UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

# History of Education - M-Z

**2627-1-G8501R002-MZ**

## Course title

The Historical Feminization of Caregiving and Teaching Roles in 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 course examines selected themes in the history of Western culture. In particular, it examines the historical process of the feminization of educational, teaching, and caregiving roles within Western societies and cultures.

## 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. Knowledge of theoretical perspectives and models relating to learning processes, and their historical development
3. 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

C. AUTONOMY OF JUDGEMENT

1. awareness of the ethical and cultural responsibility associated with the exercise of the teaching function
2. the ability to problematise educational situations and events, to analyse them in depth and process them in a reflective manner
   3.. aptitude to self-assess one's own professional preparation and the effectiveness of teaching action

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 will be delivered in Italian.

The course primarily consists of lecture-based teaching (i.e., in-person lectures); however, interactive teaching activities are also included, such as student participation, discussion, and engagement with topics and course materials. The course will comprise approximately 60% lecture-based instruction and 40% interactive teaching activities.
Classes are held in person.

## Online and offline teaching materials

STUDENTS ARE ADVISED TO REGISTER FOR THE COURSE ON THE MOODLE PLATFORM IN ORDER TO HAVE ACCESS TO MATERIALS, INFORMATION AND NOTICES.

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 24/48 hours. Course slides will also be published.

## Programme and references

1. S. Santamaita, *Storia dell'educazione e delle pedagogie*, 3rd Edition
   Print ISBN: 9788891936424 – Digital ISBN: 9788891936448
   Catalog page: https://he.pearson.it/bundle/2602?isbn=9788891936424
   Thanks to a partnership between Pearson and the Italian Ministry of Culture, all students holding the **Carta Giovani Nazionale** (Italian National Youth Card)—available to Italian and European Union citizens under the age of 35—can purchase the digital edition of the book at a 25% discount directly through the IO app.
   **Please note: Students are advised to wait until October 7 before purchasing the book, as the publisher will present the book on that date and explain the special offers available.**
2. F. Borruso, R. Gallelli, G. Seveso (a cura di), *Donne e scuola tra destino ed emancipazione. Questioni pedagogiche e itinerari storico-educativi*, Milano, FrancoAngeli, 2026.
3. At the beginning of the course, the professor will provide several open-access articles, which will be uploaded to the course's e-learning page.

(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)

**BIENNALISATION**
Students wishing to biannualise the course are asked to contact the professor to agree on a programme based also on their thesis topics.

**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, Apology of Socrates
J. Dewey, Democracy and Education
M. Montessori, Discovery of the Child
Bibliographie pour l'examen en français:
Platon, Apologie de Socrate
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.

According to Article 27 of the University Student Regulations, it is still the right of the student and the teacher to request an oral test after the written paper, should they wish or deem it appropriate.
In the latter case, 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 certified Specific Learning Disorder (SLD) are requested to email the professor, attaching their Individualized Educational Plan (P.U.O.I.), at least ten days prior to the exam date, so that the appropriate accommodations can be arranged in advance.

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

To avoid waiting times, students are requested to schedule an appointment with the Professor by writing to

carmen.petruzzi@unimib.it.
Office hours are held in the Professor’s office (Room 4136, 4th floor, Agorà Building, formerly U6).
Students who are unable to attend in person may request an online appointment.
Online meetings are held through the Professor’s virtual meeting room: https://unimib.webex.com/meet/carmen.petruzzi

## Programme validity

This course syllabus is valid until September 2028.

## Course tutors and assistants

Rita Contarino, Angela Pessina

## Sustainable Development Goals

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