

Syllabus

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Titul dl curs	L'educazione dotata (VL)
Codesc dl curs	12487
Titul suplementar	
SSD	PAED-02/A
Lingaz	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)	LM-85 bis Education Italian section LM-85 bis Education Ladin section
Dozenc	Mag. rer. nat Bernadette Maria Griebmair, BernadetteMaria.Griessmair@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40756
Assistent didatich	
Semester	Secondo semestre
Ann/Agn de stude	Wahlfach/Optional course
Credic universitars	2
Ores de enseignament	20
Ores de laboratore	0
Ores de stude individual	30
Ores de riceviment prevedudes	6
Ressumè di contegnus	Promoting giftedness is a cornerstone of our inclusive education system. Recognising and promoting special talents is a corresponding task and challenge in the design and provision of learning environments as well as in learning support in nurseries and primary schools.
Argomenc dl curs	The elective deals with current research findings on the topic of giftedness and specific methods of gifted and talented development in inclusive settings in kindergarten and primary

	school.
Paroles clef	Giftedness Inclusive development of giftedness Intelligence vs. giftedness
Prerequisic aconsiés	
Cursc propedeutics	
Modalité de enseignament	The optional course takes place remotely. The individual contents are primarily presented in lectures. In addition, students are involved in various individual activities that allow them to actively engage with the research results and individual concepts in greater depth. These also serve as preparation for the final examination.
Oblianza de frecuencia	In accordance with the regulation
Obietifs formatifs y competenzes da arjonje	Students should achieve the following specific educational goals: - Have a basic knowledge of the topic of giftedness and particularly gifted children - Recognise and promote special talents in kindergarten and school - Be able to critically reflect on the challenges and opportunities of special talents for children and their environment. Expected learning outcomes and competences: Knowledge and understanding Students have basic knowledge of current topics relating to giftedness and high sensitivity and their significance for their work. Applying knowledge and understanding Students demonstrate understanding and competence for current developments and can critically reflect on possible effects of giftedness and special partial talents in kindergarten and school, but also for the entire social context of the children. They have initial knowledge of support diagnostics and know the basics of promoting giftedness and excellence. They have basic didactic skills for this. Judgement Students have an attitude that promotes giftedness and reflect on

	their own role as educators in kindergarten and primary school. They reflect, analyse and critically evaluate case studies from the practice of kindergarten and primary school work, assess current trends in contexts and reflect critically on these developments and on their attitude and behaviour. Communication Students are able to discuss the topic on the basis of scientific facts and to prepare and disseminate these in an understandable way for professionals, children and parents. Learning strategies Students are aware that educational science, pedagogical and didactic competence requires constant reflection on the aspects of theory-led practice and practice-orientated theory; they can develop appropriate learning strategies for this.
Obietifs formatifs y competenzes da arjonje (informaziuns suplementares)	
Sort de ejam	Final written examination: Single-choice test on the compulsory literature listed, which is identified as such in OLE.
Criters de valutazion	The overall assessment is based on the final written examination.
Bibliografia obligatora	Behrens, Birgit u.al. (2016)- Grundwissen Hochbegabung in der Schule. Beltz Verlag . Weinheim und Basel Huser, J. (2007)- Lichtblicke für helle Köpfe- 5. Auflage. Lehrmittelverlag des Kanton Zürich Koop, C. u. Seddig, N. (2021)-Wissen kompakt-Hochbegabung bei Kindern erkennen und begleiten. Herder Verlag. Freiburg Breisgau Mönks, F. u. Ypenburg, I.(2005)- Unser Kind ist hochbegabt-Reinhardverlag. München Koop, C. et. al (2010)-Begabungen wagen. Verlag das Netz. Weimar Berlin Vohrmann A. und Rott, D. (1. Aufl. 2023). Begabungen von Kindern erkennen und fördern. Kohlhammer. Stuttgart Mönks, F. (2000). Begabungen erkennen-Begabte fördern. InH.Joswig (hrsg.)

	Seitz, S. et al. (2016). Hochbegabung inklusive. Beltz Verlag. Weinheim Urban, K. (2004). Kreativität- Herausforderung für Schule, Wissenschaft und Gesellschaft. LIT Verlag Münster. Münster S.99-107 Sternberg R.J. Selbstaktivierung statt Selbstsabotage. In R.J. (Hrsg.), Erfolgsintelligenz (S.275-295). München-Lichtenberg Csikszentmihalyi, M. (2002)- Flow-das Geheimnis des Glücks. Stuttgart.Klett-Cotta S.50-103+ S.104-110 https://besondersbegabte.alp.dillingen.de/images/Dokumente_red/ISBLEitfaden/ https://besondersbegabte.alp.dillingen.de/images/Dokumente_red/ISBLEitfaden/ https://av.tg.ch/public/upload/assets/82135/TG_BBF_Leitfaden_fuer_Schulen.pdf www.kargstiftung.de/common/fp/pdfprojekte/Karg-Heft9_web.pdf www.fachportal-hochbegabung.de/common/fp/pdf/publikationen/FAQ-Hochbegabung_2020.12.pdf https://av.tg.ch/public/upload/assets/8946/BLDZ_Leitfaden_BBF.pdf
Bibliografia aconsieda	Announced at the beginning of the course and recorded in writing in Moodle (OLE)
Deplù informazions	
OSS	Istruzione di qualità