

Syllabus

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Titul dl curs	Pedagogia dei media; sistema formativo: valutazione e sviluppo
Codesc dl curs	12420
Titul suplementar	
SSD	NN
Lingaz	Inglese; Tedesco
Curs de laurea	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
D'autri cursc de laurea (cursc deberieda)	
Dozenc	dr. Ursula Pulyer, Ursula.Pulyer2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8056 dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313 dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 prof. dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442 dr. Francesca Berti, Francesca.Berti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45869 prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296

	dr. Alessandra Giglio, Alessandra.Giglio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37750 mag. Christian Laner, Christian.Laner@unibz.it
Assistent didatich	
Semester	Primo semestre
Ann/Agn de stude	4.
Credic universitars	10
Ores de ensegnament	60
Ores de laboratore	40
Ores de stude individual	150
Ores de riceviment prevedudes	30
Ressumè di contegnus	See the individual course modules.
Argomenc dl curs	See the individual course modules.
Paroles clef	Media education and didactic aspects of the use of analogue and digital media, research and evaluation methods, organisational development, fundamentals of scientific work
Prerequisic aconsiés	
Cursc propedeutics	
Modalité de ensegnament	12420A Lecture; input, discussions, integrated group-work, preparatory tasks in the sense of a flipped classroom, self-assessment 12420B Group work, practical work with digital tools, analysis and discussion of media products and their reception. 12420C Keynote speech and discussions, integrated group work, preparatory exercises in the spirit of the flipped classroom 12420D

	Work on texts and examples; teaching through lectures and testing through hands-on experience.
Oblianza de frecuencia	In accordance with the regulation
Obietifs formatifs y competenzes da arjonje	The module encompasses and deepens two interrelated areas aimed at innovative processes in kindergarten and primary school: media pedagogy and the evaluation and development of/in educational systems. In a specific, thematically orientated sense, media pedagogy and didactics as well as the use of digital media in educational contexts are of particular importance as they induce the transformation of traditional educational settings. The reorganisation of the learning environment is accompanied by a criteria-based definition and scientifically validated evaluation of specific educational processes as well as educational institutions and their systemic framework conditions; this includes procedures for ensuring and developing their quality. Against this background, the laboratory also aims to prepare the final thesis, which is also expected to contribute to innovative processes in kindergarten or primary school. Expected learning outcomes and competences: Knowledge and understanding Students are familiar with basic theoretical concepts and conceptual distinctions in media education, media didactics, media education and media socialisation in the past and present - know the basics of media didactics and the differences between forms of knowledge and their presentation - know forms and procedures of evaluation and quality development - know the possibilities, but also the limits of systemic processes of pedagogical and organisational development - know the principles and rules for writing a thesis and are familiar with the ethical principles of academic work Application of knowledge and understanding The students - are able to transfer media education concepts and approaches to educational processes in kindergarten and primary school in an age-appropriate manner.

	- are able to productively consider the media socialisation of children in their educational activities - are able to transfer concepts and approaches of evaluation and quality development to concrete structures and processes in educational institutions and modify them accordingly - are able to deal productively and effectively with their final thesis. Judgement Students can - evaluate media education and didactic processes in terms of their theoretical and practical scope and their ethical significance, interpret them consistently and assess their theoretical, methodological and pedagogical validity; - are able to scientifically justify their own initiatives for media education in kindergarten and primary school and assess their practical feasibility - are able to critically assess the benefits of concepts of evaluation and further development and mediate in a differentiated manner in the event of possible conflicts of interest; - have an independent judgement of the quality of their own final thesis and the possibilities for improving it. Communication Students can - use media critically and independently to exchange information about their pedagogical initiatives; - communicate evaluation processes and quality development measures and promote them productively in a team dialogue; - write their final thesis in such a way that it can be seen as a productive contribution to the further development of pedagogical knowledge. Learning strategies Students can - develop and evaluate learning strategies for themselves and for others on the basis of media didactics - consider theories and instruments of evaluation and quality development as learning processes for a "learning organisation" as well as for the people working in it; - consider their final thesis both as a conclusion of student learning
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	processes and as an invitation to further develop new learning strategies.
Obietifs formatifs y competenzes da arjonje (informazioni supplementares)	
Sort de ejam	Oral examination based on a written paper/project (e.g. as a scientific poster presentation) developed in the context of the laboratories, in which students attempt to combine elements of media education with evaluation and development in such a way that both a thematic understanding of the subject matter is demonstrated and central components of a scientific thesis (development of a research question, hypothesis and a suitable research design) are developed and reflected upon.
Criters de valutazion	Assignment of a single final assessment for the entire module in the oral module examination. The assessment is based on the syllabus, the topics covered, the expected learning outcomes and the specific educational objectives. Criteria for the assessment: Appropriate answers, logical structure, clear argumentation, reference to literature, ability to critically analyse and reflect, use of academic terminology, independent and reasoned judgement. In the event of a negative assessment of the overall module, the entire module examination must be repeated. Please note that according to the examination regulations, taking the examination three times without passing leads to a blocking for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations).
Bibliografia obligatoria	12420 A European Commission, Directorate-General for Education, Youth, Sport and Culture. (2019, July 8). Key competences for lifelong learning (Council Recommendation of 22 May 2018). Publications Office of the European Union. European Commission, Joint Research Centre. (2024). DigComp 2.2: The Digital Competence Framework for Citizens. Publications Office of the European Union.

