Syllabus

Descrizione corso

Titolo insegnamento	Didattica della storia e della geografia 1 - Fondamenti
Codice insegnamento	12411
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	dr. phil. Paula Maria Mulser, Paula.Mulser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8014 dr. phil. Maria Ventura, Maria.Ventura2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37374 dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565 dr. phil. Anna Oberrauch, Anna.Oberrauch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45816 dr. phil. Thomas Lintner, Thomas.Lintner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53717 dr. Tobias Boos, Tobias.Boos@unibz.it https://www.unibz.it/en/faculties/education/academic-

	staff/person/38329 Dott. mag. Cordula Oberhuber, CoOberhuber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/33997
Assistente	
Semestre	Secondo 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 module aims to introduce students to the basic epistemological and methodological principles of history and history didactics as well as geography and the didactics of geography. The didactic implementation of the acquired knowledge takes place in the laboratories of this module with special consideration of the age group (0-)2-7 years.
Argomenti dell'insegnamento	See the individual course modules.
Parole chiave	Geography, history, didactics, kindergarten, elementary school
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	See the individual course modules.
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	The educational objectives of the module's lectures are: - Historical and geographical knowledge and competences through which children aged 2 to 12 years can be individually supported in their orientation in time (history) and space (geography); - Knowledge and competences in the subject area of history that include selected specialist knowledge of local, regional and world history as well as methodological and didactic skills for the individual promotion of historical awareness in children aged 2 to 12 years; - Knowledge and competences in the subject area of geography,

	which include specialist knowledge of general geography and orientation in the immediate living environment as well as methodological-didactic skills to promote geographical awareness in children aged 2 to 12 years; - Knowledge of the epistemological and methodological foundations of history and geography and their didactics; - Knowledge of the relationship between the science of history and the didactics of history in kindergarten and primary school; - Knowledge of the relationship between geography and the didactics of geography in kindergarten and primary school; - Knowledge of the points of contact between geography and history, which should be taken into account in the didactic realisation in kindergarten and primary school. Expected learning outcomes and competences: Knowledge and understanding Insight into basic methodological and didactic principles of early educational work in the field of history and geography. Applying knowledge and understanding Planning, creating and implementing educational units, teaching units and teaching series in which the historical and geographical awareness of the learners is awakened and promoted. Judgement Forming general factual judgements and personal value judgements when developing and interpreting historical sources and representations as well as geographical phenomena and processes. Communication Presentation, discussion and evaluation of the content and educational activities developed in the laboratories in individual and group work. Learning strategies Formation of knowledge structures that enable learners to make independent progress in the historical and geographical areas covered in the module.

Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	The module exam is divided into four parts, all of which are written. Lecture assessments are in the form of written tests, while laboratory exams are asynchronous and can include assignments such as academic papers or lesson analyses. The lecture exams mainly focus on knowledge and application questions. In contrast, lab assessments require students to reflect on and process their hands-on experiences in history and geography courses, considering both the subject matter and teaching methods. According to the faculty's examination regulations, in order to receive a positive overall assessment of module performance, the assessment for each individual course belonging to the module must also be positive. In the event of a negative assessment of the overall module, any positively assessed module components will be credited towards the next module examination. Please note, however, that even in this case, a negative assessment will count towards the number of exam attempts. According to the examination regulations, failing the exam three times will result in a three-exam-term suspension (see also Article 6, Paragraph 4 of the current examination regulations).
Criteri di valutazione	The overall assessment for the module is determined on the basis of the performance in the four partial examinations. The weighting of the individual assessments corresponds to the proportion of credit points for each individual course in the overall module. In accordance with the examination regulations of the faculty, the assessment for each individual course belonging to the module must also be positive for a positive overall assessment of the module performance. If individual partial examinations are assessed negatively, only those partial examinations that were assessed negatively must be repeated. Criteria for assigning grading:

	Accuracy and clarity of answers, correct use of language, ability to synthesise, judgement, and ability to make connections to the topics covered. Ability to collaborate, creativity, critical thinking, and ability to synthesise.
Bibliografia obbligatoria	See the information on the individual module parts.
Bibliografia facoltativa	See the information on the individual module parts.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità, Parità di genere, Ridurre le disuguaglianze, Pace e giustizia, Utilizzo responsabile delle risorse, Lotta contro il cambiamento climatico, Città e comunità sostenibili

