# Syllabus

## *Kursbeschreibung*

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| **Titel der Lehrveranstaltung** | Allgemeine Pädagogik und Didaktik 2 - inhaltliche Vertiefung |
| **Code der Lehrveranstaltung** | 11407 |
| **Zusätzlicher Titel der Lehrveranstaltung** | |
| **Wissenschaftlich-disziplinärer Bereich** | NN |
| **Sprache** | Italienisch |
| **Studiengang** | Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache |
| **Andere Studiengänge (gem. Lehrveranstaltung)** | LM-85 bis Education Ladin section |
| **Dozenten/Dozentinnen** | Prof. Beate Christine Weyland,<br>Beate.Weyland@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/2218<br>Prof. Heidrun Demo,<br>Heidrun.Demo2@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/15115<br>Prof. Michele Cagol,<br>Michele.Cagol@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/34213<br>Prof. Daniele Morselli,<br>Daniele.Morselli@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/39786 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **Studienjahr/e** | 2 |
| **KP** | 10 |

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| **Vorlesungsstunden** | 60 |
| **Laboratoriumsstunden** | 40 |
| **Stunden für individuelles Studium** | 150 |
| **Vorgesehene Sprechzeiten** | 30 |
| **Inhaltsangabe** | Module of the basic training area placed at the beginning of the first semester of the second year of the Master's degree course, aimed at consolidating the foundations for the construction of a high professional profile with a pro-pedeutic function for disciplinary didactics courses and workshops.<br><br>The module introduces the theoretical-methodological foundations of pedagogy and general didactics with particular reference to the 5-12 age group.<br>It accompanies students to gain in-depth knowledge of, discuss and reflect on:<br>- the complexity and quality of educational contexts and relationships;<br>- the processes and products of teaching-learning;<br>- the responsibility and importance of the educational profession for the individual development of each child;<br>- the value to the community of the teaching profession as a profession for the social. |
| **Themen der Lehrveranstaltung** | See the individual course modules |
| **Stichwörter** | General Pedagogy, General Didactics |
| **Empfohlene Voraussetzungen** | |
| **Propädeutische Lehrveranstaltungen** | |
| **Unterrichtsform** | Topics will be presented through short lectures, group discussions, small-group work, and classroom reflections. |
| **Anwesenheitspflicht** | In accordance with the regulation |
| **Spezifische Bildungsziele und erwartete Lernergebnisse** | Students should be able to<br>- Deepen the theoretical-methodological foundations of pedagogy and didactics in relation to pre-school and primary school.<br>- Consolidate their mastery of the basic terminology of pedagogy |

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| | and didactics.<br>- To get to know the main theoretical references and the most highly credited research contributions regarding the characteristics and development of stimulating and inclusive learning environments, projects and educational processes.<br>- Describing, analysing, interpreting and evaluating pedagogical choices and con-crete didactic intervention strategies, quality criteria in the development of contexts and didactic actions.<br>- Being able to see and foresee the relational dynamics and emotional and cognitive processes of individual children and groups in both free and organised play and teaching-learning situations.<br>- Knowing how to translate some innovative and inclusive organisational and didactic choices into educational and didactic situations (also through simulations and exercises).<br>- To be able to integrate the potential of the media into teaching activities and to reflect on this potential in a critical and productive manner.<br>- To know how to plan and programme teaching paths and to know how to design learning contexts and/or situations.<br>- Acquire awareness of pedagogical and didactic choices in relation to educational projects and current societal challenges with reference to the 2030 goals and the proposals linked to the green deal.<br>- Acquire oral exposition and writing skills on pedagogical-educational topics.<br><br>Knowledge and comprehension skills<br>Of the key concepts and terminology of general and social pedagogy and didactics with a focus on<br>- human and social value and responsibility of those working in the educational field (teacher, educator and other 'social professions') for the development of everyone and as a resource for the community;<br>- different theories and practices with direct reference to experience;<br>- topicality and potential of sensory didactic materials and creativity also in connection with technology;<br>- reasons for pedagogical choices and teaching methodologies oriented towards the development of children's autonomy and the |

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| | ability to collaborate among peers.<br>- 2030 goals, green comp and climate change challenges from a pedagogical-didactic perspective<br>- school pedagogy and didactics<br><br>Ability to apply knowledge and understanding<br>- To be able to carry out analyses of concrete situations using known pedagogical and didactic theoretical-methodological references.<br>- To use and co-construct digital media autonomously and responsibly.<br>- To transfer pedagogical and didactic principles into context by devising formative activities and affective-emotional and cognitive processes of play, playful activities and stimulating teaching-learning for the development of each and all.<br>- Design and implement autonomous, responsible, collaborative play and learning situations.<br>- Thinking and planning the development of environments inside and outside the section/classroom that are stimulating for emotional and cognitive development and the adoption of autonomous behaviour.<br>- Knowing how to make use of technological tools in the design and implementation of teaching activities.<br>- Knowing how to include nature as an educating subject in the pedagogical-didactic project<br><br>Autonomy of judgement expressed through the ability to<br>- reflection, discussion, in-depth study and personal reworking of the emerging themes of the module;<br>- criticism, coherence, methodological rigour, precision and accuracy in oral and written expression;<br>- active listening, decentralisation and understanding of different points of view;<br>- critical analysis of one's own modes of media use.<br><br>Communication skills expressed through the ability to:<br>- communicate effectively in oral and written expression;<br>- communicating in groups by knowing how to support one's own ideas;<br>- active listening by knowing how to carry out task development |

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| | and relational dynamics;<br>- continuous reflection/research in relation to the theory-practice dialectic,<br>praxis-theory dialectic;<br>- communicating and analysing issues in multi-professional teams.<br><br>Learning ability expressed through:<br>- appropriate use of pedagogical terminology in the discussion of cases relating to the 5-12 age group;<br>- ability to describe, analyse, interpret didactic situations and play-material relating to the 5-12 age group by referring to the different pedagogical and didactic theories;<br>- ability to reflect on one's own training and related self-assessment (portfolio);<br>- ability to analyse and identify the development needs of one's own knowledge and expertise (portfolio).<br><br>The skills and abilities described will be assessed both in itinere (formative assessment: through individual and group activities) and in the final examination. |
| **Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)** | |
| **Art der Prüfung** | The overall course exam consists of written interim assessment tasks, assignments completed during the workshops, and a final interdisciplinary oral examination. More specifically, the interim assessment includes:<br>1) General Pedagogy module: a multiple-choice test, an academic paper on one of the topics covered during the course (chosen by the student), and a concept map summarising the main topics addressed in the module.<br>2) General Pedagogy workshop: the conception, design, and critical reflection on an educational project or programme (group work).<br>3) General Didactics module: for attending students only, an end-of-course interim assessment task consisting of the design of an authentic learning task, together with a cognitive map summarising the main topics addressed in the module. |

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| | 4) