UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Storia della Pedagogia e delle Istituzioni Educative - M-Z

2425-1-G8501R002-MZ

Course title

The relationship between teacher and pupils in the history of education

Topics and course structure

History of education studies speeches about education: it proposes thoughts about past educational' theories and models and about practical behaviours and ideal representations of collective imaginary, starting from the study of selected classical masterworks.

The program/the course explores some topics present in the history of Western culture: the relationship between teachers and students, some teaching methods in history of education

Objectives

A. KNOWLEDGE AND UNDERSTANDING

1. Knowledge and understanding of theoretical perspectives and models relating to learning processes, with particular attention to the socio-historical development of these aspects
2. Understanding of the role of the sciences of education, and in particular of pedagogy and didactics, in the analysis and design of school contexts and learning action
3. Knowledge of theoretical perspectives and models relating to learning processes, and their historical development

   4.. Knowledge and understanding of the main issues related to the definition of the teacher's role and professional profile, in their historical development

4. Knowledge of the main elements and problems related to the didactic act, in a perspective of inclusive didactics, with historical background.

B. APPLICATION SKILLS

1. Being able to identify pedagogical/didactic perspectives and models that have developed at particular historical moments and critically review them in the light of the current context and current school legislation.
2. Use the essential theoretical references to understand the dimensions and variables involved in the teaching-learning process
3. Use theoretical knowledge and operational tools related to observation and reflection techniques to understand the characteristics of the school context, of the subjects and their relationships, as well as of the teaching action
4. To know how to construct research paths in the educational and didactic field for the improvement of professional practice
5. Being able to reflect on one's own professionalism, identifying and critically analysing the intervention models implemented

C. AUTONOMY OF JUDGEMENT

1. awareness of the ethical and cultural responsibility associated with the exercise of the teaching function
2. Aptitude to read and interpret the needs and behaviour of pre-school and primary school children in the light of contemporary social contexts
3. ability to problematise educational situations and events, to analyse them in depth and process them in a reflective manner
4. ability to consider alternative solutions to problems and to make decisions that meet the pupils' educational needs
5. aptitude to self-assess one's own professional preparation and the effectiveness of teaching action
6. aptitude for renewing teaching practices through openness to research, experimentation and innovation.

D. COMMUNICATION SKILLS:

1. ability to set out in an organised form the objectives and nature of the educational intervention, through educational and didactic planning
2. ability to communicate with clarity to pupils, their families and colleagues the results of pupils' learning and possible solutions to any difficulties encountered
3. ability to entertain positive relations with pupils' families, showing openness and genuine interest in dialogue and adopting the humanistic-affective register of communication, valid, in particular, for the families of pupils of different ethnicity, culture and religious beliefs

E. ABILITY TO LEARN:

1. Interest in the teaching profession and desire to improve knowledge and practice of it
2. aptitude for broadening the basic psycho-pedagogical and methodological-didactic culture, also in relation to the progress of scientific research
3. motivation to deepen the contents and methods of study of school knowledge, with a recursive updating of disciplinary repertoires
4. aptitude to self-support and self-regulate one's own learning through autonomous bibliographic research and interested participation in training and refresher courses

Methodologies

The course offers didactic lectures, i.e. face-to-face lectures, which nevertheless involve participation, intervention or discussion of topics or materials.
Lessons are held in presence.

Online and offline teaching materials

Anthological collections of the main authors of the History of Pedagogy will be available on MyLab - Pearson Learning Solution

For working students, or students with a need to reconcile family and study or with difficulties in regular attendance, video recordings of all lectures will be guaranteed within 24 hours. Course slides will also be published.

Programme and references

1. S. Santamaita, Storia dell'educazione e delle pedagogie, Seconda Edizione, Pearsons, Milano, 2019.
   Il testo è disponibile sia in versione cartacea sia in versione ebook
   The text is available in paper or ebook version
   Paper ISBN: 9788891909398 - Digital ISBN: 9788891909404
   https://he.pearson.it/catalogo/1101

2. G. Lombardo Radice, Come si uccidono le anime, (a cura di L. Cantatore), ETS Edizioni, Pisa, 2020.

3. Platone, Apologia di Socrate, any edition

4.

