

Syllabus

Course Description

Course Title	General Pedagogy and Didactics 2 - In-depth Analysis of Selected Topics
Course Code	12407
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	<p>Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296</p> <p>Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663</p> <p>Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122</p> <p>Dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116</p> <p>Dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281</p> <p>dr. Francesca Schir, Francesca.Schir2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38524</p>

	<p>Dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575</p>
Teaching Assistant	
Semester	First semester
Course Year/s	2.
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150
Planned Office Hours	30
Contents Summary	<p>The overall module belongs to the area of basic subjects and to the academic fields of general education, social pedagogy and general didactics.</p> <p>The overall module aims to impart basic pedagogical knowledge as well as the acquisition of specific professional competences.</p>
Course Topics	<p>The module deepens and expands upon the foundational concepts introduced in Module 1, particularly in General Pedagogy and General Didactics. It takes into account the developmental stages of children and the institutional contexts of early childhood education and primary schooling. The intended learning outcomes for students include the ability to:</p> <ul style="list-style-type: none"> - Understand, differentiate, and apply key pedagogical and didactic terminology; - Engage with theories and analyses of pedagogical-didactic practices in educational institutions characterized by heterogeneity, and relate these to current educational challenges; - Shift between theoretical perspectives and critically perceive, diagnose, and explain pedagogical issues, linking them to diverse, evidence-based intervention strategies; - Recognize the specific characteristics of educational processes in early childhood and the influence of varying socialization contexts, and reflect on their significance for kindergartens and primary schools; - Understand, reflect upon, and apply theories, methods, principles, and quality criteria of didactic practice in early childhood

	<p>and primary education;</p> <ul style="list-style-type: none"> - Demonstrate advanced knowledge in the planning, implementation, reflection, analysis, and evaluation of didactic projects, educational games, and learning processes in heterogeneous groups, and apply this knowledge in a reasoned manner; - Understand and implement concepts that promote participatory and inclusive learning environments.
Keywords	Advanced Concepts in Educational Science, Educational Processes in Early Childhood and primary education, Heterogeneity, Didactics / Teaching Methodology, Learning Environments in Kindergarten and Primary School
Recommended Prerequisites	Modul General Pedagogy and General Didactic 1
Propaedeutic Courses	
Teaching Format	Lecture and Seminar
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>Students should achieve the following specific educational objectives: They should</p> <ul style="list-style-type: none"> - know, differentiate and use pedagogical and didactic terminology; - be familiar with theories and analyses of pedagogical and didactic action in educational institutions characterised by heterogeneity and be able to relate them to current problems; - change theoretical perspectives and perceive, diagnose and explain pedagogical topics and problems in a differentiated way and relate them to different practical intervention strategies; - know the special features of educational processes in childhood as well as divergent socialisation context conditions and be able to reflect on their significance for kindergarten and primary school; - know, reflect on and apply theories, methods, principles and quality criteria of didactic action in kindergarten and primary school; - have in-depth knowledge of the planning, design, reflection, analysis and evaluation of didactic projects, games and educational processes in heterogeneous groups and be able to apply this knowledge in a well-founded manner; - know and be able to apply concepts of learning environments that promote participation and inclusion.

	<p>Expected learning outcomes and competences:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Students have differentiated scientific and pedagogical basic knowledge and are proficient in the technologies of subject-specific knowledge acquisition. - Students can interpret and systematise pedagogically relevant situations and problem areas and classify them in scientific systems. <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> - Students are able to analyse and understand pedagogical and didactic actions using concrete examples and anchor them in theoretical contexts. <p>Judgement</p> <ul style="list-style-type: none"> - Students are able to judge the relationship between pedagogical theory and pedagogical practice in their respective social contexts. - They can make judgements based on different bodies of knowledge and justify their judgements scientifically. <p>Communication</p> <ul style="list-style-type: none"> - When discussing case studies, students are able to use pedagogical-didactic terminology appropriately and switch between theoretical perspectives. <p>Learning strategies</p> <ul style="list-style-type: none"> - Students are aware that educational science and pedagogical competence has to do with their own biography as well as with acquired knowledge and experience. - They have developed strategies for constant reflection on aspects of theory-led practice and practice-orientated theory.
<p>Specific Educational Objectives and Learning Outcomes (additional info.)</p>	
<p>Assessment</p>	<p>Examination for the Two Lectures</p> <p>The written exam includes both open-ended and closed questions, structured along the following dimensions: Knowledge, Transfer and Reasoned Judgment.</p> <p>A maximum of 30 points is allocated to the General Pedagogy</p>

