

Syllabus

Course Description

Course Title	Historical and Comparative Pedagogy
Course Code	300000
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin; Italian
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Paul Videsott, Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24 Dott. Mag. Mario Falanga, mario.falanga@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/342 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 dr. Francesca Schir, Francesca.Schir2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38524 PhD Francesca Ravanelli, Francesca.Ravanelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34951
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	9

Teaching Hours	68
Lab Hours	16
Individual Study Hours	141
Planned Office Hours	27
Contents Summary	Through a historical and comparative perspective, the course examines the main conceptualisations of education and childhood in educational theory, as well as the development of school systems and inclusion policies at the European, national, regional, and provincial levels.
Course Topics	Topics covered in the course: - the historical evolution of pedagogical theories and educational models from antiquity to the present day; - the historical development of European school systems; - the development of primary and pre-school education in Europe and Italy, with particular attention to the main pedagogical models and the figures who have influenced their evolution; - the history of educational institutions and regional/provincial education policies, with reference to the Provincial Guidelines for pre-school education and the first cycle of education in the province of Bolzano, the Provincial Curricula for the first cycle of education, and the Guidelines for educational activities in pre-school education in the province of Trento. - the evolution of language policies and multilingual education in Trentino-Alto Adige; - a comparative analysis of international policies on inclusion and a comparative analysis of education systems in Europe, taking into account the diversity of differences beyond disability.
Keywords	History of education, comparative education, inclusive education
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The course will include lectures, an online seminar and a practical laboratory.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding - describe the development of the major educational theories and education systems from antiquity to the present day; - explain the foundations of comparative education and the main

	approaches to comparing education systems; - describe the historical development of school systems at the national, regional, and provincial levels, situating them within the broader European context; - identify the main international frameworks and European policies on inclusive education, as well as the key features of selected European education systems and their respective models of inclusion. Applying knowledge and understanding - use historical and comparative educational concepts to interpret contemporary educational phenomena; - analyse legislative documents, educational policies, and historical sources related to school systems; - establish connections between educational models, historical contexts, and educational practices; - critically compare different inclusive policies and practices from a European perspective. Judgement - recognise the influence of historical, cultural, and political contexts on the development of education systems; - formulate well-reasoned evaluations of the evolution of educational and school policies; - critically discuss the strengths and limitations of different educational models and education systems. Communication and learning strategies - use the terminology of educational sciences, the history of education and comparative education appropriately; - present and justify analyses of educational phenomena and school policies by drawing on historical, scientific and legislative sources; - independently identify, analyse, and use bibliographical, documentary and legislative sources in the fields of the history of education and comparative education.
Specific Educational Objectives and Learning Outcomes (additional info.)	

Assessment	Assessment consists of a written examination and an evaluation of the portfolio compiled during the laboratory. The written examination comprises eight questions, distributed in proportion to the credit weighting of the modules: five questions relating to the module on the History of Pedagogy and Comparative Pedagogy, one question relating to the seminar on the History and Evolution of the School System in South Tyrol, and two questions relating to the module on Policies and Practices of Inclusion in the European Context. For the laboratory, students will compile a portfolio containing the materials produced during the workshop activities, accompanied by a reflective essay.
Evaluation Criteria	For the written examination, the questions relating to each module will be assessed separately and each module will be marked out of 30. The portfolio produced as part of the laboratory will also be marked out of 30. The final mark for the course will be determined by the weighted average of the marks achieved in the various components of the examination, according to their respective weighting in terms of credits. To pass the examination, students must achieve a mark of at least 18/30 in each module. Should the final mark be insufficient, the positive marks (18/30 or above) achieved in the individual modules will remain valid and will be recognised in subsequent examination sessions.
Required Readings	Unesco (2017). A guide for ensuring inclusion and equity in education. A Guide for ensuring inclusion and equity in education - UNESCO Digital Library Geschichtliche Umrissse der Ladinischen Schule in Südtirol. Beiträge zum Tag der ladinischen Kultur 2004, red. v. Josef Fontana/ Katharina Tasser, Bozen: Veröffentlichung des Amtes für ladinische Kultur und Schule 2006 Estratti di testi di diversi autori (Rousseau, Dewey, Freire, Zavalloni, Montessori, Froebel, Freinet, don Milani, Lodi, Bruner, Morin, Goleman, Rodari) forniti dalle docenti di laboratorio
Supplementary Readings	

Further Information	
Sustainable Development Goals (SDGs)	Quality education, Peace, justice and strong institutions, Reduced inequalities

Course Module

Course Constituent Title	History of Education and Comparative Education
Course Code	300000A
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	Dott. Mag. Mario Falanga, mario.falanga@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/342
Teaching Assistant	
Semester	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15
Contents Summary	The lecture covers topics within the field of the history of pedagogy and education, including the history of educational theories and methods, the history of schools and educational institutions, and comparative education.
Course Topics	History of theories and methods in pedagogy and education: from antiquity to contemporary pedagogies. History of nursery and primary schools from the Unification of Italy to the present day. Foundations, definitions, key players, aims and history of comparative education. Focus on the contemporary era: new skills; critical and postcolonial approaches.
Teaching Format	Interactive lectures, supplemented by opportunities for discussion and critical analysis of the sources.
Required Readings	H.E. Cavallera (2017). <i>Storia delle dottrine e delle istituzioni</i>

