

Course of Study in
"SPORT SCIENCES, PRACTICE AND MANAGEMENT OF SPORTING ACTIVITIES" -
[L-22]
 a.y. 2021/2022

SUBJECT:
HISTORY OF PEDAGOGY

SDS: **M-PED/02**; ECT: **9**
 I YEAR; I SEMESTER

Lecturer: **Prof. Samuele Calzone**
 Disciplinary Tutor: **Dr. Francesca De Santis**

<p>Qualification and scientific background of the lecturer</p>	<p>Samuele Calzone, INDIRE researcher, deals with schools in their main dimensions: improvement and enhancement of the technological infrastructure and equipment (learning environments), didactics (teachers), student learning (pupils), school organisation (headmasters). In particular, the research investigations focus on a number of issues related to the introduction of digital technology in schools (digital skills, media education), the personalisation of learning, especially in adulthood, the development of critical thinking and soft skills, learning theories and distance learning. He is also interested in the didactics of philosophy.</p> <p>He is the referent of the research project <i>PATHS - a Philosophical Approach to THinking Skilles</i> http://formazione.indire.it/paths and of the project "PON Monitoraggio, ricerca e supporto tecnico didattico all'Autorità di Gestione e alle istituzioni scolastiche per l'attuazione degli interventi" of the PON project for the school entitled "Competenze e ambienti per l'apprendimento" 2014-2020, https://www.indire.it/progetto/gpu2020/</p>
<p>Description of contents and subdivision of the programme into teaching modules</p>	<p>TABLE AND DEFINITION OF CONTENTS</p> <p>The course in history of pedagogy aims to deepen the following contents: Introductory module - Why should we study pedagogy?</p>

	<ul style="list-style-type: none"> ➤ The reality of education ➤ Pedagogy and sports practice ➤ The relationship with philosophy <p>Module 1 - What do the ancients teach us?</p> <ul style="list-style-type: none"> ➤ Socrates and the classical philosophers: the ethical education of the citizen ➤ Education in the Middle Ages: a long age of transformation <p>Module 2 - When did pedagogy emerge as a discipline?</p> <ul style="list-style-type: none"> ➤ Pedagogical renewal in the 15th and 16th century ➤ Between the 17th century and the Age of Enlightenment: education promotes the free development of individual faculties ➤ The nineteenth century: the pedagogical century <p>Module 3 - What are the themes of the current debate on pedagogical reflection?</p> <ul style="list-style-type: none"> ➤ John Dewey: between pragmatism and instrumentalism ➤ Behaviourism, Cognitivism, Constructivism ➤ Interdisciplinary contributions ➤ The personal construction of knowledge ➤ Lifelong learning
<p>Abstract</p>	<p>The course in history of pedagogy has the objective of favouring the acquisition of the fundamental elements of the pedagogical theories of the classical, modern and contemporary world in order to promote a personal and autonomous reflection on the subject of education of the person.</p> <p>The course contributes to the promotion of the individual well-being and improves the individual relational dynamics.</p>
<p>Learning objectives</p>	<p>The History of Pedagogy course aims to encourage the acquisition of the fundamental elements of the pedagogical theories of the classical, modern and contemporary world and to promote a personal and autonomous reflection on the theme of personal education.</p> <p>The course contributes to the promotion of the well-being of the individual and the improvement of their relational dynamics.</p>
<p>Expected learning outcomes</p>	<p>A. Knowledge and understanding</p> <p>To know the main pedagogical theories and the contemporary debate on education.</p>

	<p>Understanding the role of education in the development of the knowledge society.</p> <p>B. Ability to apply knowledge and understanding To know how to apply in one's own professional context some educational indications shared during the course. To be able to identify the significant elements of an educational relationship.</p> <p>C. Autonomy of judgement Learning a critical study method based on a philosophical-pedagogical analysis. Learning to locate problems related to educational practice within solutions proposed by philosophers and pedagogues of the past in order to develop a personal response.</p> <p>D. Communication skills Learning to expound the main pedagogical issues. Developing an argumentative and dialectical ability to support one's own theses.</p> <p>E. Learning ability To be able to independently explore the main pedagogical issues. Use a study method that can also be adopted in professional environments.</p>
<p>Skills to be acquired</p>	<p>EXPECTED RESULTS</p> <p>A. Use of advanced textbooks, knowledge of some cutting-edge topics within the subject studied</p> <p>B. Professional approach to work and possession of adequate skills to conceive arguments, support them and solve problems within the subject studied</p> <p>C. Ability to collect and interpret data useful for making autonomous judgements.</p> <p>D. Ability to communicate information, ideas, problems and solutions to specialists and non-specialists.</p> <p>E. Ability to undertake further studies with a high degree of autonomy.</p>
<p>Didactics organisation</p>	<p>DIDACTICS PROVISION</p>

	<ul style="list-style-type: none"> ➤ No. 8 hours of video lessons divided into short clips along with slides to facilitate learning; ➤ No. 3 video lessons in sync with all course participants <p>INTERACTIVE DIDACTICS</p> <ul style="list-style-type: none"> ➤ 1 orientation forum; ➤ 3 thematic follow-up forums (1 for each module); ➤ possibility to carry out work in groups; ➤ 3 structured e-activities (as described in the section <i>“in itinere assessment methods”</i>). <p>SELF-LEARNING</p> <p>Teaching materials are provided for each module: in-depth thematic studies, articles, open access readings, web resources, reference bibliography, etc.</p>
<p>Recommended texts</p>	<ul style="list-style-type: none"> ➤ Chiosso, G. (2009), <i>I significati dell'educazione. . Teorie pedagogiche e della formazione contemporanee</i>, Mondadori. ➤ Cambi, F. (2009), <i>Manuale di Storia della Pedagogia</i>, Laterza <p>In order to respond flexibly to the specific needs of each student, the lecturer reserves the right to recommend alternative or additional readings during the lessons and to students who ask for them.</p>
<p>In itinere assessment methods</p>	<p>Access to the final examination is subject to the following 3 e-activities:</p> <ol style="list-style-type: none"> 1. E-activity 1 - Creation of a short presentation, on a topic to be identified during the MODULE 1, not longer than 10-15 minutes (made by slides, videos, in HTML, etc.). 2. E-activity 2 - Creation of a short presentation, on a topic to be identified during MODULE 2, not longer than 10-15 minutes (made by slides, videos, in HTML, etc.). 3. E-activity 3 - Creation of a short presentation, on a topic to be identified during MODULE 3, not longer than 10-15 minutes (made by slides, videos, in HTML, etc.). <p>The presentations will be discussed and commented on during the examination.</p>

Procedure for the final examination	<p>The assessment of learning will take the form of an oral interview on the course contents. The grade (min 18, max 30 with possible honours) is determined by the level of performance for each of the following dimensions of oral interview: mastery of contents, appropriateness of definitions and theoretical references, command of specialist language.</p> <p>Oral interview in presence.</p>
Language of instruction	Italian