# . - History of Pedagogy and Education

Prof. Gabusi Daria

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

To teach general basic competence in the history of pedagogy and education from the late 18th century to the late 20th century, in the Italian and European context, with particular reference to Italy.

To teach the main representatives of pedagogical thought, as well as the fundamental educational practices and institutions (with reference to the 0-6 age bracket). The entire course will be intertwined with the socio-economic, political and religious events that marked the contemporary age.

Intended learning outcomes:

At the end of the course, students will;

* Know the main aspects of the history of pedagogy and education in contemporary times (from the eighteenth to the twentieth century).
* Know the main historical events during educational legislation in Italy from 1859 to the 1970s.
* Understand the connections which exist between the development of pedagogical theories, school-education policies, educational institutions and the particular historical context which produced them (with specific economic, social and religious-cultural characteristics)

At the end of the course, students will be able to:

* Use historical-pedagogical and educational knowledge to create, plan and assess educational intervention and projects within services
* Identify educational needs in a particular social-educational context from a historical-educational long-term standpoint
* Apply teaching-pedagogical theories learned during the course to assess real educational intervention and projects
* Analyse scientific literature and carry out bibliographical research in the history of pedagogy and education, with particular emphasis on the 0-6 age bracket

***COURSE CONTENTS***

Periodisations and spheres in the history of pedagogy and education. The eighteenth century: Rousseau. Between the end of the eighteenth and early nineteenth centuries: Pestalozzi; Fröbel; Infant School; Aporti; origins and development of cultural models of education and care of children (0-6). Second half of the nineteenth century: Positivism; the fight against illiteracy; origins and development of the school and education system in Italy; origins of nursery schools in Europe. Early twentieth century: pedagogical and scholastic activism; Montessori; Agazzi; Dewey; schooling in Italy from the Giolitti age to the 'Carta della Scuola' (School Charter); the education of infants and youth during fascism. Late twentieth century: neo behaviourism; cognitivism; education and schooling from the Constituent to the Seventies.

***READING LIST***

Compulsory reading:

1. F. De Giorgi (ed.), *Storia della pedagogia*, Scholé, 2021.
2. J.J. Rousseau, *Emilio* *Emilio o Dell’educazione*. Edit by G.A. Roggerone. Scholé, Brescia 2023
3. D. Gabusi, *I bambini di Salò. Il ministro C.A. Biggini e la scuola elementare nella Rsi (1943-1945)*, ELS Scholé, Brescia 2018.
4. L. Bianchini, *L’educazione nella Resistenza e nella Costituzione*, Scholé, Brescia 2022
5. a book of your choice (compulsory) from the following options:
6. F. Fröbel, *Educare l’umanità*, Scholè, Brescia 2018;
7. M. Montessori, *Il Peccato originale*, Scholè, Brescia 2019;
8. Scuola di Barbiana, *Lettera a una professoressa* [any editions]
9. L. Monchieri, *Diario della prigionia (1943-1945). La Resistenza di un educatore*. Edit by L. Cadei e D. Gabusi, Scholé Brescia 2023
10. F. De Giorgi (ed.), *Cantieri di pace nel Novecento. Figure, esperienze e modelli educativi nel secolo dei conflitti*, il Mulino, Bologna 2018

***TEACHING METHOD***

Frontal lectures. Auxiliary materials (lesson plans in PPT, documents and sources for the history of the school; open access in-depth articles and essays) uploaded to the University platform and used for classroom tutorials.

***ASSESSMENT METHOD AND CRITERIA***

The final examination consists of an oral test on the course syllabus.

You can contact the lecturer at daria.gabusi@unicatt.it

Assessment will be based on: knowledge of course content; extent of in-depth study; clarity and accuracy of presentation; use of specific vocabulary; ability to make connections; ability to process and apply content and skills learned during the course.

***NOTES AND PREREQUISITES***

Students should possess knowledge of general history between the eighteenth and twentieth century: a good secondary-school history textbook is recommended.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.