# History of Schools and Educational Institutions

## Prof. Simonetta Polenghi

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

The course aims to provide students with the key tools they need to carry out a critical analysis of the most important events in the history of education, children’s education, and schooling from the Age of the Enlightenment to the first decades of the 20th century.

In particular, it aims to:

1. helping students to approach historical-educational research, with a focus on terminology and general issues related to the educational process of the historical period under analysis;
2. help students develop a critical approach towards the study of the subject, and identify the causal and long-term relationships between educational ideas and their effects.

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

know and understand the key concepts of the history of pedagogy and children’s education, with a focus on the national and international scenario;

know and understand school policies, with a focus on primary education and teachers’ training between the 18th and the 20th century;

carry out a critical analysis of historical and educational processes, in order to plan appropriate educational interventions, always considering the historical and cultural dynamics on which they are based;

being able to communicate information about history of education in a good Italian, using appropriate terminology.

***COURSE CONTENT***

*Education and school from the Enlightenment to the twentieth century.*

The first part of the course focuses on the main educational theories and figures of educators from the seventeenth to the early twentieth century, such as Francke, Rousseau, Jacobin education, Pestalozzi, Aporti, Froebel, the Agazzi sisters, Positivism, Montessori. The history of educational thought is included in the context of educational practice from the Age of the Enlightenment to the beginning of the twentieth century, to explain the changes occurred throughout history in the way children are raised and educated, in particular in institutions for abandoned children. and in kindergartens.

The second part of the course will focus on: the birth and development of the Italian school system; the figure of the elementary teacher and their training; teaching hygiene; the education of the body in the first half of the twentieth century.

***READING LIST***

1. M. Gecchele, *Momenti di storia dell’istruzione in Italia,* Pensa Multimedia, Lecce, 2014 (the parts specified in class). (It may also be purchased directly from the Pensa Multimedia website, which will send the volume)

2. S. Polenghi, *Fanciulli soldati. La militarizzazione dell’infanzia abbandonata in età moderna,* Carocci, Roma, 2014

3. S. Polenghi, A. Németh, T. Kasper (edited by), *Corpo e educazione in Europa (1900-1950). Movimenti socio-culturali, salute pubblica, norme pedagogiche,* Junior-Spaggiari, Parma, 2022

4. S. Polenghi, *Le principali teorie dell'infanzia,* in “*Pedagogia e vita*”, 2005, 6, pp. 7-21 [the article can be downloaded from the Blackboard platform].

Further details will be provided online on Blackboard.

***TEACHING METHOD***

Lectures and dialogues aimed to introduce and examine the main topics of the course. Reading and commenting on short historical texts; projection and commentary of films. Video lessons, slides, webinars, and forums will be used. The material used in class will also be available online on the Blackboard platform: http://blackboard.unicatt.it/.

***ASSESSMENT METHOD AND CRITERIA***

Written test with closed-ended questions, preliminary to the overall oral exam. The written test, which takes place on the exam session dates, aims to verify students’ knowledge of the most significant contents of the discipline; their mastery of historical-pedagogical vocabulary; and their knowledge of the historical background of the period examined. The oral exam also aims to verify: their ability to critically rework the contents learnt; language accuracy and effective presentation skills in the analysis of the historical, pedagogical, and cultural phenomena examined. If the health emergency continues and will not allow examination in person, a test with a combination of closed-ended and open-ended question will be used.

***NOTES AND PREREQUISITES***

Students are strongly encouraged to use the online material and information.

*In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.*

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.