



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO

General information of the course	
Academic subject	History of Pedagogy-Comparative education
Degree course	Primary Teacher Education
Academic Year	1° Year
ECTS credits	8
SSD	M-PED/02
Language	Italian
Academic calendar (starting and ending date)	October 2022-January 2023
Compulsory attendance	No, attendance is recommended

Professor/ Lecturer	
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Virtual headquarters	Teams
Tutoring (time and day)	Wednesday and Thursday, 9.00-11.00

Syllabus	
Learning Objectives	The course aims, through the critical reread of the most significant works of some of the bigger exponents of pedagogy between '500 and '900, to retrace the steps of history of pedagogy to find the incidence on the educative problematics of nowadays.
Course prerequisites	In the first week of the course, there will be a control, by interview, of the fundamental knowledge about some significant concepts of historical-educational and comparative matters.
Contents	Historical, theoretical, and methodological aspects of comparative education; Contemporary problems and perspectives of comparative education; globalisation, cultures and interculture; European Union and educational processes; Citizenship education; Historical-comparative analysis of the arguments
Books and bibliography	R. Lanfranchi e J.M. Prellezo , "Educazione scuola e pedagogia nei solchi della storia. Vol. 2: Dall'Illuminismo all'era della globalizzazione.", LAS, Roma, 2011. S. Santamaita , "Storia della scuola. Dalla scuola al sistema formativo", 3° Edition, Pearson, Milano-Torino, 2021. L. Gallo , "Itinerari di ricerca nella comparazione educativa", Progedit, Bari, 2018. A. Barca (a cura di), "Dalla salle d'asile alla scuola materna. Il percorso storico-pedagogico di Pauline Kergomard", Anicia, Roma, 2022
Additional materials	Study of the reference texts.

Teaching organization	
In-class study	225 Hours (155 Individual Study)
Laboratory activities	10 Hours
Hours measured	60 Minutes
Teaching strategy	Lectures and seminars analysing in depth specific themes of the course.

Expected learning outcomes	
Knowledge and understanding on:	At the end of course, students have to show that they own advanced knowledge of the historic-pedagogic subjects
Applying knowledge and understanding on:	At the end of the course, students have to be able to use in appropriate way knowledge regarding methods of historic-comparative research of training processes.
Soft skills	<p>Making informed judgments and choices</p> <ul style="list-style-type: none"> ○ Students have to show, at the end of the course, capacity to formulate opinions and personal feedbacks about historic-comparative reality. <p>Communicating knowledge and understanding</p> <ul style="list-style-type: none"> ○ Students have to show their own skills in terms of efficient communication, information management and team-working. <p>Capacities to continue learning</p> <ul style="list-style-type: none"> ○ Students will have to be able to self-manage and self-regulate study and apprehension of historic-pedagogic subjects
Assessment and feedback	
Methods of assessment	Oral form
Evaluation criteria	<p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> ○ Sound knowledge of fundamental concepts as regards historical, theoretical and methodological aspects of comparative education and of present intervention fields in the educational world. <p><i>Applying knowledge and understanding</i></p> <ul style="list-style-type: none"> ○ Appropriate, valid and flexible use of concepts acquired in the field of educational comparison and of the problematic nature of different educational situations and contexts compared in order to increase and to study further aspects of one's professional ability in depth. <p><i>Autonomy of judgment</i></p> <ul style="list-style-type: none"> ○ Capacity to understand and use in a critical, independent, and responsible way these knowledge and skills to acquire a strategy more balanced of the training programme as regards services to people and communities. <p><i>Communicating knowledge and understanding</i></p> <ul style="list-style-type: none"> ○ The acquisition of abilities and competences in comparing with alterity in a wide sense will stimulate more suitable communicative-relational dynamics and a more careful educational relation. <p><i>Communication skills</i></p> <ul style="list-style-type: none"> ○ At the end of the course, students will have developed those communicative abilities which will let them discuss in the little and the big group about the acquired knowledge <p><i>Capacities to continue learning</i></p> <ul style="list-style-type: none"> ○ The mastery of fundamental knowledge and abilities in the field of comparative educational studies will represent fundamental aspects in continue and permanent learning perspective in prospect of further professional development.
Method of evaluation	Students have to attend the exam, in oral form, in the scheduled appeals, by booking themselves during the previous days. Forms of evaluation are planned <i>in itinere</i> on specific parts of the program that

	values as partial credits. This method allows to acquire better the thinking of pedagogists and pedagogues that have characterized history of pedagogy and that represent a valid example for the training of future pedagogists. The dates of this exam are decided during the year.
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