

## Syllabus

### Descrizione del corso

<b>Titolo dell'insegnamento:</b>	<b>Reform pedagogies in elementary and primary education - a critical review (lez.)</b>
<b>Anno del corso:</b>	Opzionale
<b>Semestre:</b>	2
<b>Codice esame:</b>	12503
<b>Settore scientifico disciplinare:</b>	M-PED/03
<b>Docente del corso:</b>	Azzolin Silvia
<b>Modulo:</b>	No
<b>Docenti dei restanti moduli:</b>	/
<b>Crediti formativi:</b>	2
<b>Numero totale di ore lezione/laboratorio:</b>	20
<b>Numero totale di ore ricevimento:</b>	6
<b>Orario di ricevimento:</b>	Previo appuntamento via mail
<b>Modalità di frequenza:</b>	come da regolamento
<b>Lingua ufficiale di insegnamento:</b>	inglese
<b>Corsi propedeutici:</b>	nessuno
<b>Descrizione del corso:</b>	<p>In this lecture, current concepts and approaches of reform pedagogy for the pedagogical work in kindergarten and primary school as well as their historical roots are presented, systematically compared and critically discussed. The focus is on the following questions:</p> <ul style="list-style-type: none"> <li>• What are the common core ideas of reform pedagogical approaches as a child-oriented pedagogy?</li> <li>• What ideas of education, learning and 'Bildung' are conveyed in the reform pedagogical approaches?</li> <li>• What role is ascribed to the pedagogue in the respective concept and what image of the child is decisive?</li> <li>• Which didactics distinguish the respective concept?</li> </ul> <p>In the lecture, the potentials are worked out which the reform pedagogical approaches have for current social challenges - democracy education, education for sustainable development, inclusive pedagogy of diversity / diversity-conscious education.</p>
<b>Obiettivi Formativi specifici del corso:</b>	<p>The aims of the course are:</p> <ul style="list-style-type: none"> <li>- to deepen the principles of the methods/approaches of the pedagogy of the reform in order to find ideas, stimuli, reflections, didactically effective and founded, in perspective of the future school development</li> <li>- to explore modern approaches within reform pedagogy and their relationship to learning and teaching process;</li> <li>- to consider the teaching practice observed and experimented in light of the principles of Reform Pedagogy;</li> </ul>
<b>Lista degli argomenti trattati:</b>	<p>The meaning of reform pedagogy.  Reform pedagogues: Parkhurst, Freinet, Petersen, Steiner; Montessori (Comenius, Rousseau) Pestalozzi, Fröbel, Baden-Powell, Reddie, Dewey, Steiner, Freinet, Montessori, Rogers, Freire  Five successful models of reform pedagogy which are still widespread today: Montessori pedagogy, Freinet pedagogy, Jena Plan pedagogy, Dalton Plan pedagogy and Rudolf Steiner pedagogy.  Transposing reform pedagogy into new contexts.  Reform pedagogy into the National and Local Educational System and</p>

