# History of Pedagogy

## Prof. Lucia Cappelli

***COURSE AIMS AND INTENDED OUTCOMES***

The course explores significant pedagogical theories and relates them to the history of childhood.

The general aim of the course is to offer students the tools for critical examination of the salient moments of the history of pedagogy, of education, childhood and school from the eighteenth century up to the 1970s. The main aim is to illustrate continuities and transformations in the education of children.

Specifically, the course aims are:

1. provide students with knowledge of the modalities of historical-educational work, while focusing attention on specialised vocabulary and general problems related to the historical-educational process during the period in question;
2. develop a critical approach to the study of the subject, be aware of causal connections and long-term relations between pedagogical ideas and educational effects.

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

– recognise and understand the basic history of pedagogy and of childhood, with specific reference to both national and international contexts;

– recognise and understand pedagogical theories and educational practice during the period in question;

– develop critical interpretation of historical-educational processes so as to be able to perform educational intervention, also via the awareness of underlying historical and cultural dynamics;

– communicate historical-pedagogical information in correct Italian and with a sound grasp of historical and pedagogical terminology.

***COURSE CONTENT***

*Pedagogical theories and the history of childhood*

The first part of the course focuses on educators, namely, Rousseau, Pestalozzi, Aporti, Froebel, the Agazzi sisters, Montessori, Dewey and Don Milani.

The history of pedagogical thinking is placed within the context of educational practices, between the eighteenth and twentieth centuries, so as to clarify changes which took place over time regarding the education of children. The course will illustrate the most relevant pedagogical theories and the often delayed application of said theories to children’s education.

The second group of topics under examination is the history and education of children in Italy and Europe between the nineteenth and twentieth centuries – a period of highs and lows. Emphasis will be placed on educational tools such as syllabaries and reading books.

***READING LIST***

1. M. Gecchele, *Momenti di storia dell’istruzione in Italia,* Pensa Multimedia, Lecce, 2014 (the parts indicated on Blackboard).

2. M. Gecchele-S. Polenghi-P. Dal Toso (edited by), *Il Novecento: il secolo del bambino?,* Edizioni junior, Parma, 2017. (the parts indicated on Blackboard).

3. C. Roverselli*, Giuliana Sorge, Luigia Tincani e la diffusione del metodo Montessori,* «Rivista di Storia dell'Educazione», a. VIII, n. 2 (2021) (available online).

***TEACHING METHOD***

Didactics will consist of frontal and participated lessons aimed at introducing and examining the main topics of the course with readings and comments on short historical texts; projection and commentary of films.

Material used during lectures will be available online on the Blackboard platform: [*http://blackboard.unicatt.it/*](http://blackboard.unicatt.it/)*.*

***ASSESSMENT METHOD AND CRITERIA***

The oral examination will be preceded by a written mid-term test, the result of which will affect the marking of the oral examination. Information regarding modality, typology and date of the written mid-term test will be posted on the lecturer’s webpage.

***NOTES AND PREREQUISITES***

Students are strongly advised to make use of the material and information available on Blackboard. There are no prerequisites for attending the course. However, students should have an understanding of the general history of Italy and Europe from the eighteenth century up to the twentieth century, as studied in secondary 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.