

Syllabus

Descrizione corso

Titolo insegnamento	Pedagogia generale e didattica generale 2 - approfondimenti tematici
Codice insegnamento	12407
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	NN
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663 prof. dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122 dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 dr. Francesca Schir, Francesca.Schir2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38524 dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575 prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/50296
Assistente	
Semestre	Primo semestre
Anno/i di corso	2.
CFU	10
Ore didattica frontale	60
Ore di laboratorio	40
Ore di studio individuale	150
Ore di ricevimento previste	30
Sintesi contenuti	The overall module belongs to the area of basic subjects and to the academic fields of general education, social pedagogy and general didactics. The overall module aims to impart basic pedagogical knowledge as well as the acquisition of specific professional competences.
Argomenti dell'insegnamento	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: - 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 and primary education; - 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.
Parole chiave	Advanced Concepts in Educational Science, Educational Processes in Early Childhood and primary education, Heterogeneity, Didactics / Teaching Methodology, Learning Environments in Kindergarten and Primary School
Prerequisiti	Modul General Pedagogy and General Didactic 1
Insegnamenti propedeutici	
Modalità di insegnamento	Lecture and Seminar
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	Students should achieve the following specific educational objectives: They should - 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. Expected learning outcomes and competences:

	Knowledge and understanding - 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. Applying knowledge and understanding - Students are able to analyse and understand pedagogical and didactic actions using concrete examples and anchor them in theoretical contexts. Judgement - 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. Communication - When discussing case studies, students are able to use pedagogical-didactic terminology appropriately and switch between theoretical perspectives. Learning strategies - 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.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Examination for the Two Lectures The written exam includes both open-ended and closed questions, structured along the following dimensions: Knowledge, Transfer and Reasoned Judgment. A maximum of 30 points is allocated to the General Pedagogy section and 30 points to the General Didactics section. The exam performance contributes 60% to the final grade (30% per lecture).

	Assessment Components – Laboratory Sessions General Didactics Laboratory: Development of a product, including a written preparatory paper and/or a presentation. 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. Each laboratory component contributes 20% to the final grade.
Criteria di valutazione	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. Criteria for the assessment are: Appropriate answers, reference to literature/underlying academic terminology, ability to critically analyse and reflect, independent and reasoned judgement. 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. 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)
Bibliografia obbligatoria	Allgemeine Didactic: Bohl, T. & Kucharz, D. (2013). Offener Unterricht. Konzeptionelle und didaktische Weiterentwicklung. Weinheim, Basel: Beltz (Kap. 4, 6). Dollase, R. (2015). Gruppen im Elementarbereich. Stuttgart: Kohlhammer. (Kap.6) Jung, J. (2012). Schülerleistungen erkennen, messen, bewerten. Stuttgart: Kohlhammer (Kap. 3-8).

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

Modulo del corso

Titolo della parte costituente del corso	Pedagogia generale: contesti e relazioni
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Codice insegnamento	12407A
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	prof. dr. Barbara Gross, Barbara.Gross@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35122
Assistente	
Semestre	Primo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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 Socialization and School-Based Socialization

	- Stress and Strain in Educational Contexts - Education and Upbringing in Diverse Linguistic, Cultural, and Societal Contexts
Modalità di insegnamento	Lecture with media support; short reflection exercises, also in partner work; in-depth short group work; literature study.
Bibliografia obbligatoria	Gudjons, H., & Traub, S. (2020). <i>Pädagogisches Grundwissen: Überblick – Kompendium – Studienbuch</i>. Bad Heilbrunn: Utb. (Chapters covering the teaching topics). Rothland, M. (2016) (Hrsg.). <i>Beruf Lehrer/Lehrerin: Ein Studienbuch</i>. Münster: Waxmann. (Chapters covering the teaching topics). Seel, N. M., & Hanke, U. (2015). <i>Erziehungswissenschaft. Lehrbuch für Bachelor-, Master- und Lehramtsstudierende</i>. Berlin: Springer (Chapters covering the teaching topics).
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Pedagogia generale con particolare attenzione alla fascia di età 5-12 (lab.)
Codice insegnamento	12407B
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663 dr. Francesca Schir, Francesca.Schir2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38524
Assistente	
Semestre	Primo semestre
CFU	2
Docente responsabile	

Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1 und 3: dr. Francesca Schir Gruppe 2 und 4: Prof. Dr. Dr. Mag. MSc Annemarie Profanter
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The laboratory deepens and concretises the topics dealt with in the lecture in three respects: 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. Diversity, difference and systematics: dealing with heterogeneity in educational institutions - with a focus on childhood from the age of 5 onwards 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.
Argomenti dell'insegnamento	- 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
Modalità di insegnamento	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.
Bibliografia obbligatoria	• Gudjons, H., & Traub, S. (2020). <i>Pädagogisches Grundwissen: Überblick –Kompendium –Studienbuch</i> (13.,

	aktual. Aufl.). UTB. • 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.
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Didattica generale: Progettazione e valutazione
Codice insegnamento	12407C
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Docenti	prof. dr. Katja Julia Kansteiner,

	Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296
Assistente	
Semestre	Primo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	9
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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 - Team-based reflection and analysis of educational work - Discussion of the framework guidelines for work in kindergartens and primary schools.
Modalità di insegnamento	Lecture with media support, in-depth tandem or group work, exercises. Independent preparation and follow-up work is expected.
Bibliografia obbligatoria	Bohl, T. & Kucharz, D. (2013). Offener Unterricht. Konzeptionelle und didaktische Weiterentwicklung. Weinheim, Basel: Beltz (Kap. 4, 6). Dollase, R. (2015). Gruppen im Elementarbereich. Stuttgart: Kohlhammer. (Kap.6) Jung, J. (2012). Schülerleistungen erkennen, messen, bewerten. Stuttgart: Kohlhammer (Kap. 3-8). Kiel, E., Herzig, B., Maier, U. & Sandfuchs, U. (Hrsg.) (2019). Handbuch Unterrichten an allgemeinbildenden Schulen. Bad Heilbrunn: Klinkhardt (Kap. 4, 8). Meyer, H. & Jank, W. (2002). Didaktische Modelle (14. Aufl.). Berlin: Cornelsen. (Kap. 3, 7, 9, 10, 11). Neuß, N. (Hrsg.). (2014). Grundwissen Elementarpädagogik. Mülheim a.d.R.: Verlag an der Ruhr (Kap. 13, 14,15, 20) Peschel, F. (2021). Offener Unterricht. Baltmannsweiler: Schneider (Kap. 1, 2). Richter, S. (Hrsg.) (2023). Unterrichtsstörungen und Konflikte im schulischen Feld. Opladen: Barbara Budrich (S. 27-113). Seifert, A. & Wiedenborn, T. (2018). Grundschulpädagogik. Paderborn: Schöningh (Kap. 5, 7). Strehmel, P. & Ulber, D. (Hrsg.) (2024). Kitas leiten und entwickeln. Ein Lehrbuch zum Kita-Management. Stuttgart: Kohlhammer, 3. erweiterte Aufl. (Kap. 2, 16).
Bibliografia facoltativa	

Modulo del corso

Titolo della parte costituente del corso	Didattica generale con particolare attenzione alla fascia di età 5-12 (lab.)
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Codice insegnamento	12407D
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Docenti	dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575 prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296
Assistente	
Semestre	Primo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1: Dr. Stephanie Mian Gruppe 2: Prof.Dr. Katja Julia Kansteiner Gruppe 3 und 4: Dr. phil. Susanne Schumacher
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	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.
Argomenti dell'insegnamento	Planning and designing diversity-oriented learning environments in kindergartens and primary schools Testing, reflecting on and further developing the quality of

	materials and tasks Developing adaptive professional development opportunities for educators
Modalità di insegnamento	Reading and collaborative discussion, group work, and portfolio work including the creation of video material. Students are expected to engage in independent preparation and follow-up work in accordance with the allocated credit points
Bibliografia obbligatoria	The required reading includes the literature covered in the lectures as well as supplementary texts related to the portfolio assignments (see portfolio tasks).
Bibliografia facoltativa	