Syllabus

Course Description

Course Title	Didactics of History and Geography 1 - Basics
Course Code	11411
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	Dott. Dario Ghelfi, Dario.Ghelfi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/422 Prof. Andrea Di Michele, Andrea.DiMichele@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34120 dr. Simona Galateo, Simona.Galateo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49107 dr. Agnese Ghezzi, Agnese.Ghezzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/51406
Teaching Assistant	
Semester	Second semester
Course Year/s	2
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150

Planned Office Hours	30
Contents Summary	The module aims to introduce students to the fundamentals of the epistemology and methodology of history and geography and their didactics. The didactic implementation of knowledge and skills is carried out with particular regard to pupils in the age group (0)-2-7 years.
Course Topics	See the individual course modules
Keywords	History, Geography, Historical Sources, Humans and the Environment
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See individual course modules
Mandatory Attendance	According to the teaching regulations
Specific Educational Objectives and Learning Outcomes	- Knowledge of epistemological and methodological principles of historiography and geography - Knowledge of the method of constructing historical knowledge - Knowledge of the method of constructing geographical knowledge - Knowledge of the relationship between historiography and history teaching in preschool and primary school. preschool and primary school - Methodological and didactical skills for the promotion of historical awareness individual in children between the ages of 2 and 12 years - Ability to autonomously interpret the texts of the national and provincial guidelines and to take them into account appropriately in the planning and implementation of activities in pre-school and primary school (up to class II) - Historical and geographical skills and knowledge, appropriate to promote the orientation, in time and space, of children from 2 to 7 years of age - Ability to guide children in learning the instruments of time measurement daily. The course aims to enable the student to achieve the following

	learning outcomes, which will be completed in the module planned for the 3rd year of the course. Knowledge and ability to understand: At the end of the course the student will have to demonstrate that he/she knows the theoretical foundations and scientific languages of historical and geographical theory and research and that he/she understands the themes and problems relating to the teaching of history and geography in the ages (0)-2-7 and its cultural and civic aims. He/she will also acquire fundamental geographical concepts and a set of tools to describe, explain and interpret the territory. Applied knowledge and understanding: The student will have to acquire the ability to apply their knowledge and understanding to the effective didactic transposition of the teaching content. And this will take place, for example, through the planning of didactic actions and history workshops in their different variants and with the use of different sources and materials. The student at the end of the course will be able to grasp the contribution made by geography and history to the study of the man-environment relationship through the understanding of its paradigms. Autonomy of judgement: The student will have to demonstrate not only that he/she possesses knowledge relating to the themes dealt with in the course for history and geography, but also that he/she is able to discuss them adequately, reflecting on them autonomously and formulating interpretative hypotheses on the efficacy of didactic choices and orientations. Communication skills: The student will have to exhibit the ability to clearly express the contents of the course by explaining their meaning, the ability to communicate through the use of specific disciplinary language, the ability to argue on themes and problems characteristic of history and geography. Ability to learn: At the end of the course the student will have acquired a good autonomy in the reading of study materials and didactic materials inherent to the course, the ability to evaluate the effectiveness of certain didactic choices, the ability to formulate self-evaluation questions.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The module consists of lectures and workshops.