Modulo del corso

Titolo della parte costituente del corso	Didattica della storia: fondamenti teorico-metodologici
Codice insegnamento	12411A
Settore Scientifico-Disciplinare	HIST-03/A
Lingua	Tedesco
Docenti	dr. phil. Maria Ventura, Maria.Ventura2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37374
Assistente	
Semestre	Secondo semestre
CFU	4
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	45
Ore di ricevimento previste	12
Sintesi contenuti	Teaching and explanation of the subject-specific methodological

	and didactic content, which students should deepen by reading the compulsory and optional literature listed in the lecture. The lecture provides the basic knowledge that serves as a knowledge base for the laboratories of the two modules and for the history lecture in the "Didactics of History and History 2" module.
Argomenti dell'insegnamento	With reference to the relevant framework guidelines for kindergarten and lower primary school, the following main topics are covered: - Basic principles of historical science and history didactics (development and acquisition of historical knowledge and its teaching in kindergarten and primary school); - the historical awareness of children between the ages of 2 and 12; - Historical competences (perception, indexing, interpretation, orientation); "from general factual judgement to personal value judgement"; - Historical representations ("products of historical culture") and historical sources that children encounter in everyday life - Different forms of presentation about the past (different materials, educational games, extracurricular places of learning, digital media, timelines, etc.) - Specific historical content that children deal with in kindergarten (dinosaurs, knights, princesses, legendary and fairytale characters, etc.) - Specific historical content that children deal with in primary school (own life story, comparison of life in the past and today, local history, historical figures from the local area, etc.)
Modalità di insegnamento	Lecture
Bibliografia obbligatoria	*Bergmann, Klaus/Rohrbach, Rita (Hg.):* Kinder entdecken Geschichte. Historisches Lernen in der Grundschule, in: Demantowsky, Marko/Schönemann, Bernd (Hg.); Neue geschichtsdidaktische Positionen, Bochum 2002, S. 93-102. *El Darwich, Renate:* Zur Genese von Kategorien des Geschichtsbewusstseins bei Kindern im Alter von 5 bis 14 Jahren, in: *Borries, Bodo von u.a. (Hg.):* Geschichtsbewusstsein empirisch, Pfaffenweiler 1991, S. 24-52. *Parschalk, Norbert:* Geschichte lehren und lernen in der Primarstufe in Südtirol. Theoretische Einführung und Medienverzeichnis, Breslau 2019.

	Parschalk, Norbert: Geschichte im Kindergarten und in der Grundschule wahrnehmen und erleben. Ein Handbuch für Studium und Praxis, Breslau 2023. *Von Reeken, Dietmar:* Historisches Lernen im Sachunterrichts. Eine Einführung mit Tipps für den Unterricht. 2015.
Bibliografia facoltativa	*Pandel, Hans-Jürgen:* Historisches Erzählen. Narrativität im Geschichtsunterricht, Schwalbach/Ts. 2010, S. 7-94.

Modulo del corso

Titolo della parte costituente del corso	Didattica della storia con particolare attenzione alla fascia di età (0)-2-7 (lab.)
Codice insegnamento	12411B
Settore Scientifico-Disciplinare	HIST-03/A
Lingua	Tedesco
Docenti	dr. phil. Paula Maria Mulser, Paula.Mulser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8014 dr. phil. Maria Ventura, Maria.Ventura2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37374 dr. phil. Thomas Lintner, Thomas.Lintner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53717 Dott. mag. Cordula Oberhuber, CoOberhuber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/33997
Assistente	
Semestre	Secondo semestre
CFU	2
Docente responsabile	

Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1: Dr. phil. Paula Mulser Gruppe 2: Dr. phil. Thomas Lintner Gruppe 3: Dott. Mag. Cordula Oberhuber Gruppe 4: Dr. phil. Maria Ventura
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The laboratory refers to the topics and content covered in the lecture and develops, tests and evaluates methodological and didactic ways of teaching knowledge and skills together with the students, focussing on kindergarten and the first two years of primary school.
Argomenti dell'insegnamento	With reference to the relevant framework guidelines for kindergarten and lower primary school, the following skills are acquired: - Planning, implementation and evaluation of educational and teaching units for the respective target group; - Development of subject-specific working techniques; - Targeted awakening and promotion of certain dimensions of historical awareness in young children; - conveying history in a child-appropriate way (through different forms of storytelling, activities, etc.); - Consideration of interculturality and inclusion.
Modalità di insegnamento	Short lectures by the lecturer, exercises in plenary sessions, discussions, small group work, reviewing and developing materials, including in the learning workshop, planning and presenting simulated teaching units.
Bibliografia obbligatoria	See the reading list for the corresponding lecture and note the announcements in the laboratories.
Bibliografia facoltativa	Announcement in the laboratories

Modulo del corso

Titolo della parte costituente del corso	Didattica della geografia: fondamenti teorico-metodologici

