

PEDB17-121: Education movements and pedagogy in the 19th and 20th centuries

Aim of the course

The aim of the course is to provide students with information on the 19th -and 20th centuries' most prestigious learning world. It is about the major educational movements of the 20th century and the major changes in pedagogy. The criticism of classical pedagogy, the reform pedagogical movement and the life reform movement, which is with closely linked to. The course pays particular attention to social and professional changes that had influenced the pedagogical policy.

The course will explain the main models of the modern school system and the development of modern education science. The effects of the change in mentality at the turn of the century, the diverse and differentiated pedagogical responses to the crisis caused by modernisation (urbanism, industrialism and secularization).

The course describes the most important reform pedagogical models, individual and life reform motifs, and community movements integrating pedagogical tasks. The course outlines the main characteristics of the reform pedagogical and life-reform models and social movements. It highlights their specific situation after 1945 (given the differences between the West and the East), and then indicates the impact of the 1968 student movement (to this day) on life reform, the school system, and pedagogical culture.

Expected learning outcomes and related competencies:

Knowledge:

- The student is familiar with the models of the modern civic school system, the process of teacher professionalization, the functioning of the reform pedagogical and alternative educational institutions that are a criticism of the Herbart school, the community life of the school, its pedagogical culture, its institutional operating practices, and strives to analyse and examine them in a responsible way.
- The student is familiar with the fundamental legalities of pedagogical reforms and pedagogical developments that are unfolding as a result of social change, as well as simpler external and internal processes affecting the course and effectiveness of effective development.

Attitudes:

- The student accepts the necessity of social and professional change, their diversity, their different social goals.
- The student is receptive to the knowledge of the pluralistic (reform and alternative) effective, forward-looking teaching methods and the adaptive development and application of the particular context.

Skills:

- The student is able to learn about the functioning of the various educational institutions, analyse them, evaluate them and explore their development potential.
- The student is able to grasp the differences in development processes, interpret it in relation to local conditions, develop smaller similar plans (e.g. epochal education, module plan, project plan, which will establish, and subsequently the tasks of organisation development and quality management).

Main topics

Main contents:

Topics will be closely connected to the field of educational practice and research and will be selected together with the students.

1. The development of modern European nation-states and the modern school system, its main models, is the professional professionalism of the teacher. Modern educational science is the formation of Herbart and his disciples, the influence and reforms of the late herbalists. Role of Jena Training School V. (Stoy), Jena-plan, P. Petersen
2. The 1880s: a general mentality change: the changing role of childhood, the social construct of

childhood and youth. The development of experimental pedagogy, children's and youth studies: Children's study movement, its domestic and international influence (László Nagy, School of Action, Szeged) is the first of its kind. The emergence of a new system of welfare for children.

3. The creation of modern industrial society, the impact of urbanisation and its criticism – the general social crisis of the end of the century and the reflections on it – are “out of the grey walls of the city”: the social reform movements of the era – the paradoxical nature of life reform: 1. As a “counterculture” of modernisation – 2. Such as a new mentality; 3. As new religions. Secularization and the spiritual, quasi-religious nature of movements.
4. The relationship between life reform and the pedagogical reform movements of the turn of the century (common motives). Criticism of the “traditional” school and the new children's myth – Ellen Key: The Century of the Child. The new concept of children, child-centredness (representatives) – new child anthropology in the spirit of natural children needs. Feminism, woman education.
5. New elements of the rhetoric of reform pedagogy – the interconnectedness of cultural criticism and school criticism: The New School movement – back to nature – rural foster homes (Examples in English and German). New forms of young child care in the spirit of the Rousseau principles: Maria Montessori's pedagogy and its specific characteristics and influence in Hungary.
6. Rudolf Steiner and the Waldorf pedagogy (and its Hungarian aspects) are the concepts of the pedagogical foundation of the early 20th century. Social reform movements and reform pedagogy. Tolstoy and anarchism, the Marxist labour movement and life reform: Celestin Freinet's pedagogical concept.
7. John Dewey and the pedagogical concept of American pragmatism: “school should be life”. Dalton-Plan, Winnetka-Plan, Kilpatrick and the project method.
8. The relationship of Hungarian life reform and reform pedagogy in the spirit of urban policy reforms in the capital: István Bárczy's urbanization reform (school organization, welfare measures, Wekerle-Garden city). Reform pedagogy in the interwar period: New School, Family School, School of Action, Garden School) is its academic emancipation, its acceptance in the thirties.
9. The main trends, individual and community forms of the life reform movement. Major “educational” social movements: individual lifestyle reformers (vegetarianism, nudism), community Singing Youth, Scouting, Scouting, Women's Movement, Hiking Movement.
10. Back to nature! – Communes, art settlements (Gödöllő), agricultural settlements, third-way exits, utopias: The peasant myth of Dezső Szabó, the idea of László Németh Garden-Hungary, the quality socialism.
11. Youth is the key to the future: alternatives to educating young people. People's college movement (folk high school), settlement movement, talent management – alternatives to cultural uplift of young people of poor peasant origin.
12. The rebellion of the new generation after the war: sixty-eight student movements and new pedagogical aspirations – alternative political and pedagogical movements (Beat and rock music). Reform pedagogy and the role of alternative schools in European school reforms of the 1980s and 1990s.