	For the lecture part, the examination is written with test questions. For the laboratory part, the examination consists of a paper or papers. In the event of a negative assessment for the entire module examination, the examination must be repeated. It should be borne in mind that according to the examination regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations on Proficiency Examinations).
Evaluation Criteria	The final grade is awarded collegially by the lecturers, averaging the marks obtained in the individual parts (history lessons and workshop, geography lessons and workshop), weighted in proportion to the respective number of CFUs. For the written test, the following are considered and assessed: relevance, clarity of argument, capacity for critical analysis, ability to re-elaborate, language property. For the exercises, the following are considered and assessed: quality and quantity of information, relevance, structure of cognitive operations, clarity of argument, formal correctness, effectiveness of iconic integrations. Sufficiency in all activities is required for passing the module.
Required Readings	For Didattica della storia, fondamenti teorico-metodologici: Walter Panciera, *Insegnare storia nella scuola primaria e dell'infanzia*, Roma, Carocci, 2016 Francesco Monducci, Agnese Portincasa (ed.), *Insegnare storia nella scuola primaria. Il laboratorio storico e altre pratiche attive*, Torino, UTET Università, 2023, chapters 1, 3, 4, 9, 20 F. Braudel, *Storia. Misura del mondo*, Il Mulino, 2015 For Didattica della geografia lezione Greiner A. L., Dematteis G., Lanza C. (2019), Human Geography. A visual approach, UTET Universita`. Lando. F. (2020), Per una storia del moderno pensiero geografico. Significant Passages, FrancoAngeli.

	For Teaching History, Laboratory The lecturer will provide reference materials and bibliography during the course. For Teaching Geography Laboratory The online open access journal J-Reading - *Journal of Research and Didactics in Geography* (http://www.j-reading.org/index.php/geography) The website and social channels of the Italian Association of Geography Teachers (http://www.aiig.it). The journal *Ambiente Societa` e Territorio*. Geography in schools (http://aiig.it/rivista/) available online and in part at the library of the Brixen branch. Working materials distributed during classroom activities.
Supplementary Readings	For Didattica della storia, fondamenti teorico-metodologici: Ivo Mattozzi, *Pensare la storia da insegnare*, Vol. 1: *Pensare la storia*, Castel Guelfo di Bologna (BO), Cenacchi, 2011 Francesco Monducci (ed.), *Insegnare storia. Il laboratorio storico e altre pratiche attive*, 3. ed., Torino, UTET Università, 2018 Elena Musci (ed.), *Metodi e strumenti per l'insegnamento e l'apprendimento della storia*, Napoli, Edises, 2014 Walter Panciera, Andrea Zannini, *Didattica della storia. Manuale per la formazione per gli insegnanti*, 3. ed., Firenze, Le Monnier Università, 2013 Germana Brioni, Luciana Coltri, Maria Teresa Rabitti, *Insegnare e apprendere storia e geografia con le Indicazioni nazionali*, Giunti scuola, Firenze 2016 (only the part about History) For Didattica della geografia lezione: Giorda C. (2014), *Il mio spazio nel mondo. Geografia per la scuola*

	dell'infanzia e primaria, Carocci. Fouberg E. H., Murphy A. B., de Blij H. J. (2010), *Geografia umana. Culture Society Space*, Zanichelli. For Teaching Geography Workshops: Giorda C. (2014), *Il mio spazio nel mondo. Geografia per la scuola dell'infanzia e primaria*, Carocci Guaran A. (2011), *Infanzia, spazio e geografia. Riflessioni ed esperienze educative*, Pàtron De Vecchis G. e Morri R. (2010), *Disegnare il mondo. Il linguaggio cartografico nella scuola primaria*, Carocci Pasquinelli d'Allegra D. (2010), *Una geografia… da favola. Miti e fiabe per l'apprendimento*, Carocci
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Didactics of History: Theoretical and Methodological Basics
Course Code	11411A
Scientific-Disciplinary Sector	HIST-03/A
Language	Italian
Lecturers	dr. Agnese Ghezzi, Agnese.Ghezzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/51406
Teaching Assistant	
Semester	Second semester
CP	4
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	70

