History of the School and Educational Institutions

Prof. Anna Debè

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to teach students about, and how to critically examine, the main historical-educational junctions related to the kindergarten and primary school in contemporary Italy.

Specifically, the course aims to:

1. present and explore the evolution of pedagogical theories related to childhood and infancy;
2. shed light on the historical, legislative, teaching and educational changes that have occurred in kindergartens and primary schools over time;
3. illustrate the methods and vocabulary of historical-educational work and encourage a critical approach to the discipline;
4. promote understanding of the historical matrices of the current school system.

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

1. know and understand the essential elements of the history of childhood, pedagogy and the school, with particular reference to the national context but including references to the global one;
2. reflect critically on today's school system, given their awareness of the historical and cultural dynamics underlying it;
3. correctly use the historical-pedagogical terminology of the discipline.

COURSE CONTENT

The first part of the course will be dedicated to exploring the main theories and educational practices that have characterised the history of national and international pedagogy since the end of the eighteenth century. Particular attention will be paid to the Italian context of the nineteenth and twentieth centuries, through an examination of the contribution of important figures, including the Agazzi sisters, Montessori, Gentile, and Lombardo-Radice. The second part of the course, on the other hand, will retrace the evolution of kindergartens and primary schools in Italy over the last two centuries, starting from an analysis of the legislative interventions that have occurred over time. An in-depth study will also be conducted on the second half of the twentieth century and, specifically, on some of the significant breaks with the past (the proposals of a democratic school by Don Milani and Mario Lodi, the process of school integration for the disabled in the Seventies). We will also see how these initiatives have been represented and recalled in the cinema and on television.

READING LIST

1. G. Chiosso, *Novecento pedagogico*, La Scuola, Brescia 2012 (previous editions will not be accepted).
2. M. Gecchele, *Momenti di storia dell 'educazione in Italia*, PensaMultimedia, Lecce-Brescia, 2014.
3. P. Alfieri (Ed.), *Immagini dei nostri maestri. Memorie di scuola nel cinema e nella televisione dell'Italia Repubblicana*, Armando, Rome, 2019.
4. J. Meda, *Gli esperimenti scolastici di Barbiana e Vho. La scuola come luogo di inclusione e come spazio di crescita civile e democratica (1948-1968)*, in A. Ascenzi, R. Sani (Eds.), *Inclusione e promozione sociale nel sistema formativo italiano dall’Unità ad oggi*, FrancoAngeli, Milan, 2020, pp. 87-101 [the essay can be downloaded from the Blackboard virtual platform].

Further details will be provided online on Blackboard.

TEACHING METHOD

Frontal lectures and dialogues, the analysis of documents and historical sources, and the projection and commentary of films. The material used in class will be made available on the Blackboard platform.

ASSESSMENT METHOD AND CRITERIA

The end-of-course exam consists of an oral interview aimed at verifying students' knowledge and critical re-elaboration of the contents studied, their ability to establish logical, causal and/or temporal links between the different topics, their presentation clarity, and their command of the historical-pedagogical language. The final examination may be preceded by an interim test at the end of the first semester. The methods of carrying out this test, its type and its timing will be announced on Blackboard.

NOTES AND PREREQUISITES

All students are invited to consult the Blackboard platform regularly to use the teaching material made available and to receive any further methodological or organisational information. Being a first-year course, there are no prerequisites regarding the contents, but students will be expected to possess knowledge of the general history of Italy and Europe between the late eighteenth and twentieth centuries, acquired during their secondary school education. Anyone who lacks such knowledge is invited to study them with the help of a good history textbook for high schools or technical institutes.

**Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students**.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.