

Syllabus

Kursbeschreibung

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| Titel der Lehrveranstaltung | Historische und vergleichende Pädagogik |
| Code der Lehrveranstaltung | 11404 |
| Zusätzlicher Titel der Lehrveranstaltung | |
| Wissenschaftlich-disziplinärer Bereich | M-PED/02 |
| Sprache | Italienisch |
| Studiengang | Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache |
| Andere Studiengänge (gem. Lehrveranstaltung) | |
| Dozenten/Dozentinnen | Dott. mag. Mario Falanga, mario.falanga@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/342 PhD Francesca Ravanelli, Francesca.Ravanelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34951 dr. Cinzia Zadra, Cinzia.Zadra@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/32785 |
| Wissensch. Mitarbeiter/Mitarbeiterin | |
| Semester | Zweites Semester |
| Studienjahr/e | 1. |
| KP | 8 |
| Vorlesungsstunden | 60 |
| Laboratoriumsstunden | 20 Gruppo 1, 2, 3: Phd Ravanelli Francesca |

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| Stunden für individuelles Studium | 120 |
| Vorgesehene Sprechzeiten | 24 |
| Inhaltsangabe | <p>The module is part of the learning area of the courses characterising the degree and, specifically, in the subject areas of History of Pedagogy and Comparative Pedagogy.</p> <p>It comprises two teaching units pertaining to the pedagogical sector (History of Pedagogy and Schooling and Comparative Education) and four laboratories pertaining to the History of Pedagogy subject area.</p> <p>The objectives have been defined in a unified manner in order to construct, as far as possible, a homogeneous and integrated training pathway aimed both at providing students with a mastery of general scientific methods and content and specific professional knowledge.</p> <p>In the course of History of Pedagogy and Schooling - priority will be given to the knowledge of the languages, themes and problems of the historiography of education and the history of education, analysing in a diachronic key the development of pedagogy from the Mediterranean paideia to the contemporary age and the correlation between theories, models, institutions and educational practices.</p> <p>More space will be devoted to the 20th century, from the birth of scientific pedagogy to contemporary pedagogy, with an in-depth study of the various movements and the main interpreters.</p> <p>The course will be further deepened in the course of Comparative Education, in which the aims, the main tools and methods for comparing education and instruction systems, the methodological bases of comparative and educational historical research, as well as the connections with other fields of interest and research will be examined, with a particular focus on a critical investigation of the current processes for the construction of a European educational space, also from the perspective of sharing a common didactic pedagogical vocabulary and homogeneous - albeit contextualised - educational policies.</p> |
| Themen der Lehrveranstaltung | |
| Stichwörter | Pädagogik, vergleichende Bildung, Bildungseinrichtungen, pädagogische Theorien, Schulsysteme. |

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| Empfohlene Voraussetzungen | . |
| Propädeutische Lehrveranstaltungen | / |
| Unterrichtsform | <p>History of Pedagogy and Educational Institutions.</p> <p>Participatory and interactive frontal lesson. Use of primary and secondary sources (documents and essays taken from the adopted volumes and from the texts of the authors covered). Discussions and in-depth studies.</p> <p>History of childhood and adolescence pedagogy. Laboratory</p> <p>The methodological approach will be multidisciplinary, organised on cooperative learning modes and centred on groups engaged in assisted research-action activities. By identifying, choosing and using primary and secondary sources, the students, through individual and collective intra- and inter-group confrontation, will develop original historical research products useful to testify their ability to transfer the acquired skills into a concrete task. The use of digital tools and environments is envisaged to implement the opportunities for interaction and sharing between the groups, thus enabling concrete experience of the new perspectives of digital competence within pedagogical-didactic research.</p> <p>Comparative education.</p> <p>Participatory interactive lesson through the use of presentations, films, documents and essays from books, official documents published by European and international institutions on education and training. Guided discussions.</p> |
| Anwesenheitspflicht | In accordance with the regulation |
| Spezifische Bildungsziele und erwartete Lernergebnisse | <p>Disciplinary skills</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - of the methods, languages, themes and problems of educational historiography - of the relationships between the history of education, pedagogy and school history; - of key concepts in the field of educational history research; - of theories and practices in educational research; - of comparative methodologies and practices aimed at improving the school system and the teaching profession. |

