Syllabus

Course Description

Course Title	Media Education; Educational System: Evaluation and Development
Course Code	13420
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian; Ladin; English; German
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Paul Videsott, Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24 Dr. Ursula Pulyer, Ursula.Pulyer2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8056 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 Dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 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
Teaching Assistant	

Semester	First semester
Course Year/s	4.
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150
Planned Office Hours	30
Contents Summary	See the individual course modules.
Course Topics	See the individual course modules.
Keywords	Media education and didactic aspects of the use of analogue and digital media, research and evaluation methods, organisational development, fundamentals of scientific work
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	13420 A Lecture; input, discussions, integrated group-work, preparatory tasks in the sense of a flipped classroom, self-assessment and interim exam 13420 B Group work, practical work with digital tools, analysis and discussion of media products and their reception. 13420 C Keynote speech and discussions, integrated group work, preparatory exercises in the spirit of the flipped classroom 13420 D Work on texts and examples; teaching through lectures and testing through hands-on experience.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	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 specific 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 in a communicative manner 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 the people working in it; - consider their final thesis both as a conclusion of student learning processes and as an invitation to further develop new learning strategies.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral examination based on a written paper/project developed, for

	example, in the context of laboratory work (e.g. as a scientific poster presentation), in which students attempt to combine elements of media education with evaluation and development in such a way that they demonstrate both a thematic understanding of the subject and the central components of a scientific thesis (development of a research question, hypothesis and a suitable research design).
Evaluation Criteria	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).
Required Readings	**13420 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 **13420 B** will be announced in the LAB **13420 C** Balzer, L., & Beywl, W. (2015). *evaluiert: Planungsbuch für Evaluationen im Bildungsbereich*. **Pflichtliteratur: Kap. 1,2,7 und 8** Bartsch, S., Beywl, W., Farrokhzad, S., Gutknecht-Gmeiner, M., Jelitto, M., Lück-Filsinger, M., … Uzunova, E. (2016). *Evaluationspraxis: Professionalisierung – Ansätze – Methoden* (2., korrigierte und ergänzte Aufl.). Waxmann. **Pflichtliteratur: Kapitel „Evaluationsmethoden“** **Pflichtliteratur**: Kaptiel 1

	13420 D Bohl, T. (2018): Wissenschaftliches Arbeiten im Studium der Erziehungs- und Bildungswissenschaften. Weinheim und Basel: Beltz, 4. vollständig überarbeitete Auflage Friebertshäuser, B. (2013). *Handbuch qualitative Forschungsmethoden in der Erziehungswissenschaft* (4., durchges. Aufl.). Beltz Juventa.
Supplementary Readings	Berger, R., Granzer, D., Looss, W., & Waack, S. (2013). *„Warum fragt ihr nicht einfach uns?“: Mit Schüler-Feedback lernwirksam unterrichten: Unterrichtsentwicklung nach Hattie*. Beltz. Kempfert, G., & Rolff, H.-G. (2002). *Pädagogische Qualitätsentwicklung: Ein Arbeitsbuch für Schule und Unterricht*(3rd, uned. ed.). Beltz. Bosse, I. (2017). Gestaltungsprinzipien für digitale Lehrmittel im Gemeisamen Unterricht. Eine explorative Studie am Beispiel der Lernplattform Planet Schule. In K. Mayrberger, J. Fromme, P. Grell, & Th. Hug (Eds.), *Jahrbuch Medienpädagogik 13. Vernetzt und entgrenzt - Gestaltung von Lernumgebungen mit digitalen Medien*(pp. 133-150). Springer VS. 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.), *Jahrbuch Medienpädagogikgik 13. Vernetzt und entgrenzt - Gestaltung von Lernumgebungen mit digitalen Medien*(pp. 195-212). Springer VS. 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.), *Jahrbuch Medienpädagogik 13. Vernetzt und entgrenzt – Gestaltung von Lernumgebungen mit digitalen Medien* (pp. 165-180). Springer VS. Peat, J., Elliott, E., Baur, L., & Keena, V. (2002). Scientific writing: easy when you know how. John Wiley & Sons. https://thuvienso.dau.edu.vn:88/bitstream/DHKTDN/7316/1/scientific_writing.pdf Resinger, P., Knitel, D., Mader, R., & Brunner, H. (2021).*Leitfaden zur Bachelor- und Masterarbeit. Wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten* (4th, revised and expanded ed.). Tectum. Stockmann, R. (2007). *Handbuch zur Evaluation: Eine praktische Handlungsanleitung*. Waxmann.

Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Gender equality, Quality education

Course Module

Course Constituent Title	Media Pedagogy and Didactics
Course Code	13420A
Scientific-Disciplinary Sector	PAED-02/A
Language	English
Lecturers	dr. Alessandra Giglio, Alessandra.Giglio@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37750
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	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.
Course Topics	- Definitions, history, and basic notions of media pedagogy, didactics, and literacy; - Theories of media and media socialization; - DigCompEdu, European frameworks for digital competences - Media forms of knowledge; - Media impact research, media ethics, media language;

	- Media in educational research; - Media-mediated teaching and learning processes; basic uses of media in pedagogic and didactic settings; - Tools for media education (OLE, Socrative, miro, mentimeter, blocket, padlet, Gemini/Chat GPT)
Teaching Format	The lesson takes place remotely. Lecture; input, discussions, integrated group-work, preparatory tasks in the sense of a flipped classroom.
Required Readings	**13420 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
Supplementary Readings	

Course Module

Course Constituent Title	Media Pedagogy and Didactics (Lab.)
Course Code	13420B
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	In the laboratory, the topics addressed in the lecture are explored in greater depth and implemented and tested using practical examples for kindergarten and primary school.
Course Topics	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.
Teaching Format	Group work, practical work with digital tools, analysis and discussion of media products and their reception.
Required Readings	will be announced in the LAB

Supplementary Readings	

Course Module

Course Constituent Title	Evaluation and Development of Kindergarten and Primary School
Course Code	13420C
Scientific-Disciplinary Sector	PAED-02/B
Language	English
Lecturers	Dr. Ursula Pulyer, Ursula.Pulyer2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8056
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	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.
Course Topics	- 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.

Teaching Format	The lesson takes place remotely. Lecture, input, discussions, integrated group-work, preparatory tasks in the sense of a flipped classroom.
Required Readings	Balzer, L., & Beywl, W. (2015). *evaluiert: Planungsbuch für Evaluationen im Bildungsbereich*. **Pflichtliteratur: Kap. 1,2,7 und 8** Bartsch, S., Beywl, W., Farrokhzad, S., Gutknecht-Gmeiner, M., Jelitto, M., Lück-Filsinger, M., … Uzunova, E. (2016). *Evaluationspraxis: Professionalisierung – Ansätze – Methoden* (2., korrigierte und ergänzte Aufl.). Waxmann. **Pflichtliteratur: Kapitel „Evaluationsmethoden“** **Pflichtliteratur**: Kaptiel 1
Supplementary Readings	

Course Module

Course Constituent Title	Preparation for the Master Thesis (Lab.)
Course Code	13420D
Scientific-Disciplinary Sector	PAED-02/B
Language	Ladin; Italian; German
Lecturers	Prof. Dr. Paul Videsott, Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24 dr. Silver Cappello, Silver.Cappello@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29666 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	2
Responsible Lecturer	
Teaching Hours	0

Lab Hours	20 Italienisch: dr. Silver Cappello Ladinisch: Prof. Dr. Paul Videsott Deutsch: Prof. Dr. Katja Julia Kansteiner
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop, precisely because it is dedicated to guiding students in the identification and delimitation of the thesis topic, brings into system the work done in Module 2 during the first year of the Master's degree course and gathers the fruits of the entire Module 21 as well as the curriculum carried out thus far. It accompanies each student to an initial draft of an index and possibly a research design/presentation of the overall thesis work. He/she pays particular attention to the drafting of the thesis and the scientific writing required in a thesis paper.
Course Topics	During the workshop, the following topics will be addressed: - Definition and description of purpose and structure of a dissertation; - Choice of topic. - Types of theses (compilative, field experience, case study, etc.). - Sources indispensable for writing a thesis. - Citations and bibliographical references (according to Apa Style). - Structure of the table of contents and articulation of the thesis (parts, chapters, paragraphs, etc.). - Definition of the theoretical framework and application part. - Definition of the research design and/or how to describe the field experience part. - Research types and research designs. - Rules and examples of drafting standards. - Annexes. - Ways of presenting and discussing the thesis. N.B.: For the experimental part of the theses and dissertations, the topics covered in module 2 on "Methodology and research methods in education" carried out in the first year (qualitative and quantitative approaches, instruments and methodologies, research design) can be included.
Teaching Format	Workshop

Required Readings	The documents will be distributed during the laboratory session in accordance with the topics covered.
Supplementary Readings	