Codice insegnamento	12411C
Settore Scientifico-Disciplinare	GEOG-01/A
Lingua	Tedesco
Docenti	dr. phil. Anna Oberrauch, Anna.Oberrauch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45816
Assistente	
Semestre	Secondo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	30
Ore di laboratorio	0
Ore di studio individuale	20
Ore di ricevimento previste	6
Sintesi contenuti	Teaching and explanation of the subject-specific content, which students should deepen by reading the compulsory and optional literature listed in the lecture. The lecture provides the basic knowledge that serves as a knowledge base for the laboratories of the two modules as well as for the geography lecture in the module "Didactics of History and Geography 2".
Argomenti dell'insegnamento	With reference to the relevant framework guidelines for nursery schools and lower primary schools, the following key topics are covered: - the geographical perspective in the framework guidelines for kindergarten and primary school - Basic principles of the didactics of geography (e.g., spatial concepts, human-environment system, multi-perspectivity, sustainable shaping of the future) - Ways of thinking, working and acting from a geographical perspective: perceiving spaces, exploring spaces, orientating oneself in spaces (e.g., using orientation tools such as maps), shaping spaces in a participatory way - Specific geographical topics that children deal with in kindergarten and primary school (e.g., natural and built spatial environment, basic functions of existence in space, local to global

	living situations)
Modalità di insegnamento	Lecture (PPT presentation) with integrated exercises
Bibliografia obbligatoria	*Adamina, Marco:* Schülerinnen und Schülervorstellungen zur Erde, zu fernen Räumen und zu Lebensweisen von Menschen in verschiedenartigen Gebieten der Erde, in: Adamina, Marco u.a. (Hg.): „Wie ich mir das denke und vorstelle...“ - Vorstellungen von Schülerinnen und Schülern zu Lerngegenständen des Sachunterrichts und des Fachbereichs Natur, Mensch, Gesellschaft, Kempten 2016, S. 211-229. *Adamina, Marco/Hemmer, Michael/Schubert, Jan Christoph (Hg.):* Die geographische Perspektive konkret – Begleitband 3 zum Perspektivrahmen Sachunterricht, Bad Heilbrunn 2016. *Stoltenberg, Ute:* Mensch und Wald. Theorie und Praxis einer Bildung für eine nachhaltige Entwicklung am Beispiel des Themenfelds Wald. Oekom 2009. *Wardenga, Ute:* Alte und neue Raumkonzepte für den Geographieunterricht, in: Geographie heute, 200, 2002, S. 8-11.
Bibliografia facoltativa	*Reinfried, Sibylle/Haubrich, Hartwig:* Geographie unterrichten lernen. Die Didaktik der Geographie, Berlin 2021. *Rinschede, Gisbert/Siegmund, Alexander:* Geographiedidaktik. 4. Auflage, Schöningh 2020. *Gryl, Inga/Kuckuck, Miriam* (Hg.): Exkursionsdidaktik. Geographische Bildung in der Grundschule, Klinkhardt 2023. *Benoist-Kosler, Barbara:* Kinder als Akteure nachhaltiger Entwicklung. Eine rekonstruktive Studie philosophischer Gespräche von Kindern. Verlag Barbara Budrich 2023.

Modulo del corso

Titolo della parte costituente del corso	Didattica della geografia con particolare attenzione alla fascia di età (0)-2-7 (lab.)
Codice insegnamento	12411D
Settore Scientifico-Disciplinare	GEOG-01/A
Lingua	Tedesco
Docenti	dott. Sergio Vicini, Sergio.Vicini@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/41565
Assistente	
Semestre	Secondo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1, 2, 3 und 4: Dott. Sergio Vicini
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The laboratory refers to the topics and content covered in the lecture and develops, tests and evaluates methodological and didactic ways of teaching knowledge and skills together with the students, focussing on kindergarten and the first two years of primary school.
Argomenti dell'insegnamento	With reference to the relevant framework guidelines for kindergarten and lower primary school, the following skills are acquired: - Planning, implementation and evaluation of teaching units for the respective target group; - Targeted awakening and promotion of spatial awareness in infants and young children; - teaching geography in a child-appropriate way (through various activities such as movement games, songs, oral reproduction of spatial observations, etc.) - Consideration of interculturality and inclusion
Modalità di insegnamento	Short lecture by the lecturer, exercises in plenary sessions, discussions, small group work, reviewing and developing materials, including in the Lernwerkstatt (learning workshop), planning and presenting simulated teaching units.
Bibliografia obbligatoria	See the reading list of the corresponding lecture and pay attention to the announcements in the laboratories.
Bibliografia facoltativa	Announcements in the laboratories.