Syllabus

Course Description

Course Title	Didactics of History and Geography - In-depth Analysis of Selected Topics
Course Code	11414
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Andrea Di Michele, Andrea.DiMichele@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34120 Prof. Daniele Ietri, Daniele.Ietri@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39744 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565 dr. Agnese Ghezzi, Agnese.Ghezzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/51406
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	10
Teaching Hours	60
Lab Hours	40

Individual Study Hours	150
Planned Office Hours	30
Contents Summary	The aim is to promote the acquisition of specific professional knowledge and an adequate mastery of scientific methods and content of the disciplines involved in order to transpose them into teaching mediation and the design of curricular teaching and learning processes.
Course Topics	See the individual course modules.
Keywords	Cultural Heritage Paesaggio Didactics Territory Historical and Geographical Texts
Recommended Prerequisites	none
Propaedeutic Courses	
Teaching Format	lecture, workshop
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	- Ability to use traces as information production tools - Able to use cultural heritage as traces of histories that have shaped local environments and territories - Able to design and implement teaching and learning units based on the use of cultural heritage - Able to observe environments, territories and landscapes and to identify their constituent elements and relationships - Able to relate local territories and landscapes to the histories of the human groups that produced them - Able to analyse the structure of continuous and non-continuous historical and geographical texts - Able to organise and carry out historical and geographical research didactically - Able to teach the use and study of historical and geographical texts - Ability to independently interpret national and provincial guidance texts and take them into account appropriately in the planning and implementation of activities in primary schools - Basic skills and knowledge of general and regional geography ("Heimatkunde") appropriate to promote the geographical education of children in the 5-12 age group

	- Historical and geographical knowledge and skills, through which the orientation in time (history) and space (geography) of children aged 2-12 is promoted on an individual level - Methodological and didactic competences for the promotion of individual historical awareness in children aged 2 to 12; - Basic knowledge and skills including in the field of geography knowledge of regional geography ("Heimatkunde") suitable for promoting awareness of environmental and landscape problems in primary and secondary school pupils - Basic historical and geographical knowledge and skills concerning different historical periods and the characteristics of local environments, territories and landscapes - Skills to teach the measurement tools of historical time - Knowledge of civilisations and ability to construct knowledge-based knowledge systems of civilisations and transformation processes - Skills to geographically contextualise civilisations and processes of transformation - Knowledge and skills to relate local and regional histories to world histories - Skills to organise and manage teaching and learning processes in the context of DAZ and CLIL courses. Disciplinary skills: - ability to analyse and critique an expert historiographical text and a textbook in order to grasp its structure - ability to produce operative didactic materials to foster the student's understanding of historical texts - ability to produce didactic texts as a rewriting of written or iconic or discontinuous source texts into continuous mainly descriptive texts - ability to use acquired knowledge and skills to produce historical texts combining historical, geographical and linguistic education - ability to plan a vertical discipline curriculum adapted to the requirements of national and provincial indications according to school age - ability to draw up questionnaires to guide pupils in reading and questioning traces and transform them into sources of information - ability to research and use web resources and assess their

	validity Knowledge and understanding - Knowledge and critical analysis of national and pro-vincial indications - knowledge of pupils' difficulties in understanding historical text - knowledge and understanding of the problems related to the conservation and public enjoyment of cultural heritage in Italy - knowledge of national and provincial provisions for the use of local heritage assets and provisions to encourage school-museum collaboration - knowledge of the main methodologies proposed in the course re-related to the construction of scripts, frameworks of civilisations, main processes of transformation in ancient history - understanding of the process of constructing historical knowledge - understanding of the process of producing information through sources Ability to apply knowledge and understanding - Ability to disassemble texts with diagrams, charts, tables, conceptual maps, mind maps in order to learn and rework knowledge - Ability to combine theoretical knowledge and concrete skills in the final dissertation to produce a practicable and testable pathway if possible during the placement Transversal skills The student must be able to - combine the theoretical-practical knowledge acquired in the historical field with the knowledge and skills acquired in pedagogy, psychology and other curricular disciplines (simulating a lesson, classroom management, working with problem solving strategies) - demonstrating the ability to apply this knowledge and expertise to design a multidisciplinary curriculum - to be able to perform a collective task\ to produce a teamwork project (teamwork: a curriculum, a history of teaching research) - to be able to manage inpersonal relationships effectively in teamwork and demonstrate leadership skills - have digital skills to communicate among peers, with teachers and produce simple multimedia products

