Syllabus

Course Description

Course Title	History of Education and Comparative Education
Course Code	11404
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	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
Teaching Assistant	
Semester	Second semester
Course Year/s	1.
CP	8
Teaching Hours	60
Lab Hours	20 Gruppo 1, 2, 3: Phd Ravanelli Francesca
Individual Study Hours	120
Planned Office Hours	24
Contents Summary	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. It comprises two teaching units pertaining to the pedagogical sector (History of Pedagogy and Schooling and Comparative Education) and four labora-tories pertaining to the History of Pedagogy subject area. 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. 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 paideiae to the contempo-ran age and the correlation between theories, models, institutions and educational practices. More space will be devoted to the 20th century, from the birth of scientific peda-gogy to contemporary pedagogy, with an in-depth study of the various movements and the main interpreters. 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.
Course Topics	History of Pedagogy and Educational Institutions General Section: - History, historiography, pedagogical historiography, history of education - Pedagogy in the ancient world - Christianity and education - Education in the Early and Late Middle Ages - Humanism and the Renaissance - The 17th century and bourgeois pedagogy - Educational secularization and pedagogical rationalism of the

	18th century - Ideological conflicts, educational models, and educational knowledge in the 19th century - Characteristics of contemporary education - New schools and educational theories in the 20th century In-depth Studies: The great forerunners of scientific pedagogy: Rousseau; Kant; Pestalozzi; Fröbel; Herbart Pedagogy, new schools, and new methods in the 20th century - Historical/Cultural Background: - Major social, economic, political, cultural, and scientific changes of the 20th century Movements and Thinkers: Activism: Dewey; Ferrière; Freinet; Montessori Idealism: Gentile; Lombardo Radice Marxist Pedagogy: Makarenko; Freire Catholic Personalism: Maritain; Mounier Rationalist Pedagogy: Bertin; Laporta Profiles of contemporary pedagogy: Main theories, educational challenges, and authors History of Pedagogy for Childhood and Adolescence Thematic units for cooperative group work: - Historical genesis of the concept of childhood and, consequently, of early childhood and primary education in 20th-century Europe: contexts of their creation in relation to the history of educational ideas and general history - The idea of man, child, and learning, and its application in current organizational and didactic concepts in early childhood and primary schools in Trentino and South Tyrol - Research into continuity and development lines between the legacy of the great educators and current teaching practices characterized by new tools/environments/languages (new documents and Digital School Development Plans) Comparative Education - Foundations of Comparative Education 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 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 Curriculum comparison. Models of teacher professionalism. Educational and training systems in Europe. Impact of international assessments and new competencies (green, digital...). - The European Education Area The Bologna Process. The European Higher Education Area (EHEA). Key competences for lifelong learning. Key figures in education, Eurydice reports. European Educational Communities and Practices Communities of practice at the European level (eTwinning, EPALE, ...). Initiatives for global citizenship education, sustainability, and peace (UNESCO, Erasmus+, European Education Area).
Keywords	Pedagogy, comparative education, educational institutions, pedagogical theories, school systems.
Recommended Prerequisites	Basic knowledge of the concepts of education, school systems, comparison.
Propaedeutic Courses	
Teaching Format	History of Pedagogy and Educational Institutions. 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. History of childhood and adolescence pedagogy. Laboratory 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. Comparative education. 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.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Disciplinary skills Knowledge and understanding - 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. 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. Autonomy of judgement expressed through the: - 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. Communication skills expressed through: - 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. Learning skills expressed through: - ability to reflect on own performance and self-assessment; - ability to analyse and identify development needs in one's own knowledge and understanding.

	The skills and abilities described will be assessed both in itinere (through individual and group activities) and in the final examination.
Specific Educational Objectives and Learning Outcomes (additional info.)	Transversal learning objectives of the module are present in all the individual lessons and workshops and are aimed at promoting the ability to critically analyse texts; apply knowledge; understand the relationship between theory and practice; and be able to contextualise and historicise theories and events.
Assessment	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 modu- lation, 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 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).
Evaluation Criteria	The final examination takes into account, where foreseen, the intermediate tests and the products of the workshop lectures, which will be assessed by considering: relevance of the content, logical structure, ability to analyse, clarity of argument, lexical appropriateness, originality, ability to rework and reflect in an interdisciplinary key and completeness. The oral test will be a moment of interdisciplinary assessment and supplementary to the intermediate tests.
Required Readings	History of Pedagogy and Educational Institutions Cavallera, H. A. (2017). *History of educational doctrines and institutions.* Brescia: La Scuola.

