



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO

Primary Teacher Education

General information	
Academic subject	Methodology of Historical Research
Degree course	Primary Teacher Education
Academic Year	First Year
European Credit Transfer and Accumulation System (ECTS)	8
Language	Italian
Academic calendar (starting and ending date)	First semester (October 2022-January 2023)
Attendance	Recommended

Professor/ Lecturer	
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Department and address	Via Crisanzio 42 Bari Second floor, room 217
Virtual headquarters	Microsoft Teams
Tutoring (time and day)	Office hours for students will be indicated on the lecturer's page. The reception is in person; for cases authorized for health reasons, the reception may be held in virtual mode MICROSOFT TEAMS: vvw1bct

Syllabus	
Learning Objectives	Graduates in the LM-85/bis master's degree course will acquire solid knowledge in the various subject areas being taught, and the ability to propose them in the most appropriate way to the school level, students' age, and culture they will come into contact with. For this purpose, it is necessary that the knowledge, skills, and competences acquired by prospective teachers in the various disciplines and in the psycho-pedagogical and methodological-didactic sectors are interconnected from the beginning of the course with the two-fold ability to manage the class and design the educational and didactic path. Furthermore, graduates will need to possess knowledge and skills enabling them to support school inclusion of Special Educational Needs (SEN) students.
Course prerequisites	Being a first year, first semester exam, there are no specific prerequisites other than those required for access to the degree course.
Contents	Within a critical reflection on the methodology of historical research in order to develop in students a proper critical sense to perceive the dimension of historicity in fact, wants to take the course, in the long term, changes and evolution the methodological and historiographical discourse, with particular attention to the innovations of the Annales school. The lessons will push students to question everything that

	exists behind a written page of history: type of sources and “the pleasure of the archive”; difficulties and limitations in the reconstruction of the past, the historian at work, tools, and computer programs for historical research. A monographic section of the course will be devoted this year to the dissemination of the results of the Horizon Europe Seeds project entitled 'Disease, Word, City. Narrating and communicating illness for the well-being of society", within which the lecturer plays the role of Key Area Person. Looking at the theme in a historical projection, the sources and methods for the study of epidemics in the past will be analysed, and invited lectures, the preparation of teaching materials, ad hoc itineraries (guided tours of the archives), and workshop activities will be organised. The intention is to develop a laboratory mind in order to organize a historical workshop. At the same time, ample space will be devoted to the teaching of history in primary and pre-primary schools and to the relationship between history and the other social sciences. In addition, teaching units for 'teaching the ancient world' in primary school will be presented.
Books and bibliography	<p>Institutional part</p> <p>Giovanna Da Molin, Angela Carbone, <i>Carte d'archivio. Storia della popolazione italiana tra XV e XX secolo</i>, Cacucci Editore, Bari 2016. Walter Panciera, <i>Insegnare storia nella scuola primaria e dell'infanzia</i>, Carocci editore, Roma 2016. Walter Panciera, Luca Fezzi, <i>Insegnare il mondo antico. Contenuti e metodi per la scuola primaria</i>, Carocci editore, Roma 2021 (recommended reading).</p> <p>Monographic part</p> <p>Angela Carbone, <i>Ritirate dalle cose del mondo. Donne e istituzioni nel Mezzogiorno moderno</i>, Guida Editori, Napoli 2020. G. Da Molin, <i>Vivere nel passato. Famiglia, infanzia e società</i>, Cacucci Editore, Bari 2020.</p>
Additional materials	The reference books are aimed, through various levels of detail, to provide students with the knowledge of the sources and methods for a reconstruction of the past, strongly oriented towards the acquisition of the useful tools in the teaching of history and the construction of a historical laboratory.

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
200	50	10	140
ECTS			
8	7	1	
Teaching strategy	Lectures, seminars, workshops; ad hoc paths and guided tours in the archives within the Horizon Europe Seeds project 'Disease, Word, City. Narrating and communicating illness for the well-being of society". The course is not in e-learning mode.		
Expected learning outcomes			

Knowledge and understanding on:	Analytical knowledge of the theoretical and practical references in the field of historical research methodology. In-depth knowledge of the historical sources.
Applying knowledge and understanding on:	<p>Knowledge and ability to process the acquired experiences gained in the course to prepare specific training projects in the teaching of history, such as the creation of a laboratory of history.</p> <p>Making judgments and the ability to critically rethink the disciplinary learning in history, even to the choice of textbooks to be taken.</p>
Soft skills	<p>Transversal skills and the use of sources at school to arouse increasing interest in the students through filmic sources, animation, documentary.</p> <p>The student must accrue the necessary learning skills to deal with, as an educator, further scientific research, and methodology in the context of historical disciplines.</p>
	Capacities to continue learning independently.

Assessment and feedback	
Methods of assessment	<p>The exam is aimed at verifying the level of knowledge of the contents proposed during the course. In particular, they will be taken into consideration:</p> <ul style="list-style-type: none"> - the theoretical references of the methodology of historical research - critical and argumentative capacity - the ability to develop knowledge in the practice of history teaching - the correct use of the lexicon. <p>The final exam will consist of an oral examination. It will be proposed verifications, to be agreed with the students, useful as monitoring and support for learning.</p>
Evaluation criteria	<ul style="list-style-type: none"> · Ability to organize knowledge · Critical reasoning skills on the study carried out · Quality of performance · Autonomy of judgment · Competence in the use of specialized vocabulary · Ability to achieve UMDA and Historical Laboratory.
Criteria for assessment and attribution of the final mark	The final grade is awarded out of thirty. The exam is passed when the grade is greater or equal to 18. To achieve a high evaluation, the student must have developed independent and adequate capacity for argumentation and presentation.
Additional information	Learning material will be provided to students.