	Documents. The reform pedagogy towards a transformative pedagogy.
<b>Organizzazione della didattica:</b>	Collaborative with a structural approach; at times frontal, with participatory mode and openness to discussion; independent study of the bibliography
<b>Risultati di apprendimento attesi:</b>	<p><b>Disciplinary Competencies</b>  <u>Knowledge and understanding.</u>  On completion of the course, the student has adequate knowledge of approaches/methods related to reform pedagogy.</p> <p><u>Ability to Apply knowledge and understanding</u>  On completion of the course, the student knows how to reflect on the educational and instructional possibilities of the principles of reform pedagogy; knows how to evaluate his/her own and others' teaching practices according to the methods and approaches of reform pedagogy; knows how to use the resources offered by the methods/approaches of reform pedagogy to independently design and produce effective pathways and materials.</p> <p><b>Transversal Competencies</b>  <u>Autonomy of Judgment</u>  On completion of the course, the student has attained critical and interpretive skills that enable him/her to make independent observations and judgments about representative methods and approaches of reform pedagogy.</p> <p><u>Communication Skills</u>  By the end of the module, the student has acquired a specific vocabulary in English related to reform pedagogy and its methods/approaches; is able to express and argue his or her point of view about the pedagogical principles that should guide a teacher's practice in 21st century schools.</p> <p><u>Learning Capabilities</u>  At the end of the module, the student has acquired specific knowledge and reflective skills that allow him/her to independently update and deepen pedagogical research as a function of experimentation and innovation.  In addition, the teaching methodologies experimented during the lessons, represent an example of didactic application of the principles of Reform Pedagogy, expendable in the future profession of kindergarten and elementary school teacher.</p>
<b>Forma d'esame:</b>	Final assignment: written test (close tasks) on basic concepts and topics covered in the lecture.
<b>Criteri di misurazione e criteri di attribuzione del voto:</b>	Final assignment: students will be assessed according to their ability to understand and respond to questions related to the content of the lecture, demonstrating knowledge and understanding of the concepts dealt with during the lecture, critical judgement, and self-reflection, and the ability to transpose the theory into practice and to read the theory in practice.
<b>Bibliografia fondamentale:</b>	<p>Selected entries, specified during the course, from Palmer Cooper, Joy A. (ed.). The Routledge Encyclopaedia of Educational Thinkers, London: Routledge, 2016. Web.</p> <p>Or in alternative:  from Laeng, Mauro. Enciclopedia Pedagogica, V.1, 2, 3, 4, 5. Brescia: Ed. La Scuola, 1992. Print.</p> <p>AA.VV. L'eredità dei grandi maestri. Storie di un passato da riscoprire per rispondere alle sfide del presente. Atti del convegno, Centro Alberto Manzi, Bologna, 2016. Web <a href="https://www.centroalbertomanzi.it/leredita-dei-grandi-maestri/">https://www.centroalbertomanzi.it/leredita-dei-grandi-maestri/</a></p> <p>Cambi, F. (2017). Quale scuola per il XXI secolo? un'identità possibile. <i>Studi Sulla Formazione</i>, 20(2), 21-28. doi:http://dx.doi.org/10.13128/Studi_Formaz-22166</p> <p>UNESCO. Education for Sustainable Development Goals - Learning Objectives. (2017). Web <a href="https://unesdoc.unesco.org/ark:/48223/pf0000247444">https://unesdoc.unesco.org/ark:/48223/pf0000247444</a>  <a href="http://unesdocblob.blob.core.windows.net/pdf/UploadCKEditor/MANUALE_ITA.pdf">http://unesdocblob.blob.core.windows.net/pdf/UploadCKEditor/MANUALE_ITA.pdf</a></p> <p>Articles from academic journals and relevant websites to be announced in the course.</p>
<b>Bibliografia consigliata:</b>	Haley D. (2020) Unconventional Educational Approaches: An Eco-pedagogy

to Address Our Transformative Challenges. In: Leal Filho W., Azul A.M., Brandli L., Özuyar P.G., Wall T. (eds) Quality Education. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham. [https://doi-org.libproxy.unibz.it/10.1007/978-3-319-95870-5\\_59](https://doi-org.libproxy.unibz.it/10.1007/978-3-319-95870-5_59)

Hattie, John. *Visible Learning for Teachers : Maximizing Impact on Learning* (2012). Web. Part.2

Schleicher, A. The case for 21st-century learning. (2014) web <https://www.oecd.org/general/thecasefor21st-centurylearning.htm>

OECD Future for Education and Skills 2030: OECD Learning Compass 2030 (2019) Web.

[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD\\_Learning\\_Compass\\_2030\\_Concept\\_Note\\_Series.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD_Learning_Compass_2030_Concept_Note_Series.pdf)

Tom Murray. "What Is the Integral in Integral Education? From Progressive Pedagogy to Integral Pedagogy." *Integral Review* 5.1 (2009): 96-134. Web.