(it is necessary to study in detail the following authors: Socrate, Platone, Quintiliano, Comenio, Rousseau, Itard, Pestalozzi, Frobel, history of early childhood educational institutions, outline of school history in Italy, attivismo, Montessori, Pizzigoni, Agazzi, Dewey, Tolstoj, Freinet, Don Milani)

ONLY FOR ERASMUS STUDENTS – SEULEMENT POUR LES ETUDIANTS ERASMUS:
HISTORY OF EDUCATION – HISTOIRE DE L'EDUCATION
The course aims to reflect in particular on the image of the school, the teacher image, the teachers/pupils relationship in Western history.
Le cours vise à refléter en particulier sur l'image de l' école , l'image de l'enseignant, la relation enseignants / élèves dans l'histoire occidentale.
The exam is a written test with open questions. The examination has a duration of one hour.
L'examen est une épreuve écrite avec des questions ouvertes. L'examen a une durée d'une heure.
Bibliography for Exam in English:
Plato, The Republic
J. Dewey, Democracy and Education
M. Montessori, Discovery of the Child
Bibliographie pour l'examen en français:
Platon, La République
C. Freinet, Pour l'école du people
M. Montessori, La découverte de l'enfant

Assessment methods

The examination consists of a one-hour written test
The written test consists of 3 questions; each answer is marked from 0 to 10. Overall, the test will be marked at a maximum of 30/30.
The written test is passed if a minimum mark of 18/30 is achieved.
The optional oral exam takes place on a different day, but always in the chosen exam call (it is not possible to take the written and oral exam in different calls).
When the results of the written examination are published, it is possible to: accept the grade without taking the oral examination; reject the grade and take the examination at another call; accept the written examination grade and request the oral examination.
The oral examination only takes place at the request of the student or at the request of the teacher after passing the written examination.
The oral examination consists of an interview on all the examination texts, with a separate grade expressed in thirtieths. The final mark is the average of the written and oral marks for those who request the oral examination; only the written mark for those who do not request the oral examination. If, at the end of the oral examination, the student refuses the mark, he/she will have to repeat the entire examination (written + oral) at a later call.
Students with a DSA certification must send an e-mail with the P.U.O.I. attached the teacher ten days before the day of the roll call so that compensatory measures can be agreed in good time.

The assessment of the tests will follow the following criteria:

- relevance of exposed content
- richness/articulation of the content presented
- capacity for personal and critical reworking of content
- internal coherence of concepts and arguments
- correctness of the concepts illustrated and discussed
- explicit references to the texts studied
- correctness of terminology and syntax

On the basis of the above criteria, the assessment will be broken down into thirtieths:

- Sufficient relevance of the contents and limited articulation of the same; preparation with a low level of personal and critical reworking of the contents; limited internal coherence of concepts and arguments; sufficient correctness of the contents expressed and limited explicit references to the texts; good terminological, orthographic and syntactic correctness: 18-20/ 30
- Good relevance of content and sufficient articulation of content; preparation with sufficient level of personal and critical reworking of content; good internal coherence of concepts and arguments; good correctness of expressed content and sufficient explicit references to texts; good terminological, spelling and syntactic correctness: 21-24/ 30
- Good relevance of content and good articulation of content; preparation with a good level of personal and critical reworking of content; good internal coherence of concepts and arguments; excellent correctness of expressed content and significant explicit references to texts; excellent terminological, spelling and syntactic correctness 24-27/ 30
- Perfect relevance of content and broad articulation of content; preparation with an excellent level of personal and critical reworking of content; good or very good internal coherence of concepts and arguments; excellent correctness of expressed and significant content and various explicit references to texts; excellent correctness of terminology, spelling and syntax 28-30/ 30

Office hours

The professor meets students by appointment, which can be requested at silvia.pacelli@unimib.it

Programme validity

This program is valid until September 2026

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS