



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione | | |
| ACADEMIC YEAR | 2017/2018 | | |
| BACHELOR'S DEGREE (BSC) | COMMUNITY EDUCATOR | | |
| SUBJECT | HISTORY OF PEDAGOGY | | |
| TYPE OF EDUCATIONAL ACTIVITY | A | | |
| AMBIT | 50070-Discipline pedagogiche e metodologico-didattiche | | |
| CODE | 06946 | | |
| SCIENTIFIC SECTOR(S) | M-PED/02 | | |
| HEAD PROFESSOR(S) | ROMANO LIVIA | Professore Associato | Univ. di PALERMO |
| OTHER PROFESSOR(S) | | | |
| CREDITS | 9 | | |
| INDIVIDUAL STUDY (Hrs) | 180 | | |
| COURSE ACTIVITY (Hrs) | 45 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 1 | | |
| TERM (SEMESTER) | 2° semester | | |
| ATTENDANCE | Not mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | ROMANO LIVIA Monday 12:00 13:30 EDIFICIO 15 - VII PIANO - STANZA 013 | | |

DOCENTE: Prof.ssa LIVIA ROMANO

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| PREREQUISITES | <p>Having passed the Admission Tests</p> <p>Basic Notions of General and Social Pedagogy</p> <ul style="list-style-type: none">- Basic Notions of Modern and Contemporary History- To know how to read a historical text- To select the most important information of a historical text- To know how to organize the knowledge- To know how to logically structure the knowledge- To be critical in the contemporary age issues |
| LEARNING OUTCOMES | <p>I - Knowledge and understanding</p> <p>Details studies and personal critical processing of the proposed issues; Critical knowledge of the main pedagogical models; Knowledge about the motivational and volitional dimension , about the emotional-affective sphere and the socialization processes; A scientific approach and understanding of theoretical foundations and the scientific language of the pedagogy; Critical understanding of the main knowledge related to teaching discipline;</p> <p>Teaching provided: lectures and tutorials. Verification: written and / or oral.</p> <p>II - Applying knowledge and understanding</p> <p>Experiential application of the conceived ideas in practical situations; Planning educational interventions to respond to complex needs; Systematic observation of human behavior skills; Possessing educational skills; Ability to organize the educational site as a learning environment and community; Ability to adopt and use integrated and flexible teaching strategies according to the needs and actual learning processes of the teachings; Ability to understand and to structure educational research, proving to grasp, evaluate and use the results of empirical studies in order to build knowledge and improve the interventions. Teaching provided: lectures and tutorials. Verification: written and / or oral.</p> <p>III - Making judgments</p> <p>Personal, critical and problematic involvement in the proposed studies; Discussions and exercises within the group-class; Ability to self-reflection and critical educational and to cultural phenomena; Ability to problem analysis and educational phenomena, ability to analyze critically and to choose programs and training initiatives; Ability to self-evaluate the teaching and educational skills.</p> <p>Teaching provided: group discussions; presentation of content in a critical way, activation of reflection and problem-solving from the discussion of cases. Verification: relevant sections of the written and / or oral exam.</p> <p>IV - Communication skills</p> <p>Acquisition of appropriate language; Respect for the ideas of the interlocutors; Mastering various communication codes; Knowing how to communicate information about educational situations, about possible actions inspired from theoretical models and about the ways to control the outcome; Skills in managing the relationship and communication processes with students, families and other professionals; Skills to document interventions and to disseminate good practices.</p> <p>Teaching provided: lectures and tutorials. Verification: written and / or oral.</p> <p>V - Learning skills</p> <p>Personal, critical and creative elaboration of the issues; Acquisition and improvement of an original study method.</p> <p>Teaching provided: lectures and tutorials. Verification: written and / or oral.</p> |
| ASSESSMENT METHODS | <p>ONGOING EVALUATION: Semi-structured written test, consisting of stimulus questions (open and closed response), well-defined, clear and solely interpretable, allowing the student to formulate the answer and structured in such a way as to allow comparison.</p> <p>Through the written test will be: 1) knowledge of the object and method of the</p> |

