

General information	
Academic subject	History of Education
Degree course	Scienze Pedagogiche
Academic Year	I
European Credit Transfer and Accumulation System(ECTS) : 9	
Language	Italian
Academic calendar	October 2022-January 2023
Attendance	

Professor/ Lecturer	
Name and Surname	Franca Pesare
E-mail	franca.pesare@uniba.it
Telephone	080 5714497
Department and address	FOR. PSI. COM
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. The course also aims to identify the epistemological status of History of Pedagogy, to bring out the mutual interdependence between education and pedagogy and to clarify the role not only within the educational sciences but also in relation to other historical disciplines.
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.
Contents	-Purpose of the history of scholastic and extra-scholastic education -Thinking of educators and pedagogues most representative among the '500 and '900 -Utopia and controutopia between discourse and pedagogical reality -Herbart's pedagogy
Books and bibliography	-G.ELIA (a cura di), "A scuola di cittadinanza. Costruire saperi e valori etico-civili", Progedit ed., Bari, 2014 -F.PESARE,M.MAGNISI, "La pedagogia di Herbart, da scienza del metodo a scienza dell'educazione a scienza dell'educazione

	dell'uomo”, Aracne, Roma, 2017 -T.MORO, ”L'Utopia”, Laterza, Bari, 2007 -T.CAMPANELLA, “La città del Sole”, Laterza, Bari, 2002
Additional materials	Recommended texts: -S.SANTAMAITA, “Storia della scuola. Dalla scuola al sistema formativo” Pearson, Milano-Torino, 2021 -G.CHIOSSE, “Studiare pedagogia. Introduzione ai significati dell'educazione” Mondadori, Milano, 2018 -F.PESARE, “Jean-Jacques Rousseau. Educare alla verità”, Progedit, Bari, 2012

Work schedule		
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)
225h / 155 self study	60 minutes	10 Hours
Teaching strategy		
Lectures and seminars analysing in depth specific themes of the course.		
Expected learning outcomes		
Knowledge and understanding	At the end of course, students have to show that they own advanced knowledge of the historic-pedagogic subjects	
Applying knowledge and understanding	At the end of the course, students have to be able to use in a propriate way knowledge regarding methods of historic-educative research of training processes	
Soft skills	<p><i>Making informed judgments and choices</i> Students have to show, at the end of the course, capacity to formulate opinions and personal feedbacks about historic-educative reality</p> <ul style="list-style-type: none"> · <i>Communicating knowledge and understanding</i> Students have to show their own skills in terms of efficient communication, informations management and team-working · <i>Capacities to continue learning</i> 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"> o Sound knowledge of fundamental concepts as regards historical, theoretical and methodological aspects of history of pedagogy and of present intervention fields in the educational world. <p><i>Applying knowledge and understanding</i></p> <ul style="list-style-type: none"> o 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"> o 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"> o 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"> o 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"> o The mastery of fundamental knowledge and abilities in the field of comparative educational studies will represent fundamental aspects in a continue and permanent learning perspective in prospect of further professional development.
Criteria for assessment and attribution of the final mark	Students have to attend the exam, in oral form, in the scheduled appeals, by booking themselves during the previous days. Forms of valuation are planned <i>in itinere</i> on specific parts of the programm that values as partial credits. This method allows to acquire better the thinking of pedagogists and pdagogues that have characterized history of pedagogy and that rappresent a valid example for the training of future pedagpgists. The dates of this exams are deided during the year.
Additional information	
Additional information: franca.pesare@uniba.it	

