavallera, <i>Storia delle dottrine e delle istituzioni educative</i>, Ed. La Scuola, Brescia, 2017 ; -Ascenzi, <i>DRAMMI PRIVATI E PUBBLICHE VIRTÙ La maestra italiana dell'Ottocento tra narrazione letteraria e</i>

	<p><i>cronaca giornalistica</i>, Ets, Pisa, 2019, -V.Bosna, <i>La mano che muove la culla del bambino è quella che comanda il mondo. I Percorsi educativi delle donne in Albania tra XIX e XX secolo</i>, Aracne, Roma, 2019, - Don Lorenzo Milani, <i>Scuola di Barbiana. Lettera a una professoressa</i>, Mondadori, Milano, 2017.</p> <p>For further information: -Milena Santerini, <i>La scuola della cittadinanza</i>, Laterza, Roma- Bari, 2010</p>
Notes	During the lessons there may be further in-depth information. In this regard, non-attending students should preferably contact the teacher for information.
Teaching methods	Lectures and possible exercises and Historical Laboratory, Pedagogic Laboratory.
Assessment methods	The final exam is a verification of the learning actually taken place and may be held orally or in written form.
Further information	