Syllabus

Course Description

Course Title	General Pedagogy and Didactics 1
Course Code	400000
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	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. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296 Dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	10

Teaching Hours	64
Lab Hours	32
Individual Study Hours	154
Planned Office Hours	30
Contents Summary	This introductory course and its four modules provide students with fundamental theoretical and practice-oriented knowledge of General Pedagogy and General Didactics, with a particular focus on the practice of education and 'Bildung' in early childhood and primary education - taking into account both the commonalities and differences between these educational stages as well as the transition from kindergarten to primary school. The course addresses key pedagogical concepts, theories, and historical developments, as well as fundamental perspectives on child development and their significance for learning, 'Bildung' and education in educational settings and families. Students become familiar with fundamental didactic principles and models and develop an understanding of the planning, implementation, analysis, and critical reflection of pedagogical and didactic learning activities. They also examine pedagogical relationships, professional pedagogical practice, and the role of the pedagogue as a reflective professional. In addition, the course explores the significance of learning environments and materials for children's learning processes, as well as the embedding of education within social, cultural, and natural environments. The overall aim of the course is to provide students with a solid foundation for advanced studies and for their future professional practice in the field of education.
Course Topics	- Basic concepts of general pedagogy and didactics - Historical developments and key pedagogical theories - Childhoods, being a child, and childhood studies - Child development and its relevance for processes of learning, education, and 'Bildung' - Family as the primary place of education and 'Bildung' - Learning environments: design and significance for children's learning processes - The social environment and its influences on 'Bildung' and education - Didactic models and didactic principles - Planning, implementation, and reflection of pedagogical-didactic

	teaching and learning settings of early childhood education - Quality development in early childhood and school education - Role and professional role of professionals in kindergarten and primary school - Responsibilities and challenges in facilitating the transition from kindergarten to primary school
Keywords	Pedagogical and Didactic Foundations; Child Development, Learning and Education; Planning, Implementation and Reflection of Pedagogical Practice; Professional Pedagogical Judgement and Practice; Academic Inquiry and Professional Development
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures and Laboratories in presence
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Expected learning outcomes and competences: Knowledge and Understanding - Know and correctly use fundamental pedagogical and didactic terms. - Understand the humanities and social science foundations of pedagogical-didactic practice in societal institutions and relate them to current challenges. - Be familiar with relevant scientific-theoretical positions in the professional field and their significance for diagnosing, understanding, and explaining pedagogical issues. - Know the characteristics of children's learning, teaching, and educational processes, as well as key findings from childhood and socialization research. - Understand theories, methods, principles, and quality criteria of pedagogical and didactic practice, especially in play-based pedagogy. - Be familiar with concepts of supportive educational settings, learning environments, and pedagogical relationships. Applying knowledge and understanding - Apply the basics of academic work using modern information and communication technologies to reflect on pedagogical-didactic questions. - Plan, design, implement, reflect on, analyze, and evaluate

	didactic projects, games, and educational processes in early childhood settings. - Consider technological tools to support individual and inclusive educational processes. Judgement - Assess the relevance of research findings from childhood and socialization studies for practice in kindergarten and primary school. - Develop didactic and pedagogical justifications for designing differentiated learning settings. - Derive the implications of fundamental concepts of child development for learning, education, and processes of 'Bildung'. Communication - Use pedagogical and didactic terminology appropriately and precisely for the target audience. - Present results of academic work and pedagogical-didactic planning clearly, structured, and audience-oriented. Learning Strategies - Use digital tools and modern information and communication technologies purposefully to support one's own learning process. - Independently research and evaluate further literature and materials. - Apply strategies for continuous reflection and development of pedagogical competencies.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written assessment: Written examination taking into account a portfolio compiled independently by students during the self-study phases throughout the semester. Both the written examination and the portfolio consist of two parts: Pedagogy component, with corresponding assessment tasks; Didactics component, with corresponding assessment tasks.
Evaluation Criteria	A single final grade is awarded for the course on the basis of the final course examination. The assessment is based on the syllabus, the required reading, the topics covered, the intended learning