Planned Office Hours	12
Contents Summary	The course will be divided into three parts: - the first dedicated to epistemological and methodological reflection on history as a discipline of study and research; - the second dedicated to the teaching of history at school, yesterday and today, between reforms and the current regulatory framework; - the third dedicated to activities to be carried out in kindergarten and in the first two classes of primary school in order to form the first dispositions to the study of history in pupils aged 2-7. The first part will provide a general overview of the scientific status of history and its cognitive and communicative processes. It will delve into its cultural and educational purposes and its more general social function. It will show the evolution of the discipline and the way of doing history, with a special focus on the question of the use of sources. It will expound the historical method by explaining how the historian constructs historical knowledge, how he or she uses traces as sources, how he or she produces direct and inferential information, how he or she proceeds in the elaboration of knowledge through the composition of the historical text. The second part will shift the focus to the relationship between historiographical knowledge and the teaching of history. It will show the relationships between the evolution of historiographic reflection and the transformations in the way history is taught at school, focusing on some current points of tension between debates and reforms regarding teaching objectives and methods. It will present the essential contents of the national indications and the provincial guidelines of Bolzano and Trento. It will illustrate the various forms of history didactics at school, from traditional didactics to the history didactics workshop, from the use of the teaching aid to the use of new technologies. The third part will show the activities that can form the first dispositions for the study of history in children aged 2-7, from the knowledge of measuring instruments of everyday time to the use of children's own experiences, etc.
Course Topics	- How to think history as a discipline: epistemology and methodology. - How the historian constructs historical knowledge. The

	relationship between knowledge of the present and knowledge of the past - How objects become traces, sources, documents - Time and space - The sources and their interpretation - The structure of the historical text - Historiographical genres - The teaching of history in the Italian school between reforms and failed reorganisations - From historical methodology to didactics - Historical and didactic research in the curriculum - National indications and provincial guidelines - Forms and practices of history teaching - Didactic tools and new technologies - Educational use of cultural heritage (museums, archives, archaeological sites, urban and rural landscape) - History on a local scale and the teaching of history - The reconstruction of lived experiences to initiate 2-7 year old pupils in acquiring the elementary skills of representing facts from the past.
Teaching Format	Lectures accompanied by the presentation of slides and possibly the distribution of materials prepared by the lecturer. Analysis of historical texts and group discussions. Exploration of online resources related to didactics and historical communication.
Required Readings	• Walter Panciera, *Insegnare storia nella scuola primaria e dell'infanzia,* Roma, Carocci, 2016. • Francesco Monducci, Agnese Portincasa (a cura di), *Insegnare storia nella scuola primaria. Il laboratorio storico e altre pratiche attive*, Torino, UTET Università, 2023, capp. 3, 6, 9, 13, 20. • Edward Carr, *Sei lezioni sulla storia*, Torino, Einaudi, 2019 (I edizione 1966).
Supplementary Readings	

Course Module

Course Constituent Title	Didactics of History with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	11411B

Scientific-Disciplinary Sector	HIST-03/A
Language	Italian
Lecturers	Prof. Andrea Di Michele, Andrea.DiMichele@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34120
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppi 1,2 e 3: Prof. Andrea Di Michele
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The course will alternate lessons, didactic outings and/or workshop activities strongly integrated with the teaching of Didactics of History: Theoretical-Methodological Foundations Teaching 1 in order to promote the professional teaching skills required to design and implement the history curriculum in pre-primary and primary schools, required by the national indications and provincial guidelines. Also through targeted educational outings, teaching will illustrate to students the educational potential of the cultural heritage present in the area (urban and rural landscape, museums and archives). Skills will be provided for constructing activities that foster in young learners the basic concepts of past, present, future, succession, contemporaneity, duration, chronology, etc. Skills will be provided to design teaching activities with the use of sources.
Course Topics	- The cognitive and operational skills involved in history formation with a focus on temporal operations (draw time, before, after, then, at the same time, the cycle of seasons, etc.), and orientation in space (here, above, below, near, far from ..) - The didactics of scripts to reorganise completed experiences - The didactic potential of the area's cultural heritage (urban and rural landscape, archives, museums, etc.)

