Syllabus

Course Description

Course Title	Ethics, History of Religions, and Social and Political Education
Course Code	13429
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin; German
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660 Dr. Guido Perathoner, Guido.Perathoner3@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31613
Teaching Assistant	
Semester	Second semester
Course Year/s	5.
CP	5
Teaching Hours	40
Lab Hours	0
Individual Study Hours	85
Planned Office Hours	15
Contents Summary	The module is divided into two courses, one belonging to the academic field of history and the subject area of the history of religions, the other to the academic field of pedagogy and the subject area of general and social pedagogy. The module aims both to impart the necessary basic knowledge in the subject areas covered and to acquire specific professional skills.

Course Topics	See the individual course modules
Keywords	Social education; ethics; democracy education
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	synchronous online teaching
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	In particular, students should acquire the following skills and knowledge: - the ability to use concrete examples to illuminate the relevance of "religion" with regard to current social phenomena; - the ability to reflect on their own religious biography and denominational self-image; - knowledge of basic Christian beliefs and fundamental values; - knowledge of the beliefs and basic values of the major world religions and the ability to place these in the context of everyday school life; - knowledge of the rites and rituals, festivals and customs of their own culture and the ability to reflect on these with regard to their cultural origins and current significance; - the ability to deal with existential questions (e.g. separation, dying, death) in a child-appropriate way; - the ability to reflect on ethical and human rights problems in day-to-day kindergarten and school life and to deal with them competently; - the ability to recognise the importance of religious and cultural plurality for kindergarten and school and to deal with this constructively in terms of interreligious and intercultural learning; - the ability to recognise the importance of political education in education, school and teaching and to be able to analyse it in a professionally relevant way; - the ability to qualify and innovatively organise the introduction of the area of "social education" (2019) - the ability to familiarise themselves with basic concepts of democracy and state constitutions and to relate them to regional, national, European and global educational structures - the ability to understand, analyse and conceptually design educational institutions as social and political spaces of experience; - the ability to familiarise themselves with and critically assess

	theories and methods, literature and research findings on social and political education. Expected learning outcomes and competences: Knowledge and understanding Students know the basics of world religions, especially Christianity, and are aware of their significance for human behaviour. They understand the background to religious rites and customs. They are familiar with the basics of religious language. They know the major lines of development of the concepts of political education and active citizenship. Applying knowledge and understanding Students can categorise and meaningfully shape forms of religious expression. They know and understand the importance of social and political education in education, school and teaching; they can analyse these topics in a professionally relevant way and transfer them into concepts for educational practice. They are able to contribute to the conceptual and practical design of educational institutions as a social and political space of experience. Judgement Students are able to relate everyday experiences with religion(s) to the scientific understanding of religions and to scrutinise them critically and constructively. They are able to use critical analysis of theories and research results as well as media analyses to make a reflexive, pedagogically based judgement on social and political education in the context of international, European, national and local regional structures and events. Communication Students are able to discuss religious, ethical, social and civic topics in a responsible and academically reflective manner. Learning strategies Students are aware that the examination of religions, ethics, social and political education must be scientifically sound.

	They are aware that the relationships between upbringing, education and society are subject to temporal and cultural-spatial changes and must be constantly re-analysed, reflected upon and shaped. They are able to use the available scientific knowledge resources critically and competently and to combine their own learning processes with them.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Assignment of a single final assessment for the entire module on the basis of* A) a single-choice test (duration: max. 1 hour) and The assessment is based on the topics covered, the expected learning outcomes and the specific educational objectives according to the syllabus. A) Single-choice test with four possible answers: - On the content of the two lectures ("Ethics and History of Religions" and "Social and Political Education"). There will be 30 questions, 16 of which will come from the contents of the lecture "Ethics and History of Religions" and 14 from the contents of the lecture "Social and Political Education".
Evaluation Criteria	Clear and scientifically sound argumentation skills as well as the ability to reflect and transfer are important assessment criteria In caso di valutazione negativa dell'intero modulo, le parti del modulo valutate positivamente saranno comunque conteggiate al prossimo tentativo di esame. Si prega tuttavia di notare che anche in questo caso una valutazione negativa verrà conteggiata nel numero di tentativi d'esame. Secondo il regolamento d'esame, tre tentativi senza superamento comportano una sospensione per tre sessioni d'esame.
Required Readings	• Lehner-Hartmann, Andrea/ Peter, Karin/ Stockinger, Helena: Religion betrifft Schule. Religiöse Pluralität gestalten, Stuttgart 2022. • Hugoth, Matthias, Benedix, Monika (Hg.) (2008): Religion im Kindergarten. Begleitung und Unterstützung für Erzieherinnen, München: Kösel-Verlag, 15-73. • Zurstrassen, B. (2022). Gesellschaft als Gegenstandsfeld politischer Bildung. In W. Sander & K. Pohl (Hg.), *Handbuch*

