



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 2021-January 2022)
Attendance	Recommended

Professor/ Lecturer	
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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. Through the reading and the indexing of specific sources for the study of population, family, women, and childhood in the past, the aim is also to develop a “laboratorial” mind the purpose of organizing a historical laboratory. At the same time, a large space will be devoted to the teaching of history in kindergarten and primary school and to the relationship between history and other social sciences
Books and bibliography	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. 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.
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 and seminars. Planned activities include workshops and tutorials on the sources for the study of population, family, women, and childhood in the early modern period. The course is not in e-learning mode.		
Expected learning outcomes			
Knowledge and understanding on:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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. Making judgments and the ability to critically rethink the disciplinary learning in history, even to the choice of textbooks to be taken. 		

Soft skills	<ul style="list-style-type: none"> · Transversal skills and the use of sources at school to arouse increasing interest in the students through filmic sources, animation, documentary. · 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.
	<ul style="list-style-type: none"> o 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	<p>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.</p>
Additional information	<p>Learning material will be provided to students.</p>