	outcomes, and the specific educational objectives. The assessment criteria are: subject-specific accuracy, logical structure, clarity of argumentation, engagement with the relevant academic literature, ability to critically analyse and (self-)reflect, linguistic accuracy, appropriate use of academic and disciplinary terminology, and the ability to formulate independent and well-founded judgments. In accordance with the Faculty Examination Regulations, a positive overall course grade can only be awarded if both examination components (Pedagogy and Didactics) are passed successfully. If the overall course assessment is unsuccessful, any successfully completed module component (i.e. the complete Pedagogy examination or the complete Didactics examination) will be recognised at the next attempt to complete the course examination. A failed overall course assessment counts as an examination attempt even if one module component has already been passed. According to the Examination Regulations, failing the examination after three attempts results in exclusion from the next three examination sessions (see the current Examination Regulations).
Required Readings	**B**iesta, G. J. J. (2013). *The beautiful risk of education*. Paradigm Publishers. **G**udjons, H. & Winkel, R. (Hrsg.) (1999). Didaktische Theorien. 10. Auflage. Bergmann + Helbig, S. 13-56; 93-112. **G**udjons, H. & Traub, S. (2016): Pädagogisches Grundwissen, 12. Aufl. Bad Heilbrunn: Klinkhardt, **H**aug-Schnabel, G. & Bensel, J. (Hrsg.) (2017). Offene Arbeit in Theorie und Praxis. Herder. **H**elmke, A. (2006). Was wissen wir über guten Unterricht? PÄDAGOGIK, (2), S. 42-47. **K**ansteiner, K. J. (2022). Differenzierung und mögliche Nebenwirkungen: Dilemmata im Umgang mit Heterogenität reflexiv überwinden. Schulmagazin 5 Bis 10: Impulse Für Kreativen Unterricht, 7 (7/8), 12–15. **K**lafki, W. (2007), Neue Studien zur Bildungstheorie und Didaktik. Beltz, S. 15-41, 43-81. **K**oeppel, G. (2012). Didaktische Grundlagen der Arbeit von ElementarpädagogInnen. Handreichungen zum Berufseinstieg von

	Elementar- und KindheitspädagogInnen. In Carle, U. & Koeppel, G. (Hrsg.), Curriculare Bausteine, Heft B04. Universität Bremen. Koller, H.-C. (2018). *Bildung anders denken. Einführung in die Theorie transformatorischer Bildungsprozesse*. 2. Aufl. Kohlhammer. **N**entwig-Gesemann, I. et al. (2021): Kinder als Akteure in Qualitätsentwicklung und Forschung. Bertelsmann. **N**euß, N. (2020). Grundwissen Elementarpädagogik. Cornelsen / Verlag an der Ruhr. **P**orsch, R. (2016) (Hrsg.). Einführung in die Allgemeine Didaktik. Münster: utb (Beiträge von Hinz et al., Koch-Priewe et al., Arnold & Lindner-Müller, Winkel, Reich, Willems). **R**oos, J. & Roux, S. (Hrsg.) (2020). Das große Handbuch frühe Bildung in der Kita. Wolters Kluwer. Schäfer, G. E. (2019). Bildung durch Beteiligung Zur Praxis und Theorie frühkindlicher Bildung Beltz Juventa. **S**taege, R. (2022). Bildung, Erziehung und Betreuung. In N. Neuß & S. Kähler (Hrsg.), Grundwissen Kindheitspädagogik. Eine Einführung in Perspektiven, Begriffe und Handlungsfelder. Verlag an der Ruhr, S. 74-98. **S**tieve, C., Stenger, U., Zirves, M., Poliakova, A., Vitek, K., Rapp, L. & Heidrich, A.-C. (2023). Wie Raumqualitäten entstehen Erfahrungsräume in Kindertageseinrichtungen. Beltz Juventa. **W**esterholt, F. & Neuß, N. (2020). Elementardidaktik – Lernen anregen und begleiten. In Neuß, N. (Hrsg.). Grundwissen Elementarpädagogik (S. 166-174). Verlag an der Ruhr. Weil, Z. (2021). The world becomes what we teach. Educating a Generation of Solutionaries. Lantern.
Supplementary Readings	see lectures and laboratories
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Gender equality, Quality education