	European Training Foundation (ETF) & European Commission, Joint Research Centre. (2023). Scaffold: A deck of cards to design competence-oriented learning experiences (102 cards). Retrieved from ETF / JRC resources. European Commission. (2022, May 11). The new strategy for a Better Internet for Kids (BIK+). Digital Strategy & Better-Internet-for-Kids portal. Retrieved from European Commission website. European Commission. (2022, October 25). Ethical Guidelines on the use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators. Retrieved from European Commission website. Redecker, C., & European Commission, Joint Research Centre. (2017). DigCompEdu: European Framework for the Digital Competence of Educators. Publications Office of the European Union. Süss, D., Lampert, C., & Trültzsch-Wijnen, C. W. (2018). Medienpädagogik. Ein Studienbuch zur Einführung (3., überarb. und aktual. Aufl.). Springer VS. Kapitel 2 Mediensozialisation, S. 19-46; Kapitel 4 Medienpädagogische Ansätze, S. 83-108; Kapitel 5 Medienkompetenz, S.5/6109-134; Kapitel 7 Mediendidaktik, S. 161-169, 173-188 12420 B will be announced at the LAB 12420 C Balzer, L., & Beywl, W. (2015). <i>evaluiert: Planungsbuch für Evaluationen im Bildungsbereich</i>. Pflichtliteratur: Kap. 1,2,7 und 8 Bartsch, S., Beywl, W., Farrokhzad, S., Gutknecht-Gmeiner, M., Jelitto, M., Lück-Filsinger, M., ... Uzunova, E. (2016).
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	<i>Evaluationspraxis: Professionalisierung – Ansätze – Methoden</i> (2., korrigierte und ergänzte Aufl.). Waxmann. Pflichtliteratur: Kapitel „Evaluationsmethoden“ Pflichtliteratur: Kapitel 1 12420 D Bohl, T. (2018): Wissenschaftliches Arbeiten im Studium der Erziehungs- und Bildungswissenschaften. Weinheim und Basel: Beltz, 4. vollständig überarbeitete Auflage Friebertshäuser, B. (2013). <i>Handbuch qualitative Forschungsmethoden in der Erziehungswissenschaft</i> (4., durchges. Aufl.). Beltz Juventa.
Bibliografia aconsiada	Berger, R., Granzer, D., Looss, W., & Waack, S. (2013). <i>"Warum fragt ihr nicht einfach uns?": Mit Schüler-Feedback lernwirksam unterrichten: Unterrichtsentwicklung nach Hattie</i>. Beltz. Bosse, I. (2017). Gestaltungsprinzipien für digitale Lehrmittel im Gemeinsamen Unterricht. Eine explorative Studie am Beispiel der Lernplattform Planet Schule. In K. Mayrberger, J. Fromme, P. Grell, & Th. Hug (Eds.), <i>Jahrbuch Medienpädagogik 13. Vernetzt und entgrenzt - Gestaltung von Lernumgebungen mit digitalen Medien</i> (pp. 133-150). Springer VS. Döring, N., & Bortz, J. (2016). <i>Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften</i> (5th ed. 2016.). Springer. https://doi.org/10.1007/978-3-642-41089-5 (als E-Book in unserer Bibliothek verfügbar) Kaspar, K., Aßmann, S., & Konrath, D. (2017). Studierende als Gestalter*innen einer kollektiven virtuellen Lernumgebung. In K. Mayrberger, J. Fromme, P. Grell, & Th. Hug (Eds.), <i>Jahrbuch Medienpädagogik 13. Vernetzt und entgrenzt - Gestaltung von Lernumgebungen mit digitalen Medien</i> (pp. 195-212). Springer VS. Kempfert, G., & Rolff, H.-G. (2002). <i>Pädagogische</i>

