



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2022/2023		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
SUBJECT	HISTORY OF PRIMARY AND CHILDREN'S SCHOOL		
TYPE OF EDUCATIONAL ACTIVITY	A		
AMBIT	70001-Storia della pedagogia		
CODE	16034		
SCIENTIFIC SECTOR(S)	M-PED/02		
HEAD PROFESSOR(S)	ROMANO LIVIA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	147		
COURSE ACTIVITY (Hrs)	53		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	5		
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		

PREREQUISITES	<p>Basic Notions of General Pedagogy The knowledge of the Italian History from 1861 to today To know how to read a historical text The ability to select the most important information from an historical text The ability to organize the learned knowledge knowing how to structure it in a logical way. The ability to look in a critical way among the contemporary issues</p>
LEARNING OUTCOMES	<p>I - Knowledge and understanding Critical knowledge of the main pedagogical and didactic models complemented by developmental psychology elements and education to understand the students in a better way; Knowledge on the child development with reference to the following processes: sensory, attention, Memory language, thinking, reasoning and problem solving; Knowledge of the motivational sphere and the emotional-affective dimension together with the processes of socialization; Deep knowledge, critical and personal development of the proposed themes; A scientific approach and understanding of theoretical foundations and the scientific language of the discipline; Critical knowledge 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 Experiential application of the conceived ideas in practical situations; Planning educational interventions to respond to complex needs; Skills systematic observation of child behavior; Possessing teaching skills; Ability to organize the classroom as a learning environment and community, mastering a variety of teaching methods that help the learning process; Ability to adopt and use integrated teaching strategies and flexible ones according to the needs and the actual learning processes of the pupils; Ability to design flexible learning pathways and appropriate ones to the needs and level of pupils; Ability to organize and carry out educational interventions matching the skills acquired and discovering the specificity of the class group to which the educational actions are addressed; Promote the intrinsic motivations in the students; Ability in selecting the valuation models, in building and taking appropriate tools to assess learning processes and products; Ability to use technologies for teaching so to optimize their uses and be able to apply them in the classroom; 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.</p> <p>Teaching provided: lectures and tutorials. Verification: written and / or oral.</p> <p>III - Making judgments</p> <p>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 Acquisition of appropriate language; Respect for the ideas of the interlocutors; Mastering various communication codes; Knowing how to communicate information about educational and teaching 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 Taking Responsibility for contributing to the knowledge and practice of the</p>

	<p>teaching profession; 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.</p>
ASSESSMENT METHODS	<p>A) ONGOING EVALUATION: Sctructured 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 the school 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. C) Oral examination (Interview), with open questions specifically designed to test the expected learning outcomes, will tend to test 1) knowledge and understanding of the historiographical approach; 2) the ability to link theories and school practices 3) the possession of adequate critical capacity in interpreting the texts; 4) the ability to grasp the present aspects of the history of school; 5) the ability to propose their own thinking by bringing arguments in support of what has been said. 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) Basilari's ability to apply material teaching methods and teaching information c) Basic mastery of specialized language d) Basilari's ability to organize in Work autonomously 18-21: a) Minimum knowledge of the main subjects of the teaching b) Minimum ability to apply the acquired knowledge independently c) Minimal mastery of the technical language d) Minimum capacity to organize the work autonomously</p>
EDUCATIONAL OBJECTIVES	<p>Epistemological and theoretical knowledge of the history of primary and children school: the students are introduced to the knowledge of the current debate on the epistemological status of the school's history 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 school history. Knowledge of research tools historiography: the students recognize the specific methods of historical and pedagogical research in relation to the school and 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 school history. Ability to develop a scientific method and personal study: the students carry out a study not mnemonic, but critical and rigorous, history of primary and children school. Capacity for critical and independent judgment on issues concerning the history of the school: independent and critical judgment regarding the theories and educational practices of the history of the school and the different interpretations developed over time. Awareness of the interconnection relationship between the history of educational institutions, the history of education, the social history of education and history of philosophical thought: students understand the statute of noetic-historical study of pedagogy, the inseparable link between the history of the school 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, teaching and school Competence in using the basic vocabulary of the History of primary and children school: the students are able to recognize the specificity of each document that relates to the History of the school.</p>

TEACHING METHODS	Frontal Lectures, exercises in the classroom
SUGGESTED BIBLIOGRAPHY	<p>TESTI DI RIFERIMENTO CHIOSSO G., ALFABETI D'ITALIA. LA LOTTA CONTRO L'IGNORANZA NELL'ITALIA UNITA, SEI, TORINO 2011 (versione gratuita scaricabile online) BORGHI L., EDUCAZIONE E AUTORITA' NELL'ITALIA MODERNA, EDIZIONI JUNIOR 2021 ROMANO L., COMUNITA', SCHOLE' 2022 DISPENSE A CURA DI LIVIA ROMANO</p> <p>REFERENCE TEXTS CHIOSSO G. (2011) ALPHABETS OF ITALY. THE FIGHT AGAINST IGNORANCE IN UNITED ITALY, SEI, TURIN 2011 (free version downloadable online) BORGHI L., EDUCAZIONE E AUTORITA' NELL'ITALIA MODERNA, EDIZIONI JUNIOR 2021 ROMANO L., COMUNITA', SCHOLE' 2022 LECTURE NOTES EDITED BY LIVIA ROMANO</p>

SYLLABUS

Hrs	Frontal teaching
2	IDENTITY OF THE HISTORY OF PRIMARY AND NURSERY SCHOOL: THE HISTORIOGRAPHICAL DEBATE IN THE TWENTIETH CENTURY AND ITS EDUCATIONAL CONSEQUENCES
3	THE QUESTION OF ILLITERACY IN ITALY IN NINETEENTH: CHILDHOOD
2	THE FIRST PROGRAMS FOR PRIMARY SCHOOL: ADVANTAGES AND LIMITATIONS
2	POPULAR EDUCATION AND CATHOLICS
2	THE CONQUEST OF THE MAGISTRALE PROFESSION
2	THE LITERATURE FOR CHILDREN AND THE EDUCATIONAL PUBLISHING
3	THE TWENTIETH CENTURY AND THE SCHOOL DURING FASCISM: THE GENTILE'S REFORM AND THE LOMBARDO RADICE'S PROGRAMMES
3	THE DEMOCRATIC SCHOOL OF THE FIRST REPUBLIC: THE EDUCATIONAL DEBATE AND THE FAILURE REFORM
3	THE CHILD SCHOOL DURING THE YEARS OF YOUTHFUL CHALLENGE
3	THE SECOND '900 AND THE REFORM OF THE PRIMARY AND CHILDREN SCHOOL
3	BETWEEN XX AND XXI CENTURY: THE MORATTI'S AND GELMINI'S REFORMS
2	THE RENZI'S GOOD SCHOOL: THE PRIMARY AND THE CHILD SCHOOL IN THE LAW 107
4	COMMUNITY AS EDUCATIONAL NEED
5	COMMUNITY IN THE HISTORY OF PEDAGOGY
4	COMMUNITIES IN THE POST-MODERN AGE
Hrs	Practice
10	CRITICAL READING OF LAMBERTO BORGHI'S BOOK