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| | <p>Ability to apply knowledge and understanding expressed through the activities and workshop situations in which the application of the historiographic perspective in relation to the national and provincial professional context is required.</p> <p>Autonomy of judgement expressed through the:</p> <ul style="list-style-type: none"> - capacity for reflection, discussion, in-depth study and personal re-elaboration on the emerging themes of the research; - critical capacity, coherence, methodological rigour, precision and accuracy in both oral and written expression; - ability to listen to and understand different points of view. <p>Communication skills expressed through:</p> <ul style="list-style-type: none"> - ability to communicate effectively in oral, written and multimedia expression; - ability to communicate in a group and to support one's own ideas; - active listening. <p>Learning skills expressed through:</p> <ul style="list-style-type: none"> - ability to reflect on own performance and self-assessment; - ability to analyse and identify development needs in one's own knowledge and understanding. <p>The skills and abilities described will be assessed both in itinere (through individual and group activities) and in the final examination.</p> |
| Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen) | |
| Art der Prüfung | <p>The module provides for the attribution of a single final mark by means of a synthesis of several assessments and a common interdisciplinary oral test, according to the weighted average of the three constituent parts (3 credits for Comparative Education, 3 credits for History of Pedagogy and Educational Institutions and 2 credits for the laboratory). In the event of a negative assessment for the entire module, it is necessary to repeat the exam. However, any successful partial examinations will be considered as already passed in the subsequent attempt to take the entire module examination. It should be borne in mind that, even in this</p> |

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| | <p>case, a negative assessment of the entire module will count towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive attempts, he/she may not sit the same examination in the three sessions following the last attempt (Art. 6(4) of the current Regulations for Proficiency Examinations).</p> |
| Bewertungskriterien | |
| Pfichtliteratur | <p>History of Pedagogy and Educational Institutions</p> <p>Cavallera, H. A. (2017). <i>History of educational doctrines and institutions</i>. Brescia: La Scuola.</p> <p>History of Pedagogy for Children and Adolescents. Laboratory</p> <ul style="list-style-type: none"> -Extracts of texts by various authors (Rousseau, Dewey, Zavalloni, Montessori, Freinet, don Milani, Lodi, Bruner, Morin, Goleman) provided by the teacher. -Miur, 2018, National Indications and New Scenarios. -Autonomous Province of Trento, Provincial Study Plans. First cycle of education. Guidelines for the elaboration of the curricula of educational institutions. <p>https://www.vivoscuola.it/Schede-informative/Piani-di-studio-PRIMO-CICLO</p> <ul style="list-style-type: none"> -Provincial indications for kindergarten and first cycle of education, Italian language, Province of Bolzano. <p>https://scuola-italiana.provincia.bz.it/it/scuola-carattere-statale/indicazioni-provinciali</p> <p>Comparative education</p> <p>Bray M. Adamson, B., & Mason, M. (Ed.). (2009). <i>Comparative Education. Approaches and research methods</i>. FrancoAngeli. For non-attending students: Introduction; chapters 1, 2, 4, 5, 7, 8, 9, 10.</p> |
| Weiterführende Literatur | <p>Comparative education</p> <p>Barbieri, N. S., Gaudio, A., & Zago, G. (2016). <i>Manual of comparative education teaching in Europe and the world</i>. La</p> |

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| Weitere Informationen | = |
| Ziele für nachhaltige Entwicklung (SDGs) | Hochwertige Bildung |

Kursmodul

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| Titel des Bestandteils der Lehrveranstaltung | Geschichte der Pädagogik und ihrer Institutionen |
| Code der Lehrveranstaltung | 11404A |
| Wissenschaftlich-disziplinärer Bereich | M-PED/02 |
| Sprache | Italienisch |
| Dozenten/Dozentinnen | Dott. mag. Mario Falanga, mario.falanga@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/342 |
| Wissensch. Mitarbeiter/Mitarbeiterin | |
| Semester | |
| KP | 3 |
| Verantwortliche/r Dozent/in | |
| Vorlesungsstunden | 30 |
| Laboratoriumsstunden | 0 |
| Stunden für individuelles Studium | 45 |
| Vorgesehene Sprechzeiten | 9 |
| Inhaltsangabe | Presenting the history of education of schooling and educational institutions in their intertwining with pedagogical reflection and the historical stresses of the various contexts. |
| Themen der Lehrveranstaltung | General part: - History, historiography, pedagogical historiography, history of education - Pedagogy in the ancient world |

