



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2016/2017		
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE		
SUBJECT	HISTORY OF PEDAGOGY		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50076-Discipline pedagogiche e metodologico-didattiche		
CODE	06946		
SCIENTIFIC SECTOR(S)	M-PED/01		
HEAD PROFESSOR(S)	ROMANO LIVIA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	9		
INDIVIDUAL STUDY (Hrs)	165		
COURSE ACTIVITY (Hrs)	60		
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		

<b>PREREQUISITES</b>	<ul style="list-style-type: none"><li>- Basic Notions of General and Social Pedagogy</li><li>- Basic Notions of Modern and Contemporary History</li><li>- To know how to read a historical text</li><li>- To select the most important information of a historical text</li><li>- To know how to organize the knowledge</li><li>- To know how to logically structure the knowledge</li><li>- To be critical in the contemporary age issues</li></ul>
<b>LEARNING OUTCOMES</b>	<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.</p> <p>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>
<b>ASSESSMENT METHODS</b>	<p>- Oral Examination (Interview) - Grade in thirtieth or full marks: the interview aims to assess if you have skills and disciplinary knowledge provided by the course. The open and semi-structured inputs will be constructed regarding the learning outcomes and they will be organized to enable the student to develop on its own the answer and to reflect about the theoretical and methodological</p>

	<p>study.</p> <p>- ONGOING EVALUATION - Written semistructured test (questions and short essay) - Grade in thirtieth - The written test aims to assess if you have skills, competencies and knowledge acquired through the critical analysis of the issues learned during the course. The inputs, well-defined, clear and interpretable, allow to formulate an independent response, and are structured in such a way to make possible the comparability within the limits that define a track for the answer. (Length parameters, hierarchy of topics, concepts, level of generalization). Their structure includes: a) an articulated series of closed inputs; b) open answers within the posed limits in such a way that you make them comparable with predetermined correction criteria.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<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>
<b>TEACHING METHODS</b>	Frontal Lectures, exercises in the classroom
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>G. Chiosso, Novecento Pedagogico, (nuova edizione riveduta e ampliata), La Scuola, Brescia 2012</p> <p>L. Romano (a cura di), Capitini. Educazione, religione, nonviolenza, La Scuola, Brescia 2016</p> <p>Lezioni di storia della pedagogia (dispense a cura del docente che saranno fornite durante il corso)</p> <p>1 testo a scelta tra i seguenti:</p> <p>L. Romano, La pedagogia di Aldo Capitini e la democrazia. Orizzonti di formazione per l'uomo nuovo, Francoangeli, Milano 2014</p> <p>G. D'Addelfio, In altra luce. Per una pedagogia al femminile, Mondadori, Milano 2016</p> <p>A. Criscenti (a cura di), Nuovi orientamenti di storiografia contemporanea e implicanze nella ricerca storico-educativa, Edizioni della Fondazione Nazionale Vito Fazio-Allmayer, Palermo 2016</p>

## SYLLABUS

Hrs	Frontal teaching
5	IDENTITY OF HISTORY OF EDUCATION: THE HISTORIOGRAPHICAL DEBATE IN THE TWENTIETH CENTURY AND ITS EDUCATIONAL CONSEQUENCES
3	ANCIENT EDUCATION: THE PAIDEIA (GREECE), THE HUMANITAS (ROME) AND THE EDUCATIONAL REVOLUTION OF CHRISTIANITY
3	MEDIEVAL AND MODERN EDUCATION: FROM THE CRISTIAN PERFECTION TO THE DIGNITAS HOMINIS AND TO THE BILDUNG
4	THE EDUCATION IN THE NINETEENTH CENTURY: THE ROMANTICISM AND THE POSITIVISM
10	THE FIRST '900 AND THE NEW EDUCATION, THE EDUCATIONAL ACTIVISM, THE NEO-IDEALISTIC EDUCATION, THE PEDAGOGICAL PERSONALISM, THE CATHOLIC EDUCATION
10	THE SECOND '900: THE EDUCATIONAL THEORIES OF THE CRISIS, THE PEDAGOGY AND THE SCIENCES OF EDUCATION, THE POST-WAR AND THE RECONSTRUCTION OF DEMOCRACY
10	THE ALDO CAPITINI'S EDUCATION: DEMOCRACY, EDUCATION, RELIGION AND NONVIOLENCE

Hrs	Practice
15	CRITICAL READING OF CAPITINI'S EDUCATIONAL TEXTS PROPERLY SELECTED AND STUDY OF THE THEMES THROUGH DOCUMENTS SEARCH