

PROVA 1

Gli incarichi di supporto alla didattica: presentazione, conferimento e requisiti di accesso dei candidati.

PROVA 2

La procedura di conferimento degli incarichi di supporto alla didattica dalla nomina della Commissione giudicatrice al rinnovo del contratto con riguardo anche ai diritti, ai doveri e alle incompatibilità degli incaricati.

PROVA 3

Dopo avere definito il tirocinio ed averne presentato le possibili tipologie, soffermarsi sul tirocinio curricolare, presentandone le principali caratteristiche con particolare attenzione al ruolo dei tutor e dell'azienda ospitante.

PROVA ORALE 1

1. Il ruolo del Senato Accademico.
2. Descrivere la procedura per accogliere uno studente di dottorato straniero che intende trascorrere un breve periodo (1 mese) di ricerca presso una struttura dipartimentale.
3. Il contratto per il conferimento di incarichi di supporto alla didattica.
4. Lettura e traduzione di un brano dall'inglese

An early institution often called a university is the Harran University, founded in the late 8th century. Scholars occasionally call the University of al-Qarawiyyin (name given in 1963), founded as a mosque by Fatima al-Fihri in 859, a university, although Jacques Verger writes that this is done out of scholarly convenience. Several scholars consider that al-Qarawiyyin was founded and run as a madrasa until after World War II. They date the transformation of the madrasa of al-Qarawiyyin into a university to its modern reorganization in 1963. In the wake of these reforms, al-Qarawiyyin was officially renamed "University of Al Quaraouiyine" two years later.

Some scholars, including George Makdisi, have argued that early medieval universities were influenced by the madrasas in Al-Andalus, the Emirate of Sicily, and the Middle East during the Crusades. Norman Daniel, however, views this argument as overstated. Roy Lowe and Yoshihito Yasuhara have recently drawn on the well-documented influences of scholarship from the Islamic world on the universities of Western Europe to call for a reconsideration of the development of higher education, turning away from a concern with local institutional structures to a broader consideration within a global context

PROVA ORALE 2

1. Il Consiglio di Amministrazione
2. La procedura di accoglienza in un dipartimento di un Docente Visiting per motivi di ricerca che si tratterà 15 gg presso la struttura?
3. Indicare le modalità di individuazione di un soggetto cui affidare una collaborazione di natura autonoma all'interno di un dipartimento.
4. Lettura e traduzione di un brano dall'inglese

Medieval Europe

The modern university is generally regarded as a formal institution that has its origin in the Medieval Christian tradition.

European higher education took place for hundreds of years in cathedral schools or monastic schools (*scholae monasticae*), in which monks and nuns taught classes; evidence of these immediate forerunners of the later university at many places dates back to the 6th century.

In Europe, young men proceeded to university when they had completed their study of the trivium – the preparatory arts of grammar, rhetoric and dialectic or logic – and the quadrivium: arithmetic, geometry, music, and astronomy.

The earliest universities were developed under the aegis of the Latin Church by papal bull as studia generalia and perhaps from cathedral schools. It is possible, however, that the development of cathedral schools into universities was quite rare, with the University of Paris being an exception. Later they were also founded by kings (University of Naples Federico II, Charles University in Prague, Jagiellonian University in Kraków) or municipal administrations (University of Cologne, University of Erfurt). In the early medieval period, most new universities were founded from pre-existing schools, usually when these schools were deemed to have become primarily sites of higher education. Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by The residence of a religious community. Pope Gregory VII was critical in promoting and regulating the concept of modern university as his 1079 Papal Decree ordered the regulated establishment of cathedral schools that transformed themselves into the first European universities.

PROVA ORALE 3

1. La Commissione Didattica del Dipartimento di Matematica
2. La copertura degli insegnamenti tramite incarichi diretti
3. Come si rinnova un incarico di supporto alla didattica?
4. Lettura e traduzione di un brano dall'inglese

The first universities in Europe with a form of corporate/guild structure were the University of Bologna (1088), the University of Paris (c. 1150, later associated with the Sorbonne), and the University of Oxford (1167).

The University of Bologna began as a law school teaching the *ius gentium* or Roman law of peoples which was in demand across Europe for those defending the right of incipient nations against empire and church. Bologna's special claim to Alma Mater Studiorum is based on its autonomy, its awarding of degrees, and other structural arrangements, making it the oldest continuously operating institution independent of kings, emperors or any kind of direct religious authority.

The conventional date of 1088, or 1087 according to some, records when Irnerius commences teaching Emperor Justinian's 6th-century codification of Roman law, the Corpus Iuris Civilis, recently discovered at Pisa. Lay students arrived in the city from many lands entering into a contract to gain this knowledge, organising themselves into 'Nationes', divided between that of the Cismontanes and that of the Ultramontanes. The students "had all the power ... and dominated the masters"

PROVA ORALE 4

1. La Commissione Scientifica del Dipartimento di Matematica
2. Come affidare un seminario tecnico scientifico nell'ambito di un insegnamento?
3. Il visiting di ricerca
4. Lettura e traduzione di un brano dall'inglese

All over Europe rulers and city governments began to create universities to satisfy a European thirst for knowledge, and the belief that society would benefit from the scholarly expertise generated from these institutions. Princes and leaders of city governments perceived the potential benefits of having a scholarly expertise develop with the ability to address difficult problems and achieve desired ends. The emergence of humanism was essential to this understanding of the possible utility of universities as well as the revival of interest in knowledge gained from ancient Greek texts.

The recovery of Aristotle's works – more than 3000 pages of it would eventually be translated – fuelled a spirit of inquiry into natural processes that had already begun to emerge in the 12th century. Some scholars believe that these works represented one of the most important document discoveries in Western intellectual history. Richard Dales, for instance, calls the discovery of Aristotle's works "a turning point in the history of Western thought." After Aristotle re-emerged, a community of scholars, primarily communicating in Latin, accelerated the process and practice of attempting to reconcile the thoughts of Greek antiquity, and especially ideas related to understanding the natural world, with those of the church. The efforts of this "scholasticism" were focused on applying Aristotelian logic and thoughts about natural processes to biblical passages and attempting to prove the viability of those passages through reason. This became the primary mission of lecturers, and the expectation of students

PROVA ORALE 5

1. La Giunta del Dipartimento di Matematica
 2. Modalità di selezione per il conferimento di incarichi didattici a titolo oneroso
 3. Quali sono gli elementi principali che deve contenere una lettera di invito per un visiting ricerca che dovrà trascorrere un periodo di circa 10 gg presso la struttura?
 4. Lettura e traduzione di un brano dall'inglese
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The university culture developed differently in northern Europe than it did in the south, although the northern (primarily Germany, France and Great Britain) and southern universities (primarily Italy) did have many elements in common. Latin was the language of the university, used for all texts, lectures, disputations and examinations. Professors lectured on the books of Aristotle for logic, natural philosophy, and metaphysics; while Hippocrates, Galen, and Avicenna were used for medicine. Outside of these commonalities, great differences separated north and south, primarily in subject matter. Italian universities focused on law and medicine, while the northern universities focused on the arts and theology. There were distinct differences in the quality of instruction in these areas which were congruent with their focus, so scholars would travel north or south based on their interests and means. There was also a difference in the types of degrees awarded at these universities. English, French and German universities usually awarded bachelor's degrees, with the exception of degrees in theology, for which the doctorate was more common. Italian universities awarded primarily doctorates. The distinction can be attributed to the intent of the degree holder after graduation – in the north the focus tended to be on acquiring teaching positions, while in the south students often went on to professional positions.

PROVA ORALE 6

1. La struttura dipartimentale all'interno del Politecnico di Milano.
2. La Commissione Giudicatrice nella procedura di selezione per l'affidamento di incarichi didattici a titolo oneroso
3. Incarichi didattici diretti
4. Lettura e traduzione di un brano dall'inglese

Early modern universities

During the Early Modern period (approximately late 15th century to 1800), the universities of Europe would see a tremendous amount of growth, productivity and innovative research. At the end of the Middle Ages, about 400 years after the first European university was founded, there were 29 universities spread throughout Europe. In the 15th century, 28 new ones were created, with another 18 added between 1500 and 1625. This pace continued until by the end of the 18th century there were approximately 143 universities in Europe, with the highest concentrations in the German Empire (34), Italian countries (26), France (25), and Spain (23) – this was close to a 500% increase over the number of universities toward the end of the Middle Ages. This number does not include the numerous universities that disappeared, or institutions that merged with other universities during this time. The identification of a university was not necessarily obvious during the Early Modern period, as the term is applied to a burgeoning number of institutions. In fact, the term "university" was not always used to designate a higher education institution. In Mediterranean countries, the term *studium generale* was still often used, while "Academy" was common in Northern European countries.