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| | <ul style="list-style-type: none"> - Christianity and education - Education in the Late and Early Middle Ages - Humanism and the Renaissance - The 17th century and bourgeois pedagogy - Educational secularisation and pedagogical rationalism in the 18th century - Ideological conflicts, educational models and educational knowledge in the 19th century - Characters of contemporary education - New schools and theories of education in the 20th century. <p>In-depth study:</p> <p>The great precursors of scientific pedagogy:</p> <p>Rousseau; Kant; Pestalozzi; Fröbel; Herbart</p> <p>Pedagogy, new schools and new methods in the 20th century</p> <ul style="list-style-type: none"> - Historical/cultural background <p>The great social, economic, political, cultural and scientific changes of the 20th century</p> <ul style="list-style-type: none"> - Movements and interpreters: <p>Activism: Dewey; Ferrière; Freinet; Montessori; idealism: Gentile; Lombardo Radice</p> <p>Marxist pedagogy: Makarenko, Freire</p> <p>Catholic personalism: Maritain; Mounier</p> <p>Rationalist pedagogy: Bertin; Laporta</p> <p>Profiles of contemporary pedagogy</p> <p>Main theories, educational emergencies and authors</p> |
| Unterrichtsform | Participatory frontal lesson. Use of primary and secondary sources (documents and essays from the adopted volumes and the texts of the authors discussed). Discussions and in-depth analyses. |
| Pfichtliteratur | <p>Cavallera, H. A. (2017). <i>History of educational doctrines and institutions</i>. Brescia: La Scuola.</p> <p>.</p> |
| Weiterführende Literatur | |

Kursmodul

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| Titel des Bestandteils der Lehrveranstaltung | Geschichte der Pädagogik im Bereich Kindheit und Jugend (Lab.) |
| Code der Lehrveranstaltung | 11404B |
| Wissenschaftlich- | M-PED/02 |

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| disziplinärer Bereich | |
| Sprache | Italienisch |
| Dozenten/Dozentinnen | PhD Francesca Ravanelli, Francesca.Ravanelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34951 |
| Wissensch. Mitarbeiter/Mitarbeiterin | |
| Semester | |
| KP | 2 |
| Verantwortliche/r Dozent/in | |
| Vorlesungsstunden | 0 |
| Laboratoriumsstunden | 20 Gruppo 1, 2 e 3: Phd Ravanelli Francesca |
| Stunden für individuelles Studium | 30 |
| Vorgesehene Sprechzeiten | 6 |
| Inhaltsangabe | The workshop aims to develop the ability of future teachers to reconstruct the connection between general history, the history of pedagogy and educational models and practices for childhood and adolescence, as it was structured in the European Nine Hundreds, with particular attention to the current educational models of the basic school in South Tyrol and Trentino. |
| Themen der Lehrveranstaltung | Thematic nuclei of work for the cooperative groups: - Historical development of the concept of the childhood and consequently genesis of preschools and primary schools in 20th century Europe: contexts of their creation in consideration of the history of educational ideas and general history; - Idea of man, child and learning and its transposition into current organisational and didactic concepts in pre-schools and primary schools in Trentino and South Tyrol. - Research into the lines of continuity and development between the legacy of the great masters and the current didactic action characterised by new tools/environments/languages (new documents and Digital School Development Plans). |
| Unterrichtsform | The methodological approach will be multidisciplinary, organised on cooperative learning modes and centred on groups engaged in |

