Syllabus

Descrizione corso

Titolo insegnamento	Pedagogia e didattica generale 1
Codice insegnamento	400000
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	NN
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione tedesca
Altri Corsi di Studio (mutuati)	
Docenti	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
Assistente	
Semestre	Primo semestre

Anno/i di corso	1
CFU	10
Ore didattica frontale	64
Ore di laboratorio	32
Ore di studio individuale	154
Ore di ricevimento previste	30
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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
Parole chiave	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
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Lectures and Laboratories in presence
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	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.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	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.

Criteri di valutazione	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).
Bibliografia obbligatoria	**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.
Bibliografia facoltativa	see lectures and laboratories

Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Buona salute, Parità di genere, Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Pedagogia generale per la scuola dell'infanzia e primaria
Codice insegnamento	400000A
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	prof. dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498
Assistente	
Semestre	Primo semestre
CFU	4
Docente responsabile	
Ore didattica frontale	32
Ore di laboratorio	0
Ore di studio individuale	68
Ore di ricevimento previste	12
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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
Modalità di insegnamento	Lecture with reflection and discussion sessions
Bibliografia obbligatoria	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.
Bibliografia facoltativa	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.

Modulo del corso

Titolo della parte costituente del corso	Pedagogia generale per la scuola dell'infanzia (lab.)
Codice insegnamento	400000B
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	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
Assistente	
Semestre	Primo semestre
CFU	1
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	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)
Ore di studio individuale	9
Ore di ricevimento previste	3
Sintesi contenuti	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.
Argomenti dell'insegnamento	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
Modalità di insegnamento	Short lectures, group work, and discussions
Bibliografia obbligatoria	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.
Bibliografia facoltativa	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.

Modulo del corso

Titolo della parte costituente del corso	Didattica generale per la scuola dell'infanzia e primaria 1
Codice insegnamento	400000C
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Docenti	prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296
Assistente	

Semestre	Primo semestre
CFU	4
Docente responsabile	
Ore didattica frontale	32
Ore di laboratorio	0
Ore di studio individuale	68
Ore di ricevimento previste	12
Sintesi contenuti	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.
Argomenti dell'insegnamento	- 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
Modalità di insegnamento	Lecture with interactive elements
Bibliografia obbligatoria	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)
Bibliografia facoltativa	will be named in the lecture

Modulo del corso

Titolo della parte costituente del corso	Didattica generale per la scuola dell'infanzia (lab.)
Codice insegnamento	400000D
Settore Scientifico-Disciplinare	PAED-02/A
Lingua	Tedesco
Docenti	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
Assistente	
Semestre	Primo semestre
CFU	1
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	16 Gruppe 1: Dr. phil. Susanne Schumacher Gruppe 2, 3 und 4: Stephanie Dr. Mian Gruppe 5: Dr. phil. Claudia Bettina Scochi
Ore di studio individuale	9
Ore di ricevimento previste	3

Sintesi contenuti	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.
Argomenti dell'insegnamento	Didactic planning in early childhood education; Design of learning environments; Observation and documentation of learning processes; Analysis and reflection of pedagogical practice
Modalità di insegnamento	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.
Bibliografia obbligatoria	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)
Bibliografia facoltativa	