	<i>educative</i>, La Scuola, Brescia. S. Barbieri-A. Gaudio-G. Zago (2020), <i>Manuale di educazione comparata. Insegnare in Europa e nel mondo</i>, Scholé, Brescia.
Supplementary Readings	

Course Module

Course Constituent Title	History and Development of the School System in South Tyrol (sem.)
Course Code	300000B
Scientific-Disciplinary Sector	PAED-01/B
Language	Ladin
Lecturers	Prof. Dr. Paul Videsott, Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24
Teaching Assistant	
Semester	Second semester
CP	1
Responsible Lecturer	
Teaching Hours	12
Lab Hours	0
Individual Study Hours	13
Planned Office Hours	3
Contents Summary	The course covers the most significant events in the history of education in Tyrol and Ladinia from the perspective of the Dolomiti valleys, always within a European context.
Course Topics	The development of the school system in Tyrol and Ladinia – The Latin schools – The Maria Theresan-Reform – Multilingualism in Ladin schools in the 19th century – The "Enneberger Schulstreit" – The First World War, Fascism, the Option and the Second World War – The "paritetico" school system – The school systems in the Ladin valleys of the provinces of Trento and Belluno – Key teaching materials – Key teaching methods

Teaching Format	The seminar takes place remotely.
Required Readings	Geschichtliche Umrissse der Ladinischen Schule in Südtirol. Beiträge zum Tag der ladinischen Kultur 2004, red. v. Josef Fontana/ Katharina Tasser, Bozen: Veröffentlichung des Amtes für ladinische Kultur und Schule 2006
Supplementary Readings	Zacan y incö. Jí a scora tles valades ladines, ed. Stefan Plancker y Katharina Moling, San Martin de Tor: Museum Ladin, 2018

Course Module

Course Constituent Title	History of Childhood Education (lab.)
Course Code	300000C
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	dr. Francesca Schir, Francesca.Schir2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38524 PhD Francesca Ravanelli, Francesca.Ravanelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34951
Teaching Assistant	
Semester	Second semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppo 1: dr. Francesca Schir Gruppo 2, 3 e 4: PhD Francesca Ravanelli
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	The laboratory aims to develop the future teachers' competences in analysing and reconstructing the relationships between general history, the history of pedagogy and education, and educational

	models and practices for early childhood, with particular focus on current educational models in Europe and Italy.
Course Topics	The historical origins of the concept of childhood; lines of continuity and development across pedagogical theories and models; the legacy of the great masters and mistresses for contemporary teaching practice (new tools, environments and languages), with a particular focus on nursery schools.
Teaching Format	The methodological approach will be workshop-based, organised around cooperative learning methods and centred on groups engaged in historical analysis and reconstruction with a view to bringing history to life. Using primary and secondary sources – both iconographic and textual – students will, through individual and group discussion, produce historical research outputs that demonstrate their ability to apply the skills they have acquired to a practical task. The use of digital tools and environments is envisaged to enhance opportunities for interaction and knowledge-sharing between groups, thereby enabling students to gain practical experience of new perspectives on digital competence within pedagogical and didactic research.
Required Readings	-Estratti di testi di diversi autori (Rousseau, Dewey, Zavalloni, Montessori, Froebel, Freinet, don Milani, Lodi, Bruner, Morin, Goleman, Rodari) forniti dalle docenti -Provincia Autonoma di Trento, Piani di studio provinciali. Primo ciclo di istruzione. Linee guida per l'elaborazione dei piani di studio delle istituzioni scolastiche. https://www.vivoscuola.it/Schede-informative/Piani-di-studio-PRIMO-CICLO -Indicazioni provinciali per la scuola dell'infanzia e per il primo ciclo di istruzione, lingua italiana, provincia di Bolzano. https://scuola-italiana.provincia.bz.it/it/scuola-carattere-statale/indicazioni-provinciali, verificato 20/07/26
Supplementary Readings	

Course Module

Course Constituent Title	Policies and Practices of Inclusion in the European Context
Course Code	300000D
Scientific-Disciplinary Sector	PAED-02/A

Language	Italian
Lecturers	Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	16
Lab Hours	0
Individual Study Hours	34
Planned Office Hours	6
Contents Summary	The course analyzes European educational policies on inclusion in relation to legal frameworks, institutional strategies, and school practices. It promotes a comparative perspective on education systems and their approaches to diversity. The focus is on the role of schools in fostering equity and participation. The course develops a critical understanding of inclusion in the European context.
Course Topics	Educational inclusion and fundamental rights: definitions in educational literature and international documents; European policies on inclusion: a comparative analysis of education systems, with a particular focus on Italy, Portugal and Austria; Inclusive practices and social cohesion: a comparative analysis beyond the focus on pupils with disabilities.
Teaching Format	A discussion-based lesson and group work on the comparative analysis of education systems.
Required Readings	Unesco (2017). A guide for ensuring inclusion and equity in education. A Guide for ensuring inclusion and equity in education - UNESCO Digital Library
Supplementary Readings	