Planned teaching and learning activities, methods:

The course consists of the combination of autonomous student learning, peer support, and online collaboration (Canvas). The course will follow several communication patterns: lecture, seminar, group presentations. The course will require active student participation.

Evaluation of outcomes

Course requirements

Students are required to:

- actively participate in class discussions
- systematically use digital learning platform (Canvas)
- group work
- write a reading journal (10 pages)
- oral exam

Mode of evaluation:

Activity	Score
Participation in class discussions	10
MOOC	10
Group work and oral presentation	25
Reading journal	25
Oral exam	50
Total	100

Score	Mark
86-100	5
70-85	4
61-70	3
51-60	2
below 51	1

Reading list

Required reading

- Kilpatrick, William Heard (1918). *The Project Method*. Teachers College Record.
- Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. Pearson Education, Inc. ISBN 978-0-205-59433-7.
- Knoll, Michael (2014) Project Method. In D. C. Phillips (ed) *Encyclopedia of Educational Theory and Philosophy*, Vol. 2 (London: Sage), 665-669.
- <http://www.mi-knoll.de/150901.html>
- <https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/project-method>
- *Progressive Education - How Children Learn*". ThoughtCo. Retrieved 2018-06-29.
- *Encyclopædia Britannica*". Retrieved 10 October 2013.
- Meyer, Adolphe Erich (1939). *The Development of Education in the Twentieth Century*. Prentice Hall.
- *"History of Public Education"*.
- Dewey, John. (1897). My pedagogical creed. *School Journal*. 54. pp. 77–80. Retrieved on November 4, 2011 from <http://dewey.pragmatism.org/creed.htm>
- [Heiner Ullrich, "Rudolf Steiner"](#), *Prospects: the quarterly review of comparative education* (Paris, UNESCO: International Bureau of Education), vol.XXIV, no. 3/4, 1994, p. 555–572
- ["Who was Rudolf Steiner and what were his revolutionary teaching ideas?" Richard Garner](#), Education Editor, *The Independent*
- [Statistics for Waldorf schools worldwide](#)
- *Dr Maria Montessori. "Dr Montessori's Own Handbook"* (PDF). Robert Bentley Inc. 1914. Retrieved 4 April 2019.
- *"Robert Baden-Powell as an Educational Innovator"*. InFed. 2002. Retrieved 2006-12-07.
- *Johnny Walker. "Scouting Milestones — Brownsea Island"*. Archived from [the original](#) on 2011-06-14. Retrieved 2006-07-07.
- *Alfie Kohn (30 September 1999). Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Houghton Mifflin Harcourt. ISBN 978-0-547-52615-7. Retrieved 8 June 2013.
- *Maria Montessori (1 September 2006). The Montessori Method*. Cosimo, Inc. p. 21. ISBN 978-1-59605-943-6. Retrieved 8 June 2013.
- ["Hermann Lietz - German educational reformer"](#).
- [A Progressive Education Archived](#) 2012-04-25 at the [Wayback Machine](#)
- ["A Brief Overview of Progressive Education"](#). [www.uvm.edu](#).

- [/ Progressive Education: Contrasting Methodologies by Steven Nelson Archived](#) 2007-02-18 at the [Wayback Machine](#)
- Frederick P. Sperounis (June 1980). *The limits of progressive school reform in the 1970's: a case study*. University Press of America. p. 2. ISBN 978-0-8191-1031-2. Retrieved 4 June 2013.
- Daniel Linden Duke (September 1978). *The retransformation of the school: the emergence of contemporary alternative schools in the United States*. Nelson-Hall. ISBN 978-0-88229-294-6. Retrieved 4 June 2013.
- Sen, Amartya. "[Tagore and His India](#)". Nobelprize.org. Nobel Media. Retrieved 31 January 2017.
- Behera, Dr. Arun K. "[RABINDRANATH TAGORE'S PROGRESSIVE EDUCATIONAL VISION](#)" (PDF). THE DAWN JOURNAL. Retrieved 31 January 2017.
- <http://www.eichelberger.at/11-reformpaedagogik/20-the-importance-of-reform-pedagogy>
- Németh, András-Pukánszky, Béla (2020): Life reform, educational reform and reform pedagogy from the turn of the century up until 1945 in Hungary. <https://www.espaciotiempoyeducacion.com/ojs/index.php/ete/article/view/284>
- Vincze, Beatrix-Kempf, Katalin-Németh, András (2020): Hidden stories – Life reform movements and Arts. Berlin, Peter Lang Verlag.
- <https://web.archive.org/web/20090402080022/http://1968ineurope.sneakpeek.de/index.php/home>
- <https://heritagecalling.com/2018/03/08/a-history-of-feminism-through-5-finds/>
<https://plato.stanford.edu/entries/feminist-philosophy/>