Syllabus

Course Description

Course Title	Historical and Comparative Pedagogy
Course Code	500003
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 - 2026
Lecturers	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
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-primary 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, and to 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 pedagogy, comparative education, inclusive pedagogy
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The course comprises face-to-face lectures, an online seminar and a laboratory.
Mandatory Attendance	According to the Academic Regulations
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. Making judgements - 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 skills - 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 course's various 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 thirty. The portfolio produced as part of the laboratory will also be marked out of thirty. 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 credit weightings. 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	H.E. Cavallera (2017). *Storia delle dottrine e delle istituzioni educative,* La Scuola, Brescia. S. Barbieri-A. Gaudio-G. Zago (2020), *Manuale di educazione comparata. Insegnare in Europa e nel mondo,* Scholé, Brescia. 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 Unesco (2017), A Guide for ensuring inclusion and equity in education - UNESCO Digital Library Indicazioni provinciali per la scuola dell'infanzia e per il primo ciclo di istruzione della provincia di Bolzano e ai Piani di Studio Provinciali per il primo ciclo di istruzione e agli Orientamenti dell'attività educativa della scuola dell'infanzia della provincia di Trento
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	500003A
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 ancient times to contemporary pedagogies. History of Early Childhood Education and Primary Education in Italy from National Unification to the Present Day. Foundations, definitions, key actors, aims and history of comparative education. Focus on the contemporary era: new competences.
Teaching Format	Interactive lectures, integrated with discussion sessions and critical analysis of primary and secondary sources.
Required Readings	H. E. Cavallera (2017). *History of Educational Doctrines and*

	Institutions. Brescia: La Scuola. S. Barbieri, A. Gaudio & G. Zago (2020). *Handbook of Comparative Education: Teaching in Europe and Around the World*. Brescia: Scholé.
Supplementary Readings	F. Pesci (2026), *A Brief History of Pedagogical Ideas*, Mondadori, Milan.

Course Module

Course Constituent Title	History and Development of the School System in South Tyrol (sem.)
Course Code	500003B
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	dr. Cinzia Zadra, Cinzia.Zadra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32785
Teaching Assistant	
Semester	Second semester
CP	1
Responsible Lecturer	
Teaching Hours	12 Gruppo1+2: dr. Cinzia Zadra
Lab Hours	0
Individual Study Hours	13
Planned Office Hours	3
Contents Summary	The seminar aims to develop the future teachers competences in analysing and reconstructing the relationships between local history, the history of pedagogy and education, and educational models and practices for children and adolescents, with particular reference to the primary education system in South Tyrol.

Course Topics	History of schools and educational institutions in Trentino-Alto Adige. The reception and adaptation of national and international pedagogical theories and models in teaching practice within schools in Trentino-Alto Adige, with particular attention to linguistic and cultural identities. The Provincial Guidelines and contemporary challenges: multilingualism, inclusion, and citizenship.
Teaching Format	The seminar will alternate brief theoretical introductions, guided analysis of documents and case studies, individual and collaborative activities, and opportunities for discussion and feedback. The use of digital materials and interactive tools will foster participation, the exchange of perspectives and experiences, and the critical reflection and reworking of the course content.
Required Readings	https://scuola-italiana.provincia.bz.it/it/scuola-carattere-statale/indicazioni-provinciali https://www.vivoscuola.it/content/download/28621/680243/version/3/file/Linee+g+primo+ciclo.pdf
Supplementary Readings	

Course Module

Course Constituent Title	History of Childhood Education (lab.)
Course Code	500003C
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 Gruppi 2,3+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	500003D
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	Inclusion and fundamental rights; European policies and strategies for inclusion; Comparative analysis of education systems; Inclusive

	practices and social cohesion.
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	