	<p>section and 30 points to the General Didactics section. The exam performance contributes 60% to the final grade (30% per lecture).</p> <p>Assessment Components – Laboratory Sessions</p> <p>General Didactics Laboratory: Development of a product, including a written preparatory paper and/or a presentation.</p> <p>General Pedagogy Laboratory: Group presentations, evaluated based on the use of appropriate academic terminology, presentation design, reference to relevant academic literature, and active participation in the laboratory sessions.</p> <p>Each laboratory component contributes 20% to the final grade.</p>
<p>Evaluation Criteria</p>	<p>Assignment of a single final assessment for the overall module on the basis of both partial examinations (general pedagogy; general didactics). The assessment is based on the syllabus and the compulsory literature, the topics covered, the expected learning outcomes and the specific educational objectives.</p> <p>Criteria for the assessment are:</p> <p>Appropriate answers, reference to literature/underlying academic terminology, ability to critically analyse and reflect, independent and reasoned judgement.</p> <p>For a positive completion of the module, both partial examinations must be completed with at least a positive result in accordance with the examination regulations.</p> <p>In the event of a negative assessment of the overall module, any positively assessed module parts will be credited the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations)</p>
<p>Required Readings</p>	<p>Allgemeine Didactic:</p> <p>Bohl, T. & Kucharz, D. (2013). Offener Unterricht. Konzeptionelle und didaktische Weiterentwicklung. Weinheim, Basel: Beltz (Kap. 4, 6).</p> <p>Dollase, R. (2015). Gruppen im Elementarbereich. Stuttgart: Kohlhammer. (Kap.6)</p>

	<p>Jung, J. (2012). Schülerleistungen erkennen, messen, bewerten. Stuttgart: Kohlhammer (Kap. 3-8).</p> <p>Kiel, E., Herzig, B., Maier, U. & Sandfuchs, U. (Hrsg.) (2019). Handbuch Unterrichten an allgemeinbildenden Schulen. Bad Heilbrunn: Klinkhardt (Kap. 4, 8).</p> <p>Meyer, H. & Jank, W. (2002). Didaktische Modelle (14. Aufl.). Berlin: Cornelsen. (Kap. 3, 7, 9, 10, 11).</p> <p>Neuß, N. (Hrsg.). (2014). Grundwissen Elementarpädagogik. Mülheim a.d.R.: Verlag an der Ruhr (Kap. 13, 14,15, 20)</p> <p>Peschel, F. (2021). Offener Unterricht. Baltmannsweiler: Schneider (Kap. 1, 2).</p> <p>Richter, S. (Hrsg.) (2023). Unterrichtsstörungen und Konflikte im schulischen Feld. Opladen: Barbara Budrich (S. 27-113).</p> <p>Seifert, A. & Wiedenhorn, T. (2018). Grundschulpädagogik. Paderborn: Schöningh (Kap. 5, 7).</p> <p>Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 2, 16).</p> <p>General Pedagogy:</p> <p>Gudjons, H., & Traub, S. (2020). Pädagogisches Grundwissen: Überblick – Kompendium – Studienbuch. Bad Heilbrunn: Utb. (Chapters covering the teaching topics).</p> <p>Rothland, M. (2016) (Hrsg.). Beruf Lehrer/Lehrerin: Ein Studienbuch. Münster: Waxmann. (Chapters covering the teaching topics).</p> <p>Seel, N. M., & Hanke, U. (2015). Erziehungswissenschaft. Lehrbuch für Bachelor-, Master- und Lehramtsstudierende. Berlin: Springer (Chapters covering the teaching topics).</p>
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Constituent Title	General Pedagogy: Contexts and Relations
Course Code	12407A
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	<p>The lecture offers a deepening and expansion of the knowledge prepared in Module 1 about pedagogy as a science and its specific references to age groups and pedagogical fields of action, in particular kindergarten and primary school. Among other things, this involves processes of socialisation and educational institutions as well as a fundamental understanding of upbringing and education in different linguistic, cultural, political and social contexts. Theories of pedagogical action and pedagogical professionalism are of particular importance.</p>
Course Topics	<ul style="list-style-type: none"> - Fundamental Concepts of Pedagogy and Educational Science - Major Theoretical Approaches and Conceptual Frameworks in Educational Science - Influential Educational Thinkers and Pedagogues - Theories of Pedagogical Action and Professionalism in Education - The Educational Profession in Public Discourse and Perception - Pedagogical Antinomies (Contradictions and Tensions in Educational Practice) - Education and Personality Development: Processes of Personalization and Individuation - Education and Upbringing – Individual and Society: Theories of