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| | <p>history of education and the relationship with other disciplines; 2) the ability to hypothesize possible educational practices with reference to the theories studied; 3) the ability to handle the contents in a flexible and critical way; 4) the ability to objectively describe the reality of the history.</p> <p>B) Oral examination, with open questions specifically designed to test the expected learning outcomes, will tend to test 1) knowledge and understanding of the historical approach; 2) the ability to link theories and educational practices 3) the possession of adequate critical capacity in interpreting the texts; 4) the ability to grasp the present aspects of the history of pedagogy; 5) the ability to propose their own thinking by bringing arguments in support of what has been said.</p> <p>Grade in thirtieth or full marks.</p> <p>Distribution of votes</p> <p>30 - 30 or full marks: Advanced knowledge of topics and critical understanding of the theories and principles of discipline; b) Advanced ability to apply knowledge and problem solving also innovatively; c) Full property of specific language; d) Capacity to organize work autonomously and innovatively; 26-29: a) Comprehensive and specialist knowledge accompanied by critical awareness; B) Complete ability to apply acquired knowledge and develop creative solutions to abstract problems; c) Good mastery of specialized language; d) Capacity to independently organize the work; 22-25: a) Knowledge of the facts, principles, processes and general concepts of teaching; b) Basic skills to apply materials and methods of the teaching; c) Basic skills of specialized language; d) Basic skills of specialized language to organize in an autonomous way. 18-21: a) Minimal knowledge of the main subjects of the teaching; b) Minimal ability to apply the acquired knowledge independently; c) Minimal mastery of the technical language; d) minimal capacity to organize the work autonomously.</p> |
| EDUCATIONAL OBJECTIVES | <p>-Epistemological and theoretical knowledge of historical and educational subjects: the students are introduced to the knowledge of the current debate on the epistemological status of the History of education and the path that led to the current identity of the discipline.</p> <p>-Knowledge and methodological skills: the students learn the various methods of historical research and carry out independently, critically and personal research of educational history.</p> <p>-Knowledge of research tools historiography: the students recognize the specific methods of historical and pedagogical research in relation to the use of multiple sources (direct and indirect, written, oral, iconographic).</p> <p>-Application skills of learning in educational research: the students know how to apply the content and skills acquired in the concrete educational reality.</p> <p>-Ability to use libraries, archives, journals and periodicals: the students become familiar with the places where you can do a search of educational history.</p> <p>-Ability to develop a scientific method and personal study: the students carry out a critical and rigorous study of the educational history.</p> <p>-Capacity for critical and independent judgment on issues concerning the history of education: independent and critical judgment regarding the theories and educational practices of the history of education and the different interpretations developed over time.</p> <p>-Awareness of the interconnection relationship between the history of education, the social history of education and the history of philosophical thought: students understand the statute of noetic-historical study of pedagogy, the inseparable link between the history of education and the interpretation of history, or between the facts, theories, educational practices and the work of the historian.</p> <p>-Communication and interpersonal skills: the students are given the opportunity to clearly and consciously share the knowledge acquired in the field of historiography</p> <p>-Competence in using the basic vocabulary of the History of education: the students are able to recognize the specificity of each document that relates to the History of education.</p> |
| TEACHING METHODS | Frontal Lectures, exercises in the classroom |
| SUGGESTED BIBLIOGRAPHY | <p>TESTI DI RIFERIMENTO</p> <p>BELLINGRERI A. (A CURA DI), LEZIONI DI PEDAGOGIA FONDAMENTALE, LA SCUOLA, BRESCIA 2017</p> <p>CRISCENTI A. (A CURA DI), A PROPOSITO DELL'HISTORY MANIFESTO. NUOVE TENDENZE PER LA RICERCA STORICO-EDUCATIVA, EDIZIONI DELLA FONDAZIONE NAZIONALE "VITO FAZIO-ALLMAYER", PALERMO 2017</p> <p>ROMANO L. (A CURA DI), CAPITINI. EDUCAZIONE, RELIGIONE, NONVIOLENZA, LA SCUOLA, BRESCIA 2016</p> <p>DISPENSE A CURA DI LIVIA ROMANO</p> <p>TESTI CONSIGLIATI</p> <p>ROMANO L., LA PEDAGOGIA DI ALDO CAPITINI E LA DEMOCRAZIA. ORIZZONTI DI FORMAZIONE PER L'UOMO NUOVO, FRANCOANGELI, MILANO 2014</p> <p>D'ADDELFIO G., IN ALTRA LUCE. PER UNA PEDAGOGIA AL FEMMINILE,</p> |

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| | MONDADORI, MILANO 2016 REFERENCE TEXTS BELLINGRERI A. (ED.), LEZIONI DI PEDAGOGIA FONDAMENTALE, LA SCUOLA, BRESCIA 2017 CRISCENTI A. (ED.), A PROPOSITO DELL'HISTORY MANIFESTO. NUOVE TENDENZE PER LA RICERCA STORICO-EDUCATIVA, EDIZIONI DELLA FONDAZIONE NAZIONALE "VITO FAZIO-ALLMAYER", PALERMO 2017 ROMANO L. (ED.), CAPITINI.EDUCAZIONE, RELIGIONE, NONVIOLENZA, LA SCUOLA, BRESCIA 2016 LECTURE NOTES EDITED BY LIVIA ROMANO RECOMMENDED TEXTS ROMANO L., LA PEDAGOGIA DI ALDO CAPITINI E LA DEMOCRAZIA. ORIZZONTI DI FORMAZIONE PER L'UOMO NUOVO, FRANCOANGELI, MILANO 2014 D'ADDELFIO G., IN ALTRA LUCE. PER UNA PEDAGOGIA AL FEMMINILE, MONDADORI, MILANO 2016 |
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SYLLABUS

| Hrs | Frontal teaching |
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| 4 | Introduction to the History of Education |
| 4 | EDUCATION IN HISTORY |
| 4 | THE EDUCATION IN THE AGE 'MODERN. Eighteenth and nineteenth centuries. |
| 6 | THE EDUCATION IN THE TWENTIETH CENTURY |
| 4 | CONTEMPORARY ISSUES OF EDUCATION OF THE COMMUNITY ' |
| 3 | THE FUNDAMENTAL THEORY OF EDUCATION: IDENTITY , CONTENTS, METHODS |
| 4 | HISTORY MANIFEST AND THE NEW HISTORY OF EDUCATION |
| 2 | HISTORICAL-EDUCATIONAL RESEARCH IN ITALY |
| 4 | THE EDUCATIONAL VALUE OF HISTORY |
| Hrs | Practice |
| 2 | THE EDUCATIONAL PRINCIPLE OF THE CO-PRESENCE |
| 2 | EDUCATION TO THE COMMON GOOD SERVICE |
| 2 | EDUCATOR |
| 2 | COMMUNITY EDUCATION |
| 2 | EDUCATION TO CITIZENSHIP |