UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

History of Education - A-L

2627-1-E1902R007-AL

Course title

Pedagogical activism, outdoor education: experiences and reflections 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

Objectives

The course aims to reflect on the ways in which certain dimensions of educational action have been addressed in the history of pedagogy and educational institutions, and in particular these objectives:

1. Knowledge and understanding

- knowledge of the professional contexts;
- knowledge of the fundamentals of educational planning.

2. Ability to apply knowledge and understanding

- ability to pedagogically analyse professional contexts;
- ability to design interventions aimed at the individual, groups and communities;

3. Making judgement

- Ability to foresee outcomes, consequences and results of training interventions also in terms of ethics and professional ethics

4. Communication skills

- Ability to construct arguments on the basis of acquired knowledge and to relate them to different socio-educational contexts
- Ability to synthesise and document processes, using both analogue and digital media

5. Learning skills

- Finding useful sources to continuously update one's knowledge, following the evolution of theories and methodologies in the educational field
- Development of a critical-reflective thinking capacity useful for reading social and professional contexts

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.

The course is delivered in person. However, up to a maximum of eight classes may be delivered remotely, either synchronously or asynchronously, depending on the overall schedule of first-year courses.

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 3/Ed. ISBN Cartaceo: 9788891936424 – ISBN Digitale: 9788891936448 Link alla pagina di catalogo: https://he.pearson.it/bundle/2602?isbn=9788891936424.
   Grazie a una partnership tra Pearson e il Ministero della Cultura, tutti gli studenti titolari di Carta Giovani Nazionale (cittadini italiani e dell’Unione Europea under 35) potranno acquistare la versione digitale del volume con uno **sconto del 25%** direttamente tramite l'app IO.
   **Attenzione! Si consiglia di attendere ad acquistare il testo dopo il 14 ottobre, data in cui la Casa Editrice lo

presenterà e spiegherà alcune offerte. **

(Gli autori da approfondire sono: Socrate, Platone, Quintiliano, Comenio, Rousseau, Itard, Pestalozzi, Frobel, attivismo, scuole nuove e scuole attive, Montessori, Pizzigoni, Agazzi, Dewey, Tolstoj, Freinet, Don Milani)

2. J. Itard, Il fanciullo selvaggio dell'Aveyron, tr. it., Armando, Roma, 2007 (è accettata qualsiasi edizione)

3. M. Montessori, Il segreto dell'infanzia. Garzanti, Milano, 1999 (è accettata qualsiasi edizione)

4. The professor will provide several open-access articles, which will be uploaded to the course's e-learning page.

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, Aplogie de Socrate
C. Freinet, Pour l'école du people
M. Montessori, La découverte de l'enfant

Assessment methods

The examination consists of one-hour a 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 choice of written test is consistent with the teaching objectives in that it allows the student to propose critical reflections and a personal reworking of the proposed content, in particular on the historical evolution of educational contexts and pedagogical models.

There is the possibility of an intermediate written test with valid assessment for the examination: the modalities will be explained during the course

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 time, the professor meets students by appointment, which can be requested at gabriella.seveso@unimib.it; meetings take place in the professor's office, room 4136, floor 4, Agora building (u6). For those who have impediments, you can request a meeting online, in the professor's virtual room: https://unimib.webex.com/meet/gabriella.seveso

Programme validity

This program is valid until September 2028

Course tutors and assistants

Sustainable Development Goals

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