	<p>Socialization and School-Based Socialization</p> <ul style="list-style-type: none"> - Stress and Strain in Educational Contexts - Education and Upbringing in Diverse Linguistic, Cultural, and Societal Contexts
Teaching Format	Lecture with media support; short reflection exercises, also in partner work; in-depth short group work; literature study.
Required Readings	<p>Gudjons, H., & Traub, S. (2020). <i>Pädagogisches Grundwissen: Überblick – Kompendium – Studienbuch</i>. Bad Heilbrunn: Utb. (Chapters covering the teaching topics).</p> <p>Rothland, M. (2016) (Hrsg.). <i>Beruf Lehrer/Lehrerin: Ein Studienbuch</i>. Münster: Waxmann. (Chapters covering the teaching topics).</p> <p>Seel, N. M., & Hanke, U. (2015). <i>Erziehungswissenschaft. Lehrbuch für Bachelor-, Master- und Lehramtsstudierende</i>. Berlin: Springer (Chapters covering the teaching topics).</p>
Supplementary Readings	

Course Module

Course Constituent Title	General Pedagogy with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	12407B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	<p>Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663</p> <p>dr. Francesca Schir, Francesca.Schir2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38524</p>
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	

Teaching Hours	0
Lab Hours	20 Gruppe 1: Prof. Dr. Dr. Mag. MSc Annemarie Profanter Gruppe 2, 3 und 4: dr. Francesca Schir
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	<p>The laboratory deepens and concretises the topics dealt with in the lecture in three respects:</p> <p>Differentiation and building complexity: working on the multifaceted nature and ambivalent structure of processes of socialisation and pedagogical action; prerequisites for professionalism; organisational conditions of pedagogical action.</p> <p>Diversity, difference and systematics: dealing with heterogeneity in educational institutions - with a focus on childhood from the age of 5 onwards</p> <p>Forming judgements: Justifying one's own judgement by reflexively weighing up arguments and positions in relation to thematic focuses; knowledge of the performance, but also limitations of this judgement.</p>
Course Topics	<ul style="list-style-type: none"> - Consolidation and concretisation of the topics covered in the lecture - reflection on own experiences, transfer, action orientation, research-based learning; - Research and systematisation exercises on thematic focal points; - Focus on the theory-practice relationship using South Tyrolean documents (e.g. framework guidelines; journals; websites); - Exercises on judgement formation and justification in the context of changing theoretical perspectives; - Thematic specialisations: Basic Concepts of Pedagogy, Directions in Educational Science, Influential Educators, Professionalization and Public Perception, Pedagogical Antinomies, Stress and Strain, Education and Personality, Theories of Socialization, Socialization in School
Teaching Format	Joint discussions, group work, case studies, and text presentations form the core of the learning activities. Independent preparation and follow-up work are expected from students.
Required Readings	<ul style="list-style-type: none"> • Gudjons, H., & Traub, S. (2020). <i>Pädagogisches Grundwissen: Überblick –Kompendium –Studienbuch</i> (13.,

	<p>aktual. Aufl.). UTB.</p> <ul style="list-style-type: none"> • Lenzen, D. (1999). Erziehungswissenschaftliche Konzeptionen. In D. Lenzen (Hrsg.), <i>Orientierung Erziehungswissenschaft: Was sie kann, was sie will</i> (S. 123–164). Rowohlt. • Niederbacher, A., & Zimmermann, P. (2011). <i>Grundwissen Sozialisation: Einführung zur Sozialisation im Kindes- und Jugendalter</i> (4. Aufl.). VS Verlag. • Seel, N.M., & Hanke, U. (2015). <i>Erziehungswissenschaft: Lehrbuch für Bachelor-, Master- und Lehramtsstudierende</i>. Springer. • Thesing, T. (2014). <i>Leitideen und Konzepte bedeutender Pädagogen: Ein Arbeitsbuch für den Pädagogikunterricht</i> (4. Aufl.). Lambertus. • Keiner, E. (2011). Disziplin und Profession. In J. Kade et. al. (Hrsg.), <i>Pädagogisches Wissen: Erziehungswissenschaft in Grundbegriffen</i> (S. 199–210). Kohlhammer. • Meyer, H. (2015). <i>Leitfaden Unterrichtsvorbereitung</i>. Cornelsen. • Helsper, W. (2016). Lehrerprofessionalität – der strukturtheoretische Ansatz. In M. Rothland (Hrsg.), <i>Beruf Lehrer/Lehrerin: Ein Studienbuch</i> (S. 103–126). Waxmann. • Hurrelmann, K., & Bauer, U. (2018). <i>Einführung in die Sozialisationstheorie: Das Modell der produktiven Realitätsverarbeitung</i> (12. Aufl.). Beltz. • Niederbacher, A., & Zimmermann, P. (2011). <i>Grundwissen Sozialisation: Einführung zur Sozialisation im Kindes- und Jugendalter</i> (4. Aufl.). VS. Verlag. (S. 11–64, 100–133) • van Essen, F. (2013). Position, Perspektive und Lebensstil – der soziale Raum nach Pierre Bourdieu. In F. van Essen (Hrsg.), <i>Soziale Ungleichheit, Bildung und Habitus</i> (S. 17–49). Springer VS.
Supplementary Readings	