	politische Bildung (5. Auflage.). Frankfurt am Main: Wochenschau. • Educare alla cittadinanza sociale. Nuovi possibili percorsi di ricerca pedagogica nella tarda modernità per la costruzione del cittadino responsabile (Educate to social citizenship. New possible paths of pedagogical research in the late modernity for the construction of the responsible citizen V Balzano - … & INSEGNAMENTO. Rivista internazionale di Scienze …, 2020 pdf unter: https://ojs.pensamultimedia.it/index.php/siref/article/download/4146/3767 • Lektüre aller Handreichungen unter: https://www.blikk.it/bildung/unterricht/gesellschaftliche-bildung • Aktualisierte Ausgabe (Februar 2021) der Rahmenrichtlinien des Landes für die Festigung der Curricula für die Grundschule • Zur Gesellschaftlichen Bildung (educazione civica) in Italien ausgewählte Texte auf: https://www.orizzontescuola.it/percorsi_di_educazione_civica/
Supplementary Readings	• Rademacher, Helmolt (2021). Konfliktkultur in Schule entwickeln. Stuttgart: Kohlhammer • Reheis, Fritz (2014). Politische Bildung. Eine kritische Einführung. Wiesbaden: Springer VS; pp. 7-37, 63-100, 147-149.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Peace, justice and strong institutions, Reduced inequalities

Course Module

Course Constituent Title	Ethics, History of Religions
Course Code	13429A
Scientific-Disciplinary Sector	HIST-04/A
Language	Ladin
Lecturers	Dr. Guido Perathoner, Guido.Perathoner3@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31613
Teaching Assistant	

Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	51
Planned Office Hours	9
Contents Summary	Lecture (possibly supported by media)
Course Topics	- The human question of God (with special consideration of the approach of primary school and kindergarten children to this question) - The contribution of religion to educational processes and ethical behaviour - The hermeneutics of religious language: metaphors, symbols, biblical literary genres (concrete text examples), myths, legends - The role of experience in religious learning - Religious rites and festivals in the local cultural landscape - Interreligious learning: encounters with other religions (especially Islam) as a challenge and an opportunity - Philosophising and theologising with children - Suffering and death as a personal and social challenge - The relevant framework guidelines - The relevant Ladin specialised vocabulary - The relevant Ladin textbooks
Teaching Format	synchronous online teaching Oral presentation, if necessary supported by presentations, partner work, discussions, talks
Required Readings	Viver deberieda - se urienté • Miteinander leben - sich orientieren • Vivere assieme – orientarsi - Liber de religion per la 5a tlas dla scoles elementeres de Gherdëina. Bulsan: IPL (2004). Vire deboriada - s'orientè • Miteinander leben - sich orientieren • Vivere assieme – orientarsi - Liber de religiun por la 5a tlassa dles scores elementares dla Val Badia. Balsan: IPL (2004). Handouts zu den Vorlesungen Hugoth, Matthias, Benedix, Monika (Hg.) (2008): Religion im Kindergarten. Begleitung und Unterstützung für Erzieherinnen,

	München: Kösel-Verlag, 15-73.
Supplementary Readings	

Course Module

Course Constituent Title	Social and Political Education
Course Code	13429B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Aggregato Doris Kofler, Doris.Kofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2660
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	16
Lab Hours	0
Individual Study Hours	34
Planned Office Hours	6
Contents Summary	Lecture (possibly with media support)
Course Topics	- Concepts and models of political constitution and political education; global, European, national, regional dimensions; - Human rights, civil rights, children's rights - ethnicity, nation, state; society and community - equality and difference; inclusion and exclusion; hegemony and participation; concepts of democracy education and democracy learning in the context of primary education - Constitution of the Italian Republic and South Tyrolean Statute of Autonomy; goals and institutions of the European Union; - Values and norms, 'deviant' behaviour, pedagogical interventions; constructive handling of conflicts; - Social and political education in the context of media. - The introduction of the area of "Social Education" (State Law No. 92 of 20/08/2019)

	- The eight interdisciplinary learning areas of social education for primary schools
Teaching Format	synchronous online teaching Oral presentation, presentation, individual work, group work, discussion, debate, conversation; Participatory lectures, group discussions; analysis of films/texts, analysis of case studies, flipped classroom (readings/self-study and reflections in the classroom).
Required Readings	Zurstrassen, B. (2022). Gesellschaft als Gegenstandsfeld politischer Bildung. In W. Sander & K. Pohl (Hg.), *Handbuch politische Bildung* (5. Auflage.). Frankfurt am Main: Wochenschau. Educare alla cittadinanza sociale. Nuovi possibili percorsi di ricerca pedagogica nella tarda modernità per la costruzione del cittadino responsabile (Educate to social citizenship. New possible paths of pedagogical research in the late modernity for the construction of the responsible citizen V Balzano - … & INSEGNAMENTO. Rivista internazionale di Scienze …, 2020 pdf unter: https://ojs.pensamultimedia.it/index.php/siref/article/download/4146/3767 Lektüre aller Handreichungen unter: https://www.blikk.it/bildung/unterricht/gesellschaftliche-bildung Aktualisierte Ausgabe (Februar 2021) der Rahmenrichtlinien des Landes für die Festigung der Curricula für die Grundschule Zur Gesellschaftlichen Bildung (educazione civica) in Italien ausgewählte Texte auf: https://www.orizzontescuola.it/percorsi_di_educazione_civica/ • Rademacher, Helmolt (2021). Konfliktkultur in Schule entwickeln. Stuttgart: Kohlhammer • Reheis, Fritz (2014). Politische Bildung. Eine kritische Einführung. Wiesbaden: Springer VS; S. 7-37, 63-100, 147-149.
Supplementary Readings	