	<i>Qualitätsentwicklung: Ein Arbeitsbuch für Schule und Unterricht</i> (3rd, uned. ed.). Beltz. Lüschen, I., Moschner, B., & Walter-Laager, C. (2017). Interesse + Engagement = Lernzuwachs? Eine quantitativ-empirische Untersuchung zum Umgang von Kleinkindern mit einer Sprachlern-App, In K. Mayrberger, J. Fromme, P. Grell, & Th. Hug (Eds.), <i>Jahrbuch Medienpädagogik 13. Vernetzt und entgrenzt – Gestaltung von Lernumgebungen mit digitalen Medien</i> (pp. 165-180). Springer VS.
Deplù informaziuns	
OSS	Buona salute, Parità di genere, Istruzione di qualità

Modul

Titul	Pedagogia e didattica dei media
Codesc dl curs	12420A
SSD	PAED-02/A
Lingaz	Inglese
Dozenc	dr. Alessandra Giglio, Alessandra.Giglio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37750
Assistent didatich	
Semester	Primo semestre
Credic universitaris	3
Dozent/a responsabel/bla	
Ores de ensegnament	30
Ores de laboratore	0
Ores de stude individual	45
Ores de riceviment prevedudes	9
Ressumè di contegnus	The course aims to foster students' knowledge of scientific

	methodologies and contents of the interdisciplinary subjects: media pedagogy, media didactics, and media literacy. The course deals with the history and basic terminology of media education, basic uses of media in pedagogic and didactic contexts, features of computer and network technology, software management, theories of media and media socialization, media impact research, media ethics, media-mediated teaching and learning processes, media literacy, and media in educational research.
Argomenc dl curs	1. Media Pedagogy and Digital Literacy Definitions, history, and basic notions of media pedagogy, didactics, and literacy Main theories of media and media socialization Media as forms of knowledge Research on media impact, media ethics, and media language Media in educational research Media-mediated teaching and learning processes; basic uses of media in pedagogic and didactic settings 2. Digital Competence and Educational Frameworks The Key European Competences for Lifelong Learning Digital Competence Framework for Citizens (DigComp) Digital Competence Framework for Educators (DigCompEdu) Scaffold: a card game based on European Competence Frameworks to revolutionize teaching The Better Internet for Kids strategy Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators 3. Digital and AI Tools for Education Using digital tools (OLE, Padlet, PanQuiz) and AI (Perplexity, Co-Pilot, Gemini) for teaching and learning.
Modalité de enseignament	The lesson takes place remotely. Lectures, exercices, discussions, integrated group-work, preparatory tasks
Bibliografia obligatora	European Commission, Directorate-General for Education, Youth, Sport and Culture. (2019, July 8). Key competences for lifelong learning (Council Recommendation of 22 May 2018). Publications Office of the European Union.

	European Commission, Joint Research Centre. (2024). DigComp 2.2: The Digital Competence Framework for Citizens. Publications Office of the European Union. European Training Foundation (ETF) & European Commission, Joint Research Centre. (2023). Scaffold: A deck of cards to design competence-oriented learning experiences (102 cards). Retrieved from ETF / JRC resources. European Commission. (2022, May 11). The new strategy for a Better Internet for Kids (BIK+). Digital Strategy & Better-Internet-for-Kids portal. Retrieved from European Commission website. European Commission. (2022, October 25). Ethical Guidelines on the use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators. Retrieved from European Commission website. Redecker, C., & European Commission, Joint Research Centre. (2017). DigCompEdu: European Framework for the Digital Competence of Educators. Publications Office of the European Union. Süss, D., Lampert, C., & Trültzsch-Wijnen, C. W. (2018). Medienpädagogik. Ein Studienbuch zur Einführung (3., überarb. und aktual. Aufl.). Springer VS. Kapitel 2 Mediensozialisation, S. 19-46; Kapitel 4 Medienpädagogische Ansätze, S. 83-108; Kapitel 5 Medienkompetenz, S.5/6109-134; Kapitel 7 Mediendidaktik, S. 161-169, 173-188
Bibliografia aconsiada	

Modul

Titul	Pedagogia dei media per la didattica (lab.)
Codesc dl curs	12420B
SSD	PAED-02/A

Lingaz	Tedesco
Dozenc	dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 mag. Christian Laner, Christian.Laner@unibz.it
Assistent didatich	
Semester	Primo semestre
Credic universitars	2
Dozent/a responsabel/bla	
Ores de ensegnament	0
Ores de laboratore	20 Gruppe 1: Dr. phil. Susanne Schumacher Gruppe 2, 3 und 4: Mag. Christian Laner
Ores de stude individual	30
Ores de riceviment prevedudes	6
Ressumè di contegnus	In the laboratory, the topics addressed in the lecture are explored in greater depth and implemented and tested using practical examples for the nursery and primary school.
Argomenc dl curs	The topics correspond to the topics of the lecture; the selection is focussed, especially with a view to future employment in kindergarten or primary school in South Tyrol.
Modalité de ensegnament	Group work, practical work with digital tools, analysis and discussion of media products and their reception.
Bibliografia obligatora	will be announced in the LAB
Bibliografia aconsieda	