	- The planning of didactic historical research with the use of traces present in the child's everyday life - The school past: the reorganisation of the nursery school or first grade primary school experience for the construction of a personal and collective past close in time and contextualised in the territory.
Teaching Format	Presentation and commentary of examples of learning units, educational outings, participative lessons, exercises and workshops, realisation of UDAs.
Required Readings	The lecturer will provide reference materials and bibliography during the course.
Supplementary Readings	

Course Module

Course Constituent Title	Didactics of Geography: Theoretical and Methodological Basics
Course Code	11411C
Scientific-Disciplinary Sector	GEOG-01/A
Language	Italian
Lecturers	Dott. Dario Ghelfi, Dario.Ghelfi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/422
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	The course aims to provide the conceptual and methodological tools of the Didactics of Geography. The historical evolution of geographical thought and the theoretical framework of the discipline (main phases of epistemological, conceptual and methodological reflection on geography) will be presented, together with the main paradigms and their worldviews. In

	particular, the course aims to: - Examine the methods and tools for geographical analysis; - Review the evolution of Geography teaching; - Deepen the object of study of the discipline and its educational purposes; - Highlighting the links between Geography and History in research and teaching. Particular attention will be given to knowledge related to landscape, population geography, transformations of the rural and urban world, environmental sustainability, globalisation and international migrations. In particular, the dimensions of education for sustainability` and education for interculturality` will be explored.
Course Topics	The student will acquire adequate knowledge of the fundamental concepts and tools of the discipline of geography. - Concepts of space, territory, landscape, environment, place and region; - The main paradigms characterising the historical evolution of geographical thought; - The geographical cartographic representation; - The sources for the construction of geographical knowledge; ¿- Geography and the other sciences; - The characteristics of landscapes and their perception; - Basic knowledge of human geography; - The educational and training values of geographical knowledge.
Teaching Format	Lectures with presentations of slides summarising the topics gradually covered and distribution of materials provided by the lecturer, through which the analysis of the topics can be encouraged.
Required Readings	DOMENICHINI-GHELFI, Leggere il territorio, QuiEdit, Verona
Supplementary Readings	

Course Module

Course Constituent Title	Didactics of Geography with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	11411D
Scientific-Disciplinary Sector	GEOG-01/A

Language	Italian
Lecturers	dr. Simona Galateo, Simona.Galateo@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49107
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	20
Lab Hours	20 Gruppi 1, 2 e 3: Dr. Galateo Simona
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	In synergy with the lessons, the workshop promotes the professional skills needed to design and implement the geography curriculum in pre-school and primary schools, consistent with the national indications and provincial guidelines. The workshop will engage students to exercise the cognitive operations underlying the construction of geographical knowledge and to apply the conceptualisations of space, environment, territory and landscape. The activities will be held in the field whenever possible and will make use of concrete experiences related to the specific skills of the discipline.
Course Topics	- The methods of using cartography in geography teaching; - Geo-graphicality: environment, territory, geographical space, region and landscape; - Cartographic representation (cartographic vademecum); - Cartographic and iconic teaching tools; - The characteristics of landscapes and their perception; - Elements of human geography and regional geography; - Direct observation and indirect observation in geography; - The educational value of geography; - Fieldwork (outdoor lesson).
Teaching Format	The meetings include a part in which the topics covered by the laboratory are presented and a practical part in which the students (individually and/or in a group) are called upon to design and

	experiment firsthand with geographical issues (observation of environments, territories, local landscapes, the reading of geographical maps regarding local territories) and design teaching activities in nursery and primary schools. The activities include: group work, concrete experiences, short outings and simulations.
Required Readings	Gino De Vecchis, Giuseppe Staluppi, Teaching Geography. Ideas and Programs, UTET University, 2012. Chapters 6-7-8-9-11-12. The website of the Italian Association of Geography Teachers (http://www.aiig.it). The magazine Ambiente Società e Territorio. Geography in schools (http://aiig.it/rivista/) available online and partly at the library of the Bressanone branch. Material Military Geographic Institute (IGM). - Teaching materials provided by the teacher during classroom activities. - Case studies by the teacher.
Supplementary Readings	Alessandro Schiavo, Cartographic Handbook. Information for the analysis and reading of geographical and topographical maps, Vita e Pensiero, 2007- Chapters: 2-4-5-8.