	History of Pedagogy for Children and Adolescents. Laboratory -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. https://www.vivoscuola.it/Schede-informative/Piani-di-studio-PRIMO-CICLO -Provincial indications for kindergarten and first cycle of education, Italian language, Province of Bolzano. https://scuola-italiana.provincia.bz.it/it/scuola-carattere-statale/indicazioni-provinciali Comparative education Bray M. Adamson, B., & Mason, M. (Ed.). (2009). *Comparative Education. Approaches and research methods*. FrancoAngeli. For non-attending students: Introduction; chapters 1, 2, 4, 5, 7, 8, 9, 10.
Supplementary Readings	Comparative education Barbieri, N. S., Gaudio, A., & Zago, G. (2016). *Manual of comparative education teaching in Europe and the world*. La Scuola. .
Further Information	=
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	History of Education and Educational Institutions
Course Code	11404A
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	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	Presenting the history of education of schooling and educational institutions in their intertwining with pedagogical reflection and the historical stresses of the various contexts.
Course Topics	General part: - History, historiography, pedagogical historiography, history of education - Pedagogy in the ancient world - 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. In-depth study: The great precursors of scientific pedagogy: Rousseau; Kant; Pestalozzi; Fröbel; Herbart Pedagogy, new schools and new methods in the 20th century - Historical/cultural background The great social, economic, political, cultural and scientific changes of the 20th century

	- Movements and interpreters: Activism: Dewey; Ferrière; Freinet; Montessori; idealism: Gentile; Lombardo Radice Marxist pedagogy: Makarenko, Freire Catholic personalism: Maritain; Mounier Rationalist pedagogy: Bertin; Laporta Profiles of contemporary pedagogy Main theories, educational emergencies and authors
Teaching Format	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.
Required Readings	Cavallera, H. A. (2017). *History of educational doctrines and institutions.* Brescia: La Scuola. .
Supplementary Readings	

Course Module

Course Constituent Title	History of Childhood and Youth Education (Lab.)
Course Code	11404B
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	PhD Francesca Ravanelli, Francesca.Ravanelli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34951
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1, 2 e 3: Phd Ravanelli Francesca
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	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.
Course Topics	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).
Teaching Format	The methodological approach will be multidisciplinary, organised on cooperative learning modes and centred on groups engaged in 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.
Required Readings	-Excerpts from texts by various authors (Rousseau, Dewey, Zavalloni, Montessori, Freinet, Don Milani, Lodi, Bruner, Morin, Goleman), provided by the theacher -Miur, 2018, Indicazioni Nazionali e nuovi scenari. -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
Supplementary Readings	

Course Module

Course Constituent Title	Comparative Education
Course Code	11404C
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	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	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.
Course Topics	- Foundations of Comparative Education 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 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 Curriculum comparison Models of teacher professionalism Education and training systems in Europe Impact of international assessments and emerging competences (green, digital, etc.) - The European Education Area The Bologna Process The European Higher Education Area (EHEA) Key competences for lifelong learning Key data on education and Eurydice reports - European Educational Communities and Practices Communities of practice in the European context (eTwinning, EPALE, etc.) Initiatives for global citizenship education, sustainability, and peace (UNESCO, Erasmus+, European Education Area)
Teaching Format	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.
Required Readings	Bray M. Adamson, B., & Mason, M. (A cura di). (2009). *Educazione Comparata. Approcci e metodi di ricerca*. FrancoAngeli. For non-attending students: Introduction; Chapters 1, 2, 4, 5, 7, 8, 9, 10.

Supplementary Readings	Barbieri, N. S., Gaudio, A., & Zago, G. (2016). *Manuale di educazione comparata insegnare in Europa e nel mondo*. La Scuola.