



**COURSE OF STUDY: Primary teacher education (LM 85 bis)**

**ACADEMIC YEAR: 2023-2024**

**ACADEMIC SUBJECT: Module: History of Pedagogy and Comparative Education**

General information	
Year of the course	1° Year
Academic calendar (starting and ending date)	First Semester
Credits (CFU/ETCS):	8
SSD	History of Pedagogy, M-PED/02
Language	Italian
Mode of attendance	No, attendance is recommended

Professor/ Lecturer	
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Department and address	Dipartimento FORPSICOM
Virtual room	
Office Hours	Wednesday and Thursday, 9.00-11.00. Office hours may change according to lesson times and the specific needs of the teacher or students.

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225 Hours	45 Hours	15 Hours	165 Hours
CFU/ETCS			
8	8	0	0

<b>Learning Objectives</b>	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.
<b>Course prerequisites</b>	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.

<b>Teaching strategies</b>	Frontal lessons and in-depth seminars on specific topics of the course.
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Expected learning outcomes in terms of:	
<b>Knowledge and understanding on:</b>	At the end of course, students have to show that they own advanced knowledge of the historic-pedagogic subjects
<b>Applying knowledge and understanding on:</b>	Students have to be able to use in appropriate way knowledge regarding methods of historic-comparative research of training processes.
<b>Soft skills</b>	<p>Making informed judgments and choices</p> <ul style="list-style-type: none"> <li>○ Students have to show, at the end of the course, capacity to formulate opinions and personal feedbacks about historic-comparative reality.</li> </ul> <p>Communicating knowledge and understanding</p> <ul style="list-style-type: none"> <li>○ Students have to show their own skills in terms of efficient communication, information management and team working.</li> </ul> <p>Capacities to continue learning</p> <ul style="list-style-type: none"> <li>○ Students will have to be able to self-manage and self-regulate study and apprehension of historic-pedagogic subjects</li> </ul>

<b>Syllabus</b>	
<b>Content knowledge</b>	<i>Historical, theoretical and methodological aspects of the History of Pedagogy and of Comparative Education; Contemporary problems and perspectives of Comparative Education: globalization; culture and interculturality; European Union and training processes; Citizenship education; Historical-comparative analysis of the topics.</i>
<b>Texts and readings</b>	<i>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. L. Gallo, "Itinerari di ricerca nella comparazione educativa", Progedit, Bari, 2018.</i>
<b>Notes, additional materials</b>	<i>S. Santamaita, "Storia della scuola. Dalla scuola al sistema formativo", 3° Edizione, Pearson, Milano-Torino, 2021. A. Barca (a cura di), "Dalla salle d'asile alla scuola materna. Il percorso storico-pedagogico di Pauline Kergomard", Anicia, Roma, 2022</i>
<b>Repository</b>	<i>The texts can be found in bookstores and in the university library.</i>

<b>Assessment</b>	
<b>Assessment methods</b>	<i>The final examination will be in oral form, in the scheduled sessions, by reservation in the previous days. The dates for this exam are set throughout the year.</i>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> Good knowledge of fundamental concepts as regards historical, theoretical and methodological aspects of comparative education and of present intervention fields in the educational world.</li> <li>• <i>Applying knowledge and understanding</i> Appropriate, valid and flexible use of the notions acquired in the context of the 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.</li> <li>• <i>Autonomy of judgment</i> 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.</li> <li>• <i>Communicating knowledge and understanding</i> Development of communication skills that allow for discussion of the acquired knowledge in small and large groups.</li> <li>• <i>Capacities to continue learning</i> Mastery of fundamental knowledge and skills in the field of comparative education studies will be key aspects in the perspective of Lifelong Learning in view of further professional development.</li> </ul>
<b>Final exam and grading criteria</b>	<i>The final mark uses a grading scale from 1/30 to a maximum of '30/30 cum laude'. The Minimum passing grade is 18/30. The exam is organized to be in oral mode, the questions will be related to the main topics covered in the lessons and on the main authors of the reference texts, in particular on the student's ability to combine and transversely interpret the acquired knowledge. This method allows the students to acquire efficiently the thought of pedagogues and pedagogues who have characterized the history of pedagogy and who represent a valid example for the training of future pedagogues.</i>
<b>Further information</b>	