

# Syllabus

## *Descrizione corso*

<b>Titolo insegnamento</b>	Pedagogia della relazione d'aiuto
<b>Codice insegnamento</b>	80875
<b>Titolo aggiuntivo</b>	
<b>Settore Scientifico-Disciplinare</b>	M-PED/01
<b>Lingua</b>	Tedesco
<b>Corso di Studio</b>	Percorso di specializzazione per il sostegno agli alunni e alle alunne con disabilità della scuola dell'infanzia, della scuola primaria e della scuola di I e II grado - Sezione in lingua tedesca
<b>Altri Corsi di Studio (mutuati)</b>	
<b>Docenti</b>	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/428">https://www.unibz.it/en/faculties/education/academic-staff/person/428</a>
<b>Assistente</b>	
<b>Semestre</b>	Primo semestre
<b>Anno/i di corso</b>	2
<b>CFU</b>	1
<b>Ore didattica frontale</b>	7,5
<b>Ore di laboratorio</b>	0
<b>Ore di studio individuale</b>	17,5
<b>Ore di ricevimento previste</b>	0
<b>Sintesi contenuti</b>	Based on theoretical input and case studies, the course focusses on the significance and design of pedagogical relationships in lessons and school life. Special consideration is given to reflections critical of inequality and aspects of diversity sensitivity.
<b>Argomenti dell'insegnamento</b>	The importance of the pedagogical relationship in educational processes and in pedagogical action at school; a multi-perspective view of education, educational inequity and diversity; the principle

	of recognition in the pedagogical relationship.
<b>Parole chiave</b>	Pedagogical relationships, students' perspectives, school as a space for life and learning.
<b>Prerequisiti</b>	
<b>Insegnamenti propedeutici</b>	/
<b>Modalità di insegnamento</b>	Theoretical impulses, exercises, and group reflection.
<b>Obbligo di frequenza</b>	In accordance with the regulation
<b>Obiettivi formativi specifici e risultati di apprendimento attesi</b>	<p>Reflective action knowledge for the planning, realisation and reflection of educational programmes on the topics of inclusion, diversity and inequity.</p> <p>Knowledge of the importance of the pedagogical relationship in one's own context of action and reflective judgement on corresponding concepts; understanding of the connections between the quality of the pedagogical relationship and attitudes towards school and learning; reflective action knowledge in the role of the "reflective practitioner" within (interprofessional) teams;</p>
<b>Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)</b>	
<b>Modalità di esame</b>	A short written assessment immediately following the Saturday lecture, consisting of an open-ended question designed to evaluate students' understanding and their ability to critically reflect on the practical application of the course content.
<b>Criteri di valutazione</b>	The conceptual understanding of the content and the ability to implement and reflect on it in educational practice are assessed according to the following criteria: accuracy of responses, logical structure, clarity of argumentation, and formal correctness.
<b>Bibliografia obbligatoria</b>	<p>Carina Tillack, Natalie Fischer, Diana Raufelder, Janina Fetzer (Hrsg.) (2014) Beziehungen in Schule und Unterricht. Teil 1.Theoretische Grundlagen und praktische Gestaltungen pädagogischer Beziehungen (Ausgewählte Abschnitte) (Online verfügbar)</p> <p>Herrmann, Ulrich (2019) Pädagogische Beziehung. Beltz. (Ausgewählte Abschnitte) (Online verfügbar)</p>

	<p>Prenzel, Annedore (2017) Reckahner Reflexionen zur Ethik pädagogischer Beziehungen. Institut für Menschenrechte Berlin. (online verfügbar)</p>
<b>Bibliografia facoltativa</b>	<p><a href="#">Annelinde Eggert-Schmid Noerr</a>, <a href="#">Ursula Pforr</a>, <a href="#">Hilke Voß-Davies</a>, <a href="#">Hilke Voß-Davies (Hrsg.)</a> (2006) Lernen, Lernstörungen und die pädagogische Beziehung.</p> <p>Prenzel, A. (2020). Zur Qualität pädagogischer Beziehungen - Theoretische Zugänge und professionelle Kodifizierungen einer inklusionsrelevanten Handlungsebene. Zeitschrift für Inklusion, (1). Abgerufen von <a href="https://www.inklusion-online.net/index.php/inklusion-online/article/view/556">https://www.inklusion-online.net/index.php/inklusion-online/article/view/556</a></p> <p>Seitz, S. (2020). Dimensionen inklusiver Didaktik - Persönlichkeit, Sozialität und Komplexität. Zeitschrift für Inklusion</p>
<b>Altre informazioni</b>	
<b>Obiettivi di Sviluppo Sostenibile (SDGs)</b>	<p>Buona salute, Istruzione di qualità, Partnership per gli obiettivi, Pace e giustizia, Parità di genere</p>