# History of Educational Institutions

## Prof. Carla Francesca Ghizzoni

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

The course intends to teach students how to critically recognise the historical scope of educational institutions and practices.

Specifically, the course aims are:

1. Illustrate the most significant moments and figures from the pedagogical debate which developed in Italy and abroad between the nineteenth and twentieth centuries;
2. Shed light on the birth, stages and effect of the “discovery of childhood” on educational institutions, the inclusion of the peculiarities and educational requirements of early childhood;
3. Grasp the logical links between pedagogical theories, educational procedures and social-political contexts during the period in question;
4. Analyse real educational procedures by looking at educational models for children and teenagers in Italy between the outbreak of the Great War and the eve of the Second World War.

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

– identify the development of the idea of education between the twentieth and twenty-first centuries;

– identify the peculiarities of educational practice during the different points in history under discussion;

– identify the historical frameworks of current educational policies so, as future educators, students can effectively enter the world of education;

– acquire the specific language of the subject.

***COURSE CONTENT***

1. The first part of the course (the first semester) illustrates the key moments and the most important figures in the pedagogical debate which developed during the nineteenth and twentieth centuries in Italy and elsewhere in the world. The course will attempt to show how during the nineteenth and early twentieth centuries, there was increasing awareness regarding the peculiarities and educational requirements of childhood which, during the twentieth century, though slowly and unevenly, contributed to the reform of educational policies.
2. The second part of the course (the second semester) sheds light on actual educational practices over time. Specifically, the course compares moments of conflict and tension, namely educational plans and models designed by Fascism and the Church, in Italy between the two World Wars and via various institutions (school, associations, magazines).

***READING LIST***

For point 1:

G. Chiosso, *Novecento pedagogico*, La Scuola, Brescia 2012 (there are no valid previous editions ) (Chapter 1: omit paragraphs 7 and 11; Chapter 2: omit paragraphs 2, 4, 16 and 17; Chapter 3: omit paragraphs 2, 3, 4, 5, 12, 13, 17, 18, 19; Chapter 4: omit paragraphs 4, 6, 7, 8, 9, 10, 11,12, 13, 14; Chapter 6: study paragraphs: 1, 3, 4, 5, 18, 21. Omit Chapter 5 and the appendix).

For point 2:

C. Ghizzoni, *Educazione e scuola all’indomani della Grande Guerra. Il contributo de “La Civiltà Cattolica”(1918-1931)*, La Scuola, Brescia 1997 (omit: paragraphs 3 and 4 from Chapter 2, paragraph 4 from Chapter 5, and pages 279-299).

C. Ghizzoni, *L’infanzia nell’Italia fascista*, in M. Gecchele, S. Polenghi, P. Dal Toso (edited by), *Il Novecento: il secolo del bambino?* Ed. Junior, Parma 2017, pages 93-112 (available on the Blackboard platform).

***TEACHING METHOD***

Lectures and discussions supported by reading and examination of documents, film material and historical resources. All material will be available on Blackboard.

***ASSESSMENT METHOD AND CRITERIA***

There will be an oral examination; it may be preceded by a mid-term test at the end of the first semester. Details regarding its typology, date etc will be posted on the lecturer’s webpage and on Blackboard. The examination intends to assess students’ mastery and critical development of course content, students’ ability to find logical links between different moments and aspects of the period in question, clarity of presentation and grasp of historical-pedagogical language.

***NOTES AND PREREQUISITES***

All students, both full-time and distance learners, are required to consult the Blackboard platform where course material will be available. Any additional information regarding the course will be posted on Blackboard and the lecturer’s webpage. There are no prerequisites for attendance of the course. However, students should be familiar with history between the nineteenth and twentieth centuries, as this should have been studied at school.

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.