Course Module

Course Constituent Title	General Didactics: Planning and Evaluation
Course Code	12407C
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-

	staff/person/50296
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	<p>The lecture offers a deepening and expansion of the knowledge prepared in Module 1 on the basics of general didactics and educational planning in relation to primary school and kindergarten. The general point of reference is the current state of scientific theory and research, which is related to specific questions of the educational institutions of kindergarten and primary school, for example with regard to dealing with diversity. Didactic topics, curricular planning, teaching and school development processes as well as the further development of kindergarten will be addressed.</p>
Course Topics	<ul style="list-style-type: none"> - Discussion of the terms: Education and educational quality - planning; - Socio-cultural and anthropological as well as institutional factors influencing planning and educational practice, school development & development of kindergartens; - Perceiving, observing/ describing, presenting/ documenting/ analysing educational processes in the context of designing open learning arrangements; - Early childhood education / didactic principles of educational practice in kindergarten; reform pedagogical and primary school pedagogical/didactic approaches; - Children's approaches in relation to planning and planning approaches; conditional factors and decision-making fields; progression structures; - Team-based development of learning arrangements in various educational fields, educational documentation, feedback strategies and evaluation; - Discussion of suitable methods for educational activities in kindergarten and for teaching in primary school

	<ul style="list-style-type: none"> - Team-based reflection and analysis of educational work - Discussion of the framework guidelines for work in kindergartens and primary schools.
Teaching Format	Lecture with media support, in-depth tandem or group work, exercises. Independent preparation and follow-up work is expected.
Required Readings	<p>Bohl, T. & Kucharz, D. (2013). Offener Unterricht. Konzeptionelle und didaktische Weiterentwicklung. Weinheim, Basel: Beltz (Kap. 4, 6).</p> <p>Dollase, R. (2015). Gruppen im Elementarbereich. Stuttgart: Kohlhammer. (Kap.6)</p> <p>Jung, J. (2012). Schülerleistungen erkennen, messen, bewerten. Stuttgart: Kohlhammer (Kap. 3-8).</p> <p>Kiel, E., Herzig, B., Maier, U. & Sandfuchs, U. (Hrsg.) (2019). Handbuch Unterrichten an allgemeinbildenden Schulen. Bad Heilbrunn: Klinkhardt (Kap. 4, 8).</p> <p>Meyer, H. & Jank, W. (2002). Didaktische Modelle (14. Aufl.). Berlin: Cornelsen. (Kap. 3, 7, 9, 10, 11).</p> <p>Neuß, N. (Hrsg.). (2014). Grundwissen Elementarpädagogik. Mülheim a.d.R.: Verlag an der Ruhr (Kap. 13, 14,15, 20)</p> <p>Peschel, F. (2021). Offener Unterricht. Baltmannsweiler: Schneider (Kap. 1, 2).</p> <p>Richter, S. (Hrsg.) (2023). Unterrichtsstörungen und Konflikte im schulischen Feld. Opladen: Barbara Budrich (S. 27-113).</p> <p>Seifert, A. & Wiedenhorn, T. (2018). Grundschulpädagogik. Paderborn: Schöningh (Kap. 5, 7).</p> <p>Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 2, 16).</p>
Supplementary Readings	

Course Module

Course Constituent Title	General Didactics with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	12407D
Scientific-Disciplinary Sector	PAED-02/A
Language	German

Lecturers	<p>Dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281</p> <p>Dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575</p> <p>Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296</p> <p>Dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116</p>
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1: Dr. Stephanie Mian Gruppe 2: Prof.Dr. Katja Julia Kansteiner Gruppe 3: Dr. phil. Susanne Schumacher Gruppe 4: Dr.phil. Claudia Bettina Scochi
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory serves to deepen the topics developed in the lecture; it aims to deal with fundamental and general topics of educational processes in a research- and action-oriented manner, which are then to be concretised with regard to the special situation of kindergarten and primary school under the conditions of diversity. Special attention will be paid to planning processes in everyday pedagogical and didactic life.
Course Topics	Planning and designing diversity-oriented learning environments in kindergartens and primary schools

	<p>Testing, reflecting on and further developing the quality of materials and tasks</p> <p>Developing adaptive professional development opportunities for educators</p>
Teaching Format	<p>Reading and collaborative discussion, group work, and portfolio work including the creation of video material.</p> <p>Students are expected to engage in independent preparation and follow-up work in accordance with the allocated credit points</p>
Required Readings	<p>The required reading includes the literature covered in the lectures as well as supplementary texts related to the portfolio assignments (see portfolio tasks).</p>
Supplementary Readings	