

Education and Training Sciences

General information		
Academic subject	Education and Training Sciences	
Degree course	History of Pedagogy	
Academic Year	I	
European Credit Transfer and Accumulation System(ECTS)	9 cfu	
Language	Italian	
Academic calendar (starting and endingdate)		
Attendance		

Professor/ Lecturer	
Name and Surname	Vittoria Bosna
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Department and address	Department of Education Psychology and Communication.
Virtual headquarters	Classroom Reception Teams code : io9r20o
Tutoring (time and day)	Thursdays 9:30 a.m.-12 p.m. (hours may vary depending on class schedule) receive by appointment

Syllabus	
Learning Objectives	Know and understand pedagogical theories that support the processes and techniques of learning, training and development of individuals, with reference also to the necessary processes of social and cultural inclusion.
Course prerequisites	Knowledge and ability to understand and critically elaborate the fundamental themes and problems of educational-historical programming. Initial verification of prerequisite knowledge.
Contents	<p>The History of Pedagogy course is divided into two parts:</p> <p>The first part will explore in depth: Concepts-basics of the history of pedagogy, The historical-pedagogical vocabulary from a survey of prerequisites.</p> <p>The eighteenth century The renewal of the idea of education in the Enlightenment and the pedagogy of Jean Jacques Rousseau. The Southern Enlightenmentists: V. Cuoco, A. Genovesi, G. Filangieri (handout to be downloaded from the lecturer's page)</p> <p>The nineteenth century The Romantic Age: Pestalozzi, Froebel; The age of Positivism: A. Comte, Durkheim, Weber;</p> <p>The Twentieth Century</p>

	<p>The Age of Activism: John Dewey, Rosa and Carolina Agazzi, Maria Montessori, Don Milani, the issue of inclusion and social inclusion of the weakest in the second half of the twentieth century-Don Milani's innovative message; The Wind of '68;</p> <p>Neo-idealism in Italy: Giovanni Gentile.</p> <p>Schooling during Fascism and major legislative reforms.</p> <p>In the second part, the following choice routes will be followed:</p> <p>1-La questione dell'insegnamento femminile</p> <ul style="list-style-type: none"> - Schoolteachers in nineteenth-century Italy - the investigations of the great national newspapers, as told by women writers (Matilde Serao, Edmondo De Amicis, Annetta Fusetti and Ida Baccini) - Women's education between the nineteenth and twentieth centuries - the history of women's literacy in Albania, <p>2- Mario Lodi and the educational cooperation movement.</p> <ul style="list-style-type: none"> - The pedagogical and educational proposal of Mario Lodi and the educational cooperation movement in post-World War II Italy.
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<p>Books and bibliography</p>	<ul style="list-style-type: none"> - S.Santamaita, <i>Storia dell'educazione e delle pedagogie</i>, Pearson 2019. - <i>Dipensa sugli Illuministi meridionali</i> (scaricabile dalla pagina della docente) -A.Ascenzi, <i>Drammi privati e pubbliche virtù. La maestra italiana dell'Ottocento tra narrazione letteraria e 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, -V.Roghi, <i>Il passero coraggioso. Cipì, Mario Lodi e la scuola democratica</i>, Laterza, Bari-Roma, 2022. - Dispensa (da scaricare dalla pagina della docente) e film documentario: V. De Seta, "Partire dal bambino", prima puntata della serie televisiva "quando la scuola cambia", Italia, 1978. <p>(the documentary is available on the House of Arts and Play portal)</p>
<p>Additional materials</p>	<p>There may be additional directions for further study during class.</p>

<p>Work schedule</p>			
<p>Total</p>	<p>Lectures</p>	<p>Hands on (Laboratory, working groups, seminars, field trips)</p>	<p>Out-of-class study hours/ Self-study hours</p>
<p>Hours</p>			
<p>60 hours</p>	<p>60 hours</p>	<p>Optional workshop</p>	<p>155</p>
<p>ECTS</p>			
<p>Teaching strategy</p> <p>Lectures and possible tutorials, Historical Laboratory, pedagogical cineforum.</p>			
<p>Expected learning outcomes</p>			
<p>Knowledge and understanding on:</p>	<ul style="list-style-type: none"> • Knowledge and understanding of long-standing historical-pedagogical issues. • Knowledge and understanding of the chronological and theoretical foundations of the history of pedagogy and social history of education. 		

	<ul style="list-style-type: none"> • Knowledge and understanding of the contributions of historical pedagogical research and the problems of education undergoing change • Knowledge of biographical profiles of some of the major educators.
Applying knowledge and understanding on:	<ul style="list-style-type: none"> • Maturation of transpositional competence in the methodological content of the course. • Ability to apply the knowledge learned to the analysis of pedagogues' texts and works.
Soft skills	<p><i>Autonomy of judgment</i></p> <ul style="list-style-type: none"> · Using the strategy of problematizing issues, it is hoped to bring students to independent judgment. <p><i>Communication skills</i></p> <ul style="list-style-type: none"> · Acquire specific language and appropriate terminology appropriate to the scientific field. · Communicate clearly in oral and written form the elements learned.

	<p><i>Capacities to continue learning</i></p> <ul style="list-style-type: none"> · learning to learn, in order to be able to acquire new knowledge throughout life. · - Learning to think freely and critically.
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Assessment and feedback	
Methods of assessment	The final examination constitutes a verification of actual learning that has taken place and may take place in oral or written form.
Evaluation criteria	<p>In the evaluation I will take into account:</p> <ul style="list-style-type: none"> -of the content consistent and thorough with the proposed task -of logical argumentation -of grammatical and syntactical correctness with appropriate vocabulary -of the ability to personally elaborate the topics
Criteria for assessment and attribution of the final mark	<ul style="list-style-type: none"> • The final exam will be graded in thirtieths.
Additional information	