

History of Education (H001583)

Course size (nominal values; actual values may depend on programme)

Credits 6.0 Study time 180 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	lecture	35.0 h
		guided self-study	10.0 h

Lecturers in academic year 2018-2019

Vanobbergen, Bruno	PP04	lecturer-in-charge
De Wilde, Lieselot	PP04	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	6	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	6	A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	6	A
Joint Section Bachelor of Science in Educational Sciences	6	A
Linking Course Master of Science in Social Work and Social Welfare Studies	6	A
Preparatory Course Master of Science in Social Work and Social Welfare Studies	6	A

Teaching languages

Dutch

Keywords

historical perspective, historicizing, epistemology, educationalization, social question, 19th and 20th centuries, history of the present, genealogy, educational theories and practices, appropriation

Position of the course

This course contributes to the following competence areas concerning Educational Sciences:

B.1.1. Have insight in pedagogical, educational and orthopedagogical theoretical concepts.

B.1.3. Have insight into related disciplines and explain their added value.

B.1.4. Being able to situate and analyze pedagogical, educational and orthopedagogical issues in practice, research and policy.

B.1.5. Have insight into pedagogical, educational and orthopedagogical processes and situations.

B.2.2. Being able to scientifically indicate educational and pedagogical theories, practice and policy.

B.2.3. Being able to situate and identify contemporary social situations, problem definitions and developments from a scientific framework

B.3.2. Critically reflect on one's own thinking and actions and adjust these as a result.

B.3.6. Approach a pedagogical, educational or orthopedagogical problem from multiple perspectives (multi perspectivism).

B.5.1. Participate in the social and cultural debate and have insight in the way in which pedagogical, educational or orthopedagogical practices affect social and cultural events.

B.5.2. Analyze social, historical and cultural aspects in scientific work.

B.5.3. Have insight in and follows social debates and trends in pedagogical, educational and orthopedagogical contexts.

This course contributes to the following competence areas concerning Social Work:
M.1.1. Critically reflect on theoretical concepts of social work and social pedagogy and their interrelations.

M.1.3. Critically and independently apply related (sub) disciplines in the analysis of problem definitions in social work and social pedagogy from an inter-and transdisciplinary perspective.

M.1.4. Have insight in the history and the nature of social work as a science, as a profession and as a practice, and apply this historical perspective independently in current discussions on and analysis of complex social and educational problems.

M.1.5. Reflect critically on paradigms that underlie problem definitions in social work and social pedagogy, identify its limits and creatively use of this reflection.

M.2.2. Critically analyze contemporary problem definitions in social work and social pedagogy and corresponding developments in social work by using different theoretical frameworks, and translate into a research design.

M.2.4. Use creativity and social imagination to discover relations and new points of view, and use these points of view in the creation of new applications.

M.3.2. Independently and critically analyze new and complex problem definitions in social work and social pedagogy.

M.3.4. Adopt a point of view on a complex social work or social pedagogy problem and critically weigh various points of view.

M.3.5. Systematically approach problem definitions in social work and social pedagogy from multiple perspectives (multi perspectivism).

M.5.1. Hold open the social debate and construct a reasoned analysis of how social work practices strive to social changes that contribute to social justice and a sense of human dignity.

M.5.2. Integrate social, historical, (inter)cultural, economic, politic, global and international aspects in scientific work and thus showing how contemporary problem definitions in social work and social pedagogy are constructed (historical and cultural).

Contents

This course pays attention to the following topics:

- the combined action of educational ideas, opinions, theories, attitudes, behaviours, institutions and sciences in a historical and societal context and development
- à concepts: (paradoxes of) 'educationalization' and the 'social question'
- theory and epistemology: paradigms and methodological issues within the field of the history of education
- thematic sub-studies: topics related to schooling, special education and social work in the 19th and the 20th centuries until today
- historical sources (texts, artefacts and visuals), with special attention paid to visual sources, film in particular

Initial competences

Final competences

- 1 To situate educational actions and provisions in a social, historical, cultural, and legal context.
- 2 To relate different schools of educational thought to broader views of humanity and society.
- 3 To make historical and critical links for a better understanding of actual societal themes and developments.
- 4 To place social relation forms and the educational intercourse that flows therefrom in a social, historical, cultural, and legal context.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Guided self-study, lecture

Learning materials and price

Reader with scientific articles and chapters, both in Dutch and English.

Cost: 30 EUR

References

- Burke, P. (2004, 2nd ed.). *What is cultural history?* Cambridge/ Malden MA: Polity.
- Depaepe, M. (2012). *Between educationalization and appropriation: Selected writings*

on the history of education. Leuven: Leuven University Press.

- Depaepe, M., Simon, F., & Van Gorp, A. (Eds.). (2005). *Paradoxen van pedagogisering: Handboek pedagogische historiografie*. Leuven/Voorburg: Acco.
- McCulloch, G. (2011). *The struggle for the history of education*. London: Routledge.
- Orgeron, D., Orgeron, M. & Streible, D. (Eds.). (2012). *Learning with the lights off: Educational film in the United States*. New York: Oxford University Press.
- Popkewitz, T.S. (Ed.) (2013). *Rethinking the history of education: Transnational perspectives on its questions, methods, and knowledge*. New York: Palgrave Macmillan.
- Schorske, Carl E. (1998). *Thinking with history: Explorations in the passage to modernism*. Princeton, NJ: Princeton University Press.
- Tosh, J. (2008). *Why history matters*. New York: Palgrave Macmillan.
- Van Gorp, A., Dhondt, P., Simon, F. & Depaepe, M. (2011). *Pedagogische historiografie: Een socio-culturele lezing van de geschiedenis van opvoeding en onderwijs*. Leuven/ Den Haag: Acco.
- De Wilde, Lieselot, and Bruno Vanobbergen. 2017. "Puzzling History : the Personal File in Residential Care : a Source for Life History and Historical Research." *History of Education* 46 (3): 384-397.
- De Wilde, Lieselot, and Bruno Vanobbergen. 2015. "Between a Contaminated Past and a Compromised Future: The Case of the Ghent Orphanages (1945-1984)." *Paedagogica Historica* 51 (5): 631-643.
- Vanobbergen, Bruno, and Franky Simon. 2011. "'Merci à Tous Et à Toutes De Votre Propagande, Si Pleine De Charme Et De Sourires': On Tour with the Socialist Travelling Colony Gentse Volkskinderen (1898-1915)." *History of Education* 40 (3): 315-332)
- Vanobbergen, Bruno, and Nancy Vansielegheem. 2010. "Repairing the Body, Restoring the Soul: The Sea Hospital of the City of Paris in Berck-sur-Mer and the French War on Tuberculosis." *Paedagogica Historica* 46 (3): 325-340.

Course content-related study coaching

- Support using MINERVA.
- Individual feedback is given by appointment.

Evaluation methods

end-of-term evaluation

Examination methods in case of periodic evaluation during the first examination period

Written examination

Examination methods in case of periodic evaluation during the second examination period

Written examination

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

Written examination with open questions.

Calculation of the examination mark

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.