UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2022/2023
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE
SUBJECT	HISTORY OF THEORIES ON CHILDHOOD
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	10677-Attività formative affini o integrative
CODE	20702
SCIENTIFIC SECTOR(S)	M-PED/02
HEAD PROFESSOR(S)	ROMANO LIVIA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	8
INDIVIDUAL STUDY (Hrs)	160
COURSE ACTIVITY (Hrs)	40
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**ROMANO LIVIA** Monday 12:00 13:30 EDIFICIO 15 - VII PIANO - STANZA 013

PREREQUISITES	- Basic Notions of General Pedagogy - 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	I - Knowledge and understanding 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; Teaching provided: lectures and tutorials. Verification: written and / or oral. II - Applying knowledge and understanding 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. III - Making judgments 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. 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. IV - Communication skills 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. Teaching provided: lectures and tutorials. Verification: written and / or oral. V - Learning skills Personal, critical and creative elaboration of the issues; Acquisition and improvement of an original study method. Teaching provided: lectures and tutorials. Verification: written and / or oral.
ASSESSMENT METHODS	A) ONGOING EVALUATION: Structured or 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. B) 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.
Through the written tests will be: 1) knowledge of the object and method of the history of education and the relationship with other disciplines; 2) the ability to hypothesize possible educational practicies 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.
C)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.

Grade in thirtieth or full marks.
Distribution of votes
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.

EDUCATIONAL OBJECTIVES	-Epistemological and theoretical knowledge of historical and educational subjects about early childhood: the students are introduced to the knowledge of the current debate on the epistemological status of the History of education of early childhood and the path that led to the current identity of the discipline. -Knowledge and methodological skills: the students learn the various methods of historical research and carry out independently, critically and personal research of educational history. -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). -Application skills of learning in educational research: the students know how to apply the content and skills acquired in the concrete educational reality. -Ability to use libraries, archives, journals and periodicals: the students become familiar with the places where you can do a search of educational history. -Ability to develop a scientific method and personal study: the students carry out a critical and rigorous study of the educational history about early childhood . -Capacity for critical and independent judgment on issues concerning the history of education of early childhood: independent and critical judgment regarding the theories and educational practices of the history of education and the different interpretations developed over time. -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. -Communication and interpersonal skills: the students are given the opportunity to clearly and consciously share the knowledge acquired in the field of historiography -Competence in using the basic vocabulary of the History of education of early childhood: the students are able to recognize the specificity of each document that relates to the History of education.
TEACHING METHODS	Frontal Lectures, exercises in the classroom
SUGGESTED BIBLIOGRAPHY	TESTI DI RIFERIMENTO E. Scaglia, La scoperta della prima infanzia: Per una storia della pedagogia 0-3. vol. 1 - Dall'antichità a Comenio, Edizioni Studium, Roma 2020. E. Scaglia, La scoperta della prima infanzia: Per una storia della pedagogia 0-3. Vol. 2 - Da Locke alla contemporaneità', Edizioni Studium, Roma 2020. DISPENSE A CURA DI LIVIA ROMANO REFERENCE TEXTS E. Scaglia (2020). The discovery of early childhood: For a history of the educational theories 0-3. vol. 1 - From antiquity to Comenius. Rome: Studium

Editions.
E. Scaglia (2020). The discovery of early childhood: For a history of the educational theories 0-3. Vol. 2 - From Locke to contemporaneity. Rome: Studium Editions.
Handouts by the teacher.

SYLLABUS

Hrs	Frontal teaching
5	IDENTITY OF HISTORY OF EDUCATION OF EARLY CHILDHOOD: THE HISTORIOGRAPHICAL DEBATE IN THE TWENTIETH CENTURY AND ITS EDUCATIONAL CONSEQUENCES.
5	ANCIENT EDUCATION: THE PAIDEIA (GREECE), THE HUMANITAS (ROME) AND THE EDUCATIONAL REVOLUTION OF CHRISTIANITY
5	MEDIEVAL AND MODERN EDUCATION: FROM THE PERFECTIO CRISTIANA TO THE DIGNITAS HOMINIS TO THE BILDUNG
5	THE EDUCATION OF EARLY CHILDHOOD IN THE NINETEENTH CENTURY: THE ROMANCE AND THE POSITIVISM
5	THE FIRST '900: BETWEEN THE CENTURY OF THE CHILD AND NEW EDUCATION
5	THE SECOND '900 AND THE DEVELOPMENT OF NEW THEORIES ABOUT THE FIRST CHILDHOOD

Hrs	Practice
10	Critical reading and analysis of the passages chosen by the teacher