PROVA ORALE 7

1. Il Rettore del Politecnico di Milano: ruolo e modalità di elezione
2. Quali requisiti bisogna possedere per essere ammessi alle procedure di selezione per il conferimento di incarichi didattici a titolo oneroso?
3. Uno studente lavoratore può attivare un tirocinio curriculare obbligatorio presso l'azienda in cui lavora?
4. Lettura e traduzione di un brano dall'inglese

The propagation of universities was not necessarily a steady progression, as the 17th century was rife with events that adversely affected university expansion. Many wars, and especially the Thirty Years' War, disrupted the university landscape throughout Europe at different times. War, plague, famine, regicide, and changes in religious power and structure often adversely affected the societies that provided support for universities. Internal strife within the universities themselves, such as student brawling and absentee professors, acted to destabilize these institutions as well. Universities were also reluctant to give up older curricula, and the continued reliance on the works of Aristotle defied contemporary advancements in science and the arts. This era was also affected by the rise of the nation-state. As universities increasingly came under state control, or formed under the auspices of the state, the faculty governance model (begun by the University of Paris) became more and more prominent. Although the older student-controlled universities still existed, they slowly started to move toward this structural organization. Control of universities still tended to be independent, although university leadership was increasingly appointed by the state.

PROVA ORALE 8

1. Il Nucleo di Valutazione del Politecnico di Milano: ruolo e composizione.
2. La stipula dei contratti per il conferimento di incarichi didattici a titolo oneroso.
3. La formazione in materia di sicurezza nel caso dei visiting ricerca.
4. Lettura e traduzione di un brano dall'inglese

Although the structural model provided by the University of Paris, where student members are controlled by faculty "masters", provided a standard for universities, the application of this model took at least three different forms. There were universities that had a system of faculties whose teaching addressed a very specific curriculum; this model tended to train specialists. There was a collegiate or tutorial model based on the system at University of Oxford where teaching and organization was decentralized and knowledge was more of a generalist nature. There were also universities that combined these models, using the collegiate model but having a centralized organization.

Early Modern universities initially continued the curriculum and research of the Middle Ages: natural philosophy, logic, medicine, theology, mathematics, astronomy, astrology, law, grammar and rhetoric. Aristotle was prevalent throughout the curriculum, while medicine also depended on Galen and Arabic scholarship. The importance of humanism for changing this state-of-affairs cannot be underestimated. Once humanist professors joined the university faculty, they began to transform the study of grammar and rhetoric through the studia humanitatis. Humanist professors focused on the ability of students to write and speak with distinction, to translate and interpret classical texts, and to live honorable lives. Other scholars within the university were affected by the humanist approaches to learning and their linguistic expertise in relation to ancient texts, as well as the ideology that advocated the ultimate importance of those texts.

PROVA ORALE 9

1. Il Responsabile Gestionale di una struttura dipartimentale: ruolo e funzioni
2. La Commissione Giudicatrice nella procedura di selezione per l'affidamento di incarichi di supporto alla didattica.
3. L'affidamento di un seminario tecnico-scientifico.
4. Lettura e traduzione di un brano dall'inglese

Professors of medicine such as Niccolò Leonicensi, Thomas Linacre and William Cop were often trained in and taught from a humanist perspective as well as translated important ancient medical texts. The critical mindset imparted by humanism was imperative for changes in universities and scholarship. For instance, Andreas Vesalius was educated in a humanist fashion before producing a translation of Galen, whose ideas he verified through his own dissections. In law, Andreas Alciatus infused the Corpus Juris with a humanist perspective, while Jacques Cujas humanist writings were paramount to his reputation as a jurist. Philipp Melanchthon cited the works of Erasmus as a highly influential guide for connecting theology back to original texts, which was important for the reform at Protestant universities. Galileo Galilei, who taught at the Universities of Pisa and Padua, and Martin Luther, who taught at the University of Wittenberg (as did Melanchthon), also had humanist training. The task of the humanists was to slowly permeate the university; to increase the humanist presence in professorships and chairs, syllabi and textbooks so that published works would demonstrate the humanistic ideal of science and scholarship.