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| | <p>assisted research activities. By identifying, choosing and using primary and secondary sources, the students, through individual and collective intra- and inter-group discussions, will develop original historical research products that will testify their ability to transfer the acquired skills into a concrete task. The use of digital tools and environments is envisaged to implement the opportunities for interaction and sharing between the groups, thus enabling concrete experience of the new perspectives of digital competence within pedagogical-didactic research.</p> |
| Pflichtliteratur | <p>-Excerpts from texts by various authors (Rousseau, Dewey, Zavalloni, Montessori, Freinet, Don Milani, Lodi, Bruner, Morin, Goleman), provided by the teacher</p> <p>-Miur, 2018, Indicazioni Nazionali e nuovi scenari.</p> <p>-Provincia Autonoma di Trento, Piani di studio provinciali. Primo ciclo di istruzione. Linee guida per l'elaborazione dei piani di studio delle istituzioni scolastiche.</p> <p>https://www.vivoscuola.it/Schede-informative/Piani-di-studio-PRIMO-CICLO</p> <p>-Indicazioni provinciali per la scuola dell'infanzia e per il primo ciclo di istruzione, lingua italiana, provincia di Bolzano.</p> <p>https://scuola-italiana.provincia.bz.it/it/scuola-carattere-statale/indicazioni-provinciali</p> |
| Weiterführende Literatur | |

Kursmodul

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| Titel des Bestandteils der Lehrveranstaltung | Vergleichende Pädagogik |
| Code der Lehrveranstaltung | 11404C |
| Wissenschaftlich-disziplinärer Bereich | M-PED/02 |
| Sprache | Italienisch |
| Dozenten/Dozentinnen | dr. Cinzia Zadra, Cinzia.Zadra@unibz.it |

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| | https://www.unibz.it/en/faculties/education/academic-staff/person/32785 |
| Wissensch. Mitarbeiter/Mitarbeiterin | |
| Semester | |
| KP | 3 |
| Verantwortliche/r Dozent/in | |
| Vorlesungsstunden | 30 |
| Laboratoriumsstunden | 0 |
| Stunden für individuelles Studium | 45 |
| Vorgesehene Sprechzeiten | 9 |
| Inhaltsangabe | <p>The course aims to present the aims, tools and methods of comparing European education and education systems and the methodological foundations of comparative and educational history research, focusing in particular on the current processes of building a European educational space.</p> |
| Themen der Lehrveranstaltung | <ul style="list-style-type: none"> - Foundations of Comparative Education <ul style="list-style-type: none"> Origins, definitions, and aims of comparative education Interdisciplinary connections and educational research Key actors in comparative education: individuals, institutions, decision-making levels Global, critical, and postcolonial approaches - Historical and Methodological Development <ul style="list-style-type: none"> Historical overview: evolution of the discipline Sources, methods, approaches, phases, and units of comparison New methodological challenges and the role of international agencies - Comparative Analysis of Curricula and Education Systems <ul style="list-style-type: none"> Curriculum comparison Models of teacher professionalism Education and training systems in Europe Impact of international assessments and emerging competences (green, digital, etc.) |

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| | <p>- The European Education Area</p> <p>The Bologna Process</p> <p>The European Higher Education Area (EHEA)</p> <p>Key competences for lifelong learning</p> <p>Key data on education and Eurydice reports</p> <p>- European Educational Communities and Practices</p> <p>Communities of practice in the European context (eTwinning, EPALe, etc.)</p> <p>Initiatives for global citizenship education, sustainability, and peace (UNESCO, Erasmus+, European Education Area)</p> |
| Unterrichtsform | <p>The course is delivered through interactive and participatory lectures, making use of presentations, videos, documents, and essays drawn from scientific studies and official sources produced by European and international institutions in the field of education. Teaching activities also include guided discussions on case studies, educational policies, and comparative approaches.</p> |
| Pfichtliteratur | <p>Bray M. Adamson, B., & Mason, M. (A cura di). (2009). <i>Educazione Comparata. Approcci e metodi di ricerca</i>. FrancoAngeli.</p> <p>For non-attending students: Introduction; Chapters 1, 2, 4, 5, 7, 8, 9, 10.</p> |
| Weiterführende Literatur | <p>Barbieri, N. S., Gaudio, A., & Zago, G. (2016). <i>Manuale di educazione comparata insegnare in Europa e nel mondo</i>. La Scuola.</p> |