

Syllabus

Descrizione del corso

Titolo dell'insegnamento:	Reform pedagogies in elementary and primary education - a critical review (lez.)
Anno del corso:	Opzionale
Semestre:	2
Codice esame:	12503
Settore scientifico disciplinare:	M-PED/03
Docente del corso:	Azzolin Silvia
Modulo:	No
Docenti dei restanti moduli:	/
Crediti formativi:	2
Numero totale di ore lezione/laboratorio:	20
Numero totale di ore ricevimento:	6
Orario di ricevimento:	
Modalità di frequenza:	come da regolamento
Lingua ufficiale di insegnamento:	inglese
Corsi propedeutici:	nessuno
Descrizione del corso:	<p>In this course, current concepts, and approaches of reform pedagogy for pedagogical work in pre-school 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"> - What are the common core ideas of reform pedagogical approaches as child-oriented pedagogy? - What ideas of education, learning and 'Bildung' are conveyed in reform pedagogical approaches? - What role is attributed to the pedagogue in the different approaches and what image of the child do they have? - What didactics distinguish the different approaches? <p>During the lectures, the potential of the different reform pedagogical approaches for today's social challenges - education for democracy, education for sustainable development, inclusive diversity pedagogy / diversity-aware education - is analyzed.</p>
Obiettivi Formativi specifici del corso:	<p>The course objectives are:</p> <ul style="list-style-type: none"> - to deepen the principles of the methods/approaches of 'Reform Pedagogy' to find ideas and stimuli which are didactically effective and founded, with a view to the future development of the school. - to explore modern approaches in Reform Pedagogy and their relation to the learning and teaching processes. - to consider observed and tested teaching practices in the light of the principles of Reform Pedagogy and to reflect on their applicability, sustainability, and effectiveness.
Lista degli argomenti trattati:	<ul style="list-style-type: none"> - The meaning of Reform Pedagogy. - Notes on the best-known reform pedagogues: e.g., Pestalozzi, Fröbel, Dewey, Montessori, Parkhurst, Petersen, Steiner, Freinet, Rogers, Freire - Didactic and educational evidence from 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.

	<ul style="list-style-type: none"> - Transposing Reform Pedagogy into new contexts, with a focus on sustainability, personalization and inclusion, democratic participation. - Reform pedagogy into the National and Local Educational System and Documents. - Reform Pedagogy towards a transformative pedagogy.
Organizzazione della didattica:	Collaborative and co-constructive with a structural approach; at times, teaching will be frontal, with participatory mode and openness to discussion; at other times flipped classroom with autonomous study of the bibliography will be proposed.
Risultati di apprendimento attesi:	<p><u>Disciplinary Competencies</u> Knowledge and understanding. On completion of the course, the student has adequate knowledge of approaches/methods related to Reform Pedagogy.</p> <p>Ability to Apply knowledge and understanding On completion of the course, the student knows how to</p> <ul style="list-style-type: none"> - reflect on the educational and instructional possibilities of the principles of Reform Pedagogy. - evaluate his/her own and others' teaching practices according to the methods and approaches of Reform Pedagogy. - use the resources offered by the methods/approaches of reform pedagogy to independently design and produce effective pathways and materials. <p><u>Transversal Competencies</u> Autonomy of Judgment 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>Communication Skills By the end of the course, the student</p> <ul style="list-style-type: none"> - has acquired a specific vocabulary in English related to reform pedagogy and its methods/approaches. - can 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>Learning Capabilities 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 elementary and primary school teacher.</p>
Forma d'esame:	Assessment will be made based on: <ul style="list-style-type: none"> - for attending students, their participation in collaborative discussions and activities, presentations in pairs or groups on a given topic, a written examination with multiple-choice questions. - for non-attending students, a presentation on a given topic, a written examination with open and multiple-choice questions.
Criteri di misurazione e criteri di attribuzione del voto:	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.
Bibliografia fondamentale:	Selected entries, specified during the course, from: <ul style="list-style-type: none"> - Palmer Cooper, Joy A. (ed.). Thinkers, London: Routledge, 2016. Web. Or in alternative: <ul style="list-style-type: none"> - Enciclopedia Pedagogica, V.1, 2, 3, 4, 5. Brescia: Ed. La scuola - 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 https://www.centroalbertomanzi.it/leredita-dei-grandi-maestri/ - Cambi, F. (2017). Quale scuola per il XXI secolo? Un'identità possibile. Sulla Formazione, 20 (2), pp.21-28, 21-28. doi: http://dx.doi.org/10.13128/Studi_Formaz-22166

	<ul style="list-style-type: none"> - UNESCO. Education for Sustainable Developmental Goals – Learning Objectives. https://unesdoc.unesco.org/ark:/48223/pf0000247444 http://unesdocblob.blob.core.windows.net/pdf/UploadCKEditor/MANUALE_ITA.pdf - Articles from academic journals and relevant websites to be announced in the course.
<p>Bibliografia consigliata:</p>	<p>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</p> <p>Hattie, John (2012). Visible Learning for Teachers: Maximizing Impact on Learning, Part.2, Web.</p> <p>Schleicher, A. The case for 21st-century learning. (2014) web https://www.oecd.org/general/thecasefor21st-centurylearning.htm</p> <p>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</p> <p>Tom Murray. "What Is the Integral in Integral Education? From Progressive Pedagogy to Integral Pedagogy." Integral Review 5.1 (2009): 96-134. Web</p>