Course Module

Course Constituent Title	General Pedagogy for Early Childhood Education and Primary School
Course Code	400000A
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	32
Lab Hours	0
Individual Study Hours	68
Planned Office Hours	12
Contents Summary	The lecture provides an introduction to the fundamental theories, concepts, and key ideas of General Pedagogy and explores their relevance for educational practice in early childhood and primary education. It focuses on processes of socialisation, learning, education, and 'Bildung', as well as on different understandings of education, the image of the child, and pedagogical professionalism. Particular attention is paid to the role of teachers and early childhood professionals, highlighting the importance of high-quality interactions and a children's rights-based approach for fostering supportive educational relationships. Further topics include learning and play, participation and democratic education, education for sustainable development, and professional approaches to diversity. Social, cultural, and outdoor environments are examined as important spaces for learning and experience within the framework of open and outward-looking pedagogical approaches. The lecture encourages students to critically reflect on educational practice and the professional responsibilities it entails, while engaging with

	different theoretical perspectives on education and 'Bildung'. Its overall aim is to develop a well-founded, theory-informed, and critically reflective understanding of educational practice in early childhood settings and primary schools.
Course Topics	- Foundations and key concepts of General Pedagogy - Theories of education, Bildung, learning and socialisation - Images of the child and pedagogical professionalism - Teachers' and early childhood professionals' roles and responsibilities - Interaction quality and children's rights-based education - Pedagogy of play - participation and democratic education - Education for Sustainable Development (ESD) - Pedagogy of Diversity - Social, cultural and outdoor learning environments - Open approach to ECEC and primary education and challenges in supporting the transition from kindergarten to primary school - Critical reflection on educational practice and professional responsibility
Teaching Format	Lecture with reflection and discussion sessions
Required Readings	Biesta, G. J. J. (2013). *The beautiful risk of education*. Paradigm Publishers. Fried, L. & Roux, S. (Hg.) (2013). *Pädagogik der frühen Kindheit. Ein Handbuch*. 3. überarb. u. erw. Aufl. Beltz Gudjons, H. & Traub, S. (2016): *Pädagogisches Grundwissen*, 12. Aufl. Klinkhardt. Nentwig-Gesemann, I. et al. (2021): *Kinder als Akteure in Qualitätsentwicklung und Forschung.* Bertelsmann. Neuß, N. & Kähler, S. (Hrsg.) (2020). *Grundwissen Kindheitspädagogik. Eine Einführung in Perspektiven, Begriffe und Handlungsfelder.* Cornelsen. Roos, J. & Roux, S. (Hrsg.) (2020). *Das große Handbuch frühe Bildung in der Kita*. Wolters Kluwer. Schäfer, G. E. (2019*). Bildung durch Beteiligung. Zur Praxis und Theorie frühkindlicher Bildung*. Beltz Juventa. Stamm, M. & Edelmann, D. (Hrsg.) (2013). Handbuch Frühkindliche Bildungsforschung. VS Fachverlag.

Supplementary Readings	Koller, H.-C. (2018). *Bildung anders denken. Einführung in die Theorie transformatorischer Bildungsprozesse*. 2. Aufl. Kohlhammer. Nentwig-Gesemann, I. (2013): Professionelle Reflexivität. Herausforderungen an die Ausbildung frühpädagogischer Fachkräfte. In: *Theorie und Praxis der Sozialpädagogik*, 1/2013, S. 10-14. Weil, Z. (2021). *The world becomes what we teach. Educating a Generation of Solutionaries.* Lantern.

Course Module

Course Constituent Title	General Pedagogy for early childhood education (lab.)
Course Code	400000B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 Dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppe 1 und 2: Prof. Dr. Iris Nentwig-Gesemann Gruppe 3 und 4: Dr. Silke Werth Gruppe 5: Prof. Dr. Iris Nentwig-Gesemann (8 Stunden) und Dr. Silke Werth (8 Stunden)
Individual Study Hours	9
Planned Office Hours	3