Modul

Titul	Valutazione e sviluppo del sistema della scuola dell'infanzia e primaria
Codesc dl curs	12420C
SSD	PAED-02/B

Lingaz	Inglese
Dozenc	dr. Ursula Pulyer, Ursula.Pulyer2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8056
Assistent didatich	
Semester	Primo semestre
Credic universitars	3
Dozent/a responsabel/bla	
Ores de ensegnament	30
Ores de laboratore	0
Ores de stude individual	45
Ores de riceviment prevedudes	9
Ressumé di contegnus	The lecture summarizes key concepts and considerations on individual aspects of evaluation and quality development of kindergarten and primary school that were introduced and developed during the study period. Acquired concepts and reflections are systematized on the basis of current research and experience in the field of evaluation.
Argomenc dl curs	- Theories and models of evaluation as a research strategy; - Evaluation methodologies and their contribution to the development of kindergarten and primary school; - Norms and conflicts in evaluations; - Theories, models, and forms of quality development, e.g. quality circles; the importance of documentation and reflexive analysis; - Phases and steps for further development and problems of implementation of new pedagogical, organizational, and didactic elements; - Opportunities and limitations of evaluations in kindergarten and primary school.
Modalité de ensegnament	The lesson takes place remotely. Lecture, input, discussions, integrated group-work, preparatory - tasks in the sense of a flipped classroom.
Bibliografia obligatora	Balzer, L., & Beywl, W. (2015). <i>evaluiert: Planungsbuch für</i>

	<i>Evaluationen im Bildungsbereich. Pflichtliteratur: Kap. 1,2,7 und 8</i> Bartsch, S., Beywl, W., Farrokhzad, S., Gutknecht-Gmeiner, M., Jelitto, M., Lück-Filsinger, M., ... Uzunova, E. (2016). <i>Evaluationspraxis: Professionalisierung – Ansätze – Methoden</i> (2., korrigierte und ergänzte Aufl.). Waxmann. Pflichtliteratur: Kapitel „Evaluationsmethoden“ Pflichtliteratur: Kaptiel 1
Bibliografia aconsieda	

Modul

Titul	Preparazione alla tesi (lab.)
Codesc dl curs	12420D
SSD	PAED-02/B
Lingaz	Tedesco
Dozenc	dr. Petra Auer, Petra.Auer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/36313 prof. dr. Simone Seitz, Simone.Seitz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42442 dr. Francesca Berti, Francesca.Berti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45869 prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296
Assistent didatich	
Semester	Primo semestre
Credic universitars	2

Dozent/a responsabel/bla	
Ores de ensegnament	0
Ores de labore	20 Gruppe 1: Prof. Dr. Katja Julia Kansteiner Gruppe 2: Prof. Dr. Simone Seitz Gruppe 3: Dr. Petra Auer Gruppe 4: dr. Francesca Berti
Ores de stude individual	30
Ores de riceviment prevedudes	6
Ressumè di contegnus	Against the background of new challenges in the context of new media or evaluation and quality development, the laboratory is also aimed at the personal challenge of completing the degree programme with a thesis, which is also expected to make an innovative contribution to the educational landscape of South Tyrol. This laboratory utilises the broad background of the previous degree programme to provide the appropriate impetus for the design and implementation of the Master's thesis in terms of interesting topics and a necessary scientific form of processing.
Argomenc dl curs	The topics correspond to the areas listed in the relevant textbooks: - Formulation of the problem, - knowledge acquisition and scientific processing, - exposé, outline, timetable, design of topic and method - Writing techniques, citation rules, presentation conventions - scientific ethics, plagiarism - specific regulations for the completion and submission of the thesis. In terms of content, topics from the two lectures will be taken up and discussed as questions for an academic paper (e.g. Master's thesis).
Modalité de ensegnament	Work on texts and examples; communication through lecture and testing through own actions.
Bibliografia obligatoria	Bohl, T. (2018): Wissenschaftliches Arbeiten im Studium der Erziehungs- und Bildungswissenschaften. Weinheim und Basel: Beltz, 4. vollständig überarbeitete Auflage Friebertshäuser, B. (2013). <i>Handbuch qualitative Forschungsmethoden in der Erziehungswissenschaft</i> (4., durchges.

	Aufl.). Beltz Juventa. Döring, N., & Bortz, J. (2016). <i>Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften</i> (5th ed. 2016.). Springer. https://doi.org/10.1007/978-3-642-41089-5 (als E-Book in unserer Bibliothek verfügbar)
Bibliografia aconsieda	