	- possess adequate skills both to devise and support arguments and to solve problems autonomy of judgement - ability to intervene with relevant observations during lessons - ability to ask for explanations to clarify problems arising and to support personal positions - ability to intervene in ever-changing operational situations and demonstrate the ability to choose the most appropriate teaching procedures and models (effectiveness and efficiency) Communication skills - to produce a didactically valid and attractive communication of the research work (thesis) to be presented in the examination using appropriate images, diagrams, slides, historical teaching texts - present the work carried out: giving reasons for the choice, outlining the processing stages, strengths and criticisms. - construct a simple multimedia product (Power Point) - communicate to one's team clearly and effectively and with good persuasive skills - use the main IT and telematics communication tools in the specific areas of competence Learning skills The student must demonstrate - the correct use of the language of the historical discipline - the ability to integrate the knowledge addressed in the course with autonomous interventions: to carry out research on a source by constructing the historical context of reference - the ability to self-construct a didactic historical re-search path (projects and thesis) - to be able to trace in texts or the web, in-depth materials, geo-historical maps, images relevant to a historical theme - to possess the use of online communication tools (forums, chats, whiteboards, video conferences - to offer original contributions to the issues addressed in the course during the lessons
Specific Educational Objectives and Learning	

Outcomes (additional info.)	
Assessment	For "Didactics of Geography: Thematic Insights" the examination consists of a written test and a practical test of thematic cartography. For "Didactics of History: Thematic Insights" the examination is written. For the workshops, the examination will consist of written exercises carried out in the modules. Demonstrations of knowledge and skills will be required by means of exercises in the use of trace images, analysis and understanding of texts, and the use of knowledge learned. In the event of a negative assessment for the entire module examination, the module examination must be repeated. It should be borne in mind that according to the Regulation of Examinations, 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 Regulation of Proficiency Examinations).
Evaluation Criteria	Awarding of a single final grade The final mark is awarded collectively by the lecturers, taking into account the written examinations and exercises. For the written examinations the following are considered and assessed: relevance, clarity of argument, capacity for critical analysis, ability to rework, property of language. For the exercises and written tests, the following are considered and assessed: quality and quantity of the information, relevance, structure of the cognitive operations, clarity of argument, formal correctness, effectiveness of the iconic integrations (cartographies, images of traces, diagrams and maps ...). The module score is composed of the scores of the individual parts (history lectures and workshop, geography lectures and workshop) weighted against the relative number of CFUs.
Required Readings	For history: Fernand Braudel, *La mia formazione di storico* in “Scritti sulla storia” edited by A. Tenenti, Bompiani, 2003, pp. 271-295. F. Braudel, *Storia. Misura del mondo,* Il Mulino, 2015

	Germana Brioni and M. Teresa Rabitti (eds.), *Come descrivere le civiltà,* Mnamon, 2019, ebook (hard copy on request) G. Brioni, L. Coltri, M.T. Rabitti, *Insegnare e Apprendere Storia e Geografia con le Indicazioni Nazionali,* Giuntiscuola, 2017, ebook (hard copy on request) Vincenzo Guanci and M.T. Rabitti (ed.), *Storia e competenze nel curricolo,* Mnamon, 2017, ebook (hard copy on request) Ivo Mattozzi and Livio Zerbini, *Didattica dell'Antico,* Aracne, 2006, (pdf or hard copy on request) Francesco Monducci and Agnese Portincasa (ed.), *Insegnare storia nella scuola primaria. Il laboratorio storico e altre pratiche attive* UTET Università, 2022 (the chapters to be studied will be indicated during the course). For geography - lecture: For students attending the course the lecturer will provide reference materials and documents during the course. Students and non-attending students must agree in advance with the lecturer on the bibliography to be studied. For history - workshop: The lecturer will provide reference materials and bibliography during the course. For geography - workshop: The bibliography will be presented in class .
Supplementary Readings	By history: P. Stearns, *Culture in movimento*, Mondadori, 2005 F. Braudel, *Memorie del Mediterraneo. Preistoria e antichità,* Bompiani, 2004 E. H. Gombrich, *Breve storia del mondo,* Salani, 1997

	For Geography - Laboratory: The bibliography will be presented in class .
Further Information	
Sustainable Development Goals (SDGs)	Gender equality, Sustainable cities and communities, Reduced inequalities, Decent work and economic growth

Course Module

Course Constituent Title	Didactics of History: In-depth Analysis of Selected Topics
Course Code	11414A
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	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	In the second module, the course deepens the knowledge and skills involved in the realisation of the historical knowledge and heritage education curriculum. It delves into problems of historical method. It clarifies the relevance of the history of civilisations and transformation processes for understanding the characteristics of the current world and ongoing histories. Clarifies what is meant by civilisation and how knowledge of

	civilisations and transformation processes is constructed. Proposes knowledge of civilisations and transformation processes that have shaped the local and regional territory Proposes knowledge of civilisations and transformation processes that have produced multiple characteristics of the world today. Shows how the geographical contextualisation - on a small and large scale - of civilisations and transformation processes is achieved. It emphasises the characteristics of scholastic historical knowledge based on civilisation frameworks. Helps to analyse the structure of school and non-school historical texts. Trains skills to design and realise museum teaching units. It fosters skills to organise units dedicated to learning the measurement tool of historical time. Trains skills in the design and realisation of the curriculum of significant knowledge and the historical knowledge system.
Course Topics	The course provides an in-depth exploration of history education, with a particular focus on the use and analysis of visual sources as teaching tools. The course will cover topics such as: - The relationship between traces and sources - Historical knowledge and the formation of historical thought - Knowledge of local, regional and school history in relation to wider knowledge of history on a large spatial and temporal scale - Guidance in the use of the textbook and other materials. - The use of archaeological sites and museums in history teaching - Heritage education - History and citizenship education
Teaching Format	Lectures and exercises, through the use of visual sources and digital resources.
Required Readings	• Francesco Monducci, Agnese Portincasa (a cura di), *Insegnare storia nella scuola primaria. Il laboratorio storico e altre pratiche attive*, Torino, UTET Università, 2023, capp. 6, 7, 10, 13, 15, 18. • Andrea Miccichè, Marcello Ravveduto, Marcello, Igor Pizzirusso, *Il primo libro di didattica della* storia, Torino, Einaudi, 2025.

	• Peter Burke, *Eyewitnessing. The Uses of Images as Historical Evidence*, Cornell University Press, 2001.
Supplementary Readings	

Course Module

Course Constituent Title	Didactics of History with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	11414B
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	First 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 lectures and workshop activities that are strongly integrated with the teaching of History Didactics: thematic in-depth studies to promote the professional teaching skills needed to design and implement the history curriculum in primary schools, required by the national indications and provincial guidelines. The course is organised in 3 units\courses of different lengths. After an initial analysis of the national and provincial indications to highlight pedagogical approaches, didactic suggestions, aims and competences, the first unit will be tackled. Unit 1: Cultural heritage and education for active citizenship

	The proposed unit is aimed at recovering what students have already learnt (in the course Didactics of History: theoretical-methodological foundations) about the structure of historical knowledge and the work that the historian carries out in the different stages of research, in order to build skills in analysing sources and planning historical-educational research. Exercises will be carried out on the analysis of traces of different kinds, in order to transform them into sources: museum exhibits, archaeological sites, archive documents, iconographic representations of sources, etc., in order to produce direct and inferential information to be combined with extra-source information, and to make comparisons. Other exercises will involve images of traces and sources also in digital format. They allow us to intervene and interact directly with the study and investigation material. Particular attention will be paid to the management of learning units with cultural heritage in the context of DAZ and CLIL courses. Unit 2: The structure of the historical text What has already been learnt about the analysis of the structure of texts, the elements that compose it, the founding nuclei and the specificities of textual communicative forms will be re-proposed in a workshop mode, in order to build skills in the analysis of written, iconic and digital texts found in textbooks, popular texts and on the web to construct pictures of civilisations or narrate and explain the great processes of transformation of the world and humanity. They will also be shown the numerous websites (Teaching History) where it will be possible to work on specific historical texts and subdivide them into planned topics so as to understand their new digital and interactive structure. Each digital text should be followed by exercises in which students will have to use material, of all kinds, in digital format. The analysis of texts will be aimed at promoting comprehension and rewriting skills especially in DAZ and CLIL courses. Unit 3. Workshop activity as the cornerstone of teaching and learning processes Analyses and productions will be carried out, of didactically effective tools for representing information and knowledge, such as temporal graphs, digital infographics, geo-historical maps, space-

	time maps, interactive concept maps, diagrams and posters that can be modified during the course of the lessons. The effectiveness of representing information and knowledge by means of non-continuous texts will be emphasised, especially in the teaching of history in DAZ and CLIL courses.
Course Topics	- The relevant national and provincial indications for primary and secondary schools: structure, aims, objectives and targets. comparisons to foster the education of citizens - The relationship between local and general histories in the formation of historical knowledge. Virtual access to museums, diffuse museums, monuments and historical cities also allows a broader and richer view of historical places and the notions necessary for their knowledge. - Designing activities suitable for primary schools with different methodologies: methodology of civilisation frameworks and transformation processes to deal with the history of the formation of mankind, ancient civilisations, and the transformations that produced features that are still present today; the various history didactics websites offer us many resources to study, investigate and work didactically on all phases of historical evolution. - Analysis of different types of traces/sources (distinction between trace, source, document and their function in the construction of historical knowledge) in order to produce direct, indirect, inferential information on the first and second level by means of traces and thematising them in didactic historical research. The issue of the didactic use of virtual museum visits and digital images of traces will be explored. - Planning and realisation of a didactic-historical research path, with the construction of structured fact sheets to guide the analysis of different types of traces/sources and produce information to build knowledge with the use of cultural heritage in the area and local historical traditions and phenomena. Historical fact sheets can be made in digital format and can be richer than paper ones. In fact, different elements such as traces and sources can be added to digital ones in a continuous and repeated way. - Analysis of the structure of historical texts and distinction between forms of communication. - The different graphic representations of the temporal organisation of information and infographics and their functions and didactic uses.

	- The different digital representations of geo-historical maps and their functions and didactic uses.
Teaching Format	Presentation and commentary of examples of learning units implemented in classes Participatory lectures Frequent exercises and workshops Guided construction of programmes and 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: In-depth Analysis of Selected Topics
Course Code	11414C
Scientific-Disciplinary Sector	GEOG-01/A
Language	Italian
Lecturers	Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course is divided into four parts. The first part is dedicated to analysing the development of spatial perception in children. The second part is devoted to the development of spatial representation in the child. The third part focuses on the manipulation of space. The fourth part, building on the elements developed in the

	previous sections, focuses on the design, evaluation and documentation of geography-related teaching activities.
Course Topics	- The four principles of spatial analysis - Objective space: perception and representation - Psychological foundations of geography teaching - Scientific foundations of geography teaching - Geography and culture - Planning, evaluating and documenting geographical activities
Teaching Format	Lectures and exercises
Required Readings	The bibliography will be communicated during the lectures .
Supplementary Readings	

Course Module

Course Constituent Title	Didactics of Geography with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	11414D
Scientific-Disciplinary Sector	GEOG-01/A
Language	Italian
Lecturers	Prof. Daniele Ietri, Daniele.Ietri@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39744 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1 e 3: Prof. Daniele Ietri Gruppo 2: Dott. Sergio Vicini

Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The course is dedicated to developing skills in teaching mediation and the design and implementation of teaching and learning activities. Introductory lectures and guided exercises are alternated to train skills in teaching how to observe environments, territories, landscapes and how to read and interpret the images and maps that represent them. Other activities are devoted to analysing geographical descriptions in order to train communication skills.
Course Topics	Workshop activities to teach how to observe, analyse and describe natural environments in the region Workshop activities to teach how to observe and analyse the processes of territorialisation of European regional environments Workshop activities to teach how to study European regions from local study Workshop activities to teach how to analyse the geography of regional cultural heritage and tourist flows Workshop activities to teach how to study the local in the European and global context, and trade, tourism, migration flows
Teaching Format	Exercises and workshop activities.
Required Readings	The bibliography will be presented in class .
Supplementary Readings	