Contents Summary	The laboratory course deepens and contextualises the topics introduced in the lecture by establishing strong connections to pedagogical practice in early childhood education. Through biographical reflection, critical engagement with practical experiences – particularly those gained during the practicum days in the first year – and practice-oriented activities, students relate theoretical concepts to authentic educational situations. The course addresses the foundations of pedagogical practice in kindergarten (including Rahmenrichtlinien and the pedagogical approach of "offen gestaltete Pädagogik"), observation and pedagogical documentation, the planning of educational activities, collaboration with families, children's rights, children's participation and democratic principles in education, interaction quality, the promotion of resilience, and the design of everyday situations, challenging situations, and pedagogical routines. In addition, social, cultural, and outdoor environments are explored as important spaces for learning and experience within the framework of open and outward-looking pedagogical approaches. The overall aim of the laboratory is to foster reflective pedagogical professionalism and to support students in analysing and shaping educational practice on a sound theoretical basis.
Course Topics	Foundations of pedagogical practice in early childhood education and care (curriculum frameworks and open pedagogical approaches); Observation and pedagogical documentation; Planning educational activities; Collaboration with families; Children's rights, children's participation, and democratic principles in education; Interaction quality; Promoting resilience; Designing everyday situations and routines (including challenging situations); Outdoor pedagogy
Teaching Format	Short lectures, group work, and discussions
Required Readings	Ballaschk, I. & Anders, Y. (2020): Partizipation aus der Perspektive von Kindern. In: Frühe Bildung, Jg. 9, Heft 1, S. 3-8. Cloos, P. & Karner, B. (2010): Erziehungspartnerschaft? Auf dem Weg zu einer veränderten Zusammenarbeit von Kindertagseinrichtungen und Familien. In: Dies. (Hrsg.): Erziehung und Bildung von Kindern als gemeinsames Projekt. Zum Verhältnis familialer Erziehung und öffentlicher Kinderbetreuung. Schneider Verlag Hohengehren. S. 169-189.

	Fthenakis, W. (2009): Bildung neu definieren und hohe Bildungsqualität von Anfang an sichern. In: betrifft Kinder, 3/2009, S. 6-10. Schäfer, G. (2018): Kultur des Lernens – Theoretische Grundlagen. https://www.kita-fachtexte.de/texte-finden/detail/data/kultur-des-lernens-theoretische-grundlagen/ Schäfer, G. (2019) Kultur des Lernens – Pädagogische Orientierungen. https://www.kita-fachtexte.de/texte-finden/detail/data/kultur-des-lernens-paedagogische-orientierungen/ Viernickel, S. (2010): Beobachtung erzeugt Resonanzen. In: kindergarten heute 11-12, S. 8-15.
Supplementary Readings	Fröhlich-Gildhoff, K. & Nentwig-Gesemann, I. (2022): Kompetenzbasierte Professionalisierungsansätze. In: N. Neuss & S. Kähler (Hrsg.): Grundwissen Kindheitspädagogik. Eine Einführung in Perspektiven, Begriffe und Handlungsfelder. Berlin: Cornelsen, S. 174-183.

Course Module

Course Constituent Title	General Didactics for Early Childhood Education and Primary School 1
Course Code	400000C
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	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	4
Responsible Lecturer	
Teaching Hours	32
Lab Hours	0
Individual Study Hours	68

Planned Office Hours	12
Contents Summary	The course provides a solid introduction to the theoretical and methodological foundations of general didactics for early childhood and primary education. Teaching and learning processes are understood as complex, relational, and context-bound educational processes requiring professional pedagogical action. The focus is on the ability to make well-founded didactic decisions within educational settings. The course integrates didactic theory, educational practice, and reflective professional development.
Course Topics	- The Institutional objectives of Preschools and Schools - Core Didactic Models - Major Methodological Approaches - Didactic Principles - Diversity-Oriented Learning Environments - Surface and Deep Structure Quality Characteristics - Individualization, Personalization, and Community-Oriented Learning - Professionalism and Didactic Practice
Teaching Format	Lecture with interactive elements
Required Readings	Gudjons, H. & Winkel, R. (Hrsg.) (2002). Didaktische Theorien. Bergmann + Helbig Verlag, 11. Auflage (chapters according to the topics of the lecture) Neuß, N. (Hrsg.) (2020). Grundwissen Elementarpädagogik. Mühlheim: Cornelsen / Verlag an der Ruhr. (chapters according to the topics of the lecture) Peschel, F. (2006). Offener Unterricht. Baltmannsweiler: Schneider. (Kapitel 1) Porsch, R. (Hrsg.) (2016). Einführung in die Allgemeine Didaktik. Münster: utb (chapters according to the topics of the lecture) Roos, J. & Roux, S. (Hrsg.) (2020). Das große Handbuch frühe Bildung in der Kita. Hürth: Wolters Kluwer.(chapters according to the topics of the lecture)
Supplementary Readings	will be named in the lecture

Course Module

Course Constituent Title	General Didactics for Early Childhood Education practice (lab.)

Course Code	400000D
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 Dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575 Dr. phil. Claudia Bettina Scochi, ClaudiaBettina.Scochi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37116
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppe 1: Dr. phil. Susanne Schumacher Gruppe 2, 3 und 4: Stephanie Dr. Mian Gruppe 5: Dr. phil. Claudia Bettina Scochi
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	The lab deepens general didactic foundations through practice-oriented work in early childhood education. It supports students in applying didactic concepts and in designing and analyzing teaching and learning activities. A key focus is on the systematic reflection of pedagogical practice. The course fosters the integration of theory and professional action.
Course Topics	Didactic planning in early childhood education; Design of learning environments; Observation and documentation of learning processes; Analysis and reflection of pedagogical practice
Teaching Format	Joint reading and discussion, group work, collection of material,

	portfolio work. Students are expected to carry out thematic preparation and follow-up work outside of the sessions.
Required Readings	Drieschner, E. (2023). Elementare Bildung und Erziehung aus langfristiger und systematischer Perspektive. In J. Bruckner & D. Lindner (Hrsg.), Elementarpädagogik (S. 23–35). Hogrefe. Frank, S. (2020). Grundbegriffe der Frühpädagogik: Erziehung, Bildung, Betreuung, Prävention. In J. Roos & S. Roux (Hrsg.), Das große Handbuch frühe Bildung in der Kita (S. 21–31). Wolters Kluwer. Klafki, W. (2002). Die bildungstheoretische Didaktik im Rahmen kritisch-konstruktiver Erziehungswissenschaft. In Gudjons, H. & Winkel, R. (Hrsg.) Didaktische Theorien (S. 13-34). Bergmann + Helbig Verlag, 11. Auflage. Koch-Priewe, B., Köker, A. & Störtländer. J.C: (2016). Die bildungstheoretische Didaktik und die kritisch-konstruktive Didaktik. In Porsch, R. (Hg.), Einführung in die Allgemeine Didaktik (S. 101-132). Lemmermöhle, D. (2005) Didaktik! Wozu? (Scan, S. 259-265) Westerhold, F. & Neuß, N. (2020). Elemenardidaktik – Lernen anregen und begleiten. In Neuß, N. (Hrsg.), Grundwissen Elementarbildung, Kapitel 13. (Scan, S. 166-174) Klug, W., & Kaiser-Kratzmann, J. (2020). Erfolgreiches Kita-Management: Unternehmenshandbuch für Leiterinnen und Träger von Kitas (5., aktualisierte Aufl., S. 16–48). Kohlhammer. Knauf, T. (o. J.). Bildungsräume für Kinder von 0 bis 6: Der Raum als „dritter Erzieher“. https://www.kindergartenpaedagogik.de/fachartikel/raumgestaltung/innenraeume fuer-kinder-von-0-bis-6-der-raum-als-dritter-erzieher-/ Neuß, N. (2014). Einführung: Professionalisierung der

	Frühpädagogik — eine kriteriengeleitete Analyse. In K. Fröhlich-Gildhoff, I. Nentwig-Gesemann & N. Neuß (Hrsg.), Forschung in der Frühpädagogik VII (S. 13–46). FEL Verlag. Neuß, N. (2020). Bildung und Lernen in der frühen Kindheit. In N. Neuß, Grundwissen Elementarpädagogik (S. 134–151). Cornelsen / Verlag an der Ruhr. Stieve, C., Stenger, U., Zirves, M., Poliakova, A., Vitek, K., Rapp, L., & Heidrich, A.-C. (2023). Wie Raumqualitäten entstehen: Erfahrungsräume in Kindertageseinrichtungen (1. Aufl., S. 12–24). Beltz Juventa. von der Beek, A. (2018). Offene Arbeit — Chancen und Grenzen. https://www.kita-fachtexte.de/fileadmin/Redaktion/Publikationen/KiTaFT_vdBeek_2018_offeneArb Wyrobnik, I. (2020). Elementarpädagogische Theorien. In Neuß, N. (Hrsg.), Grundwissen Elementarbildung, Kapitel 10. (Scan, S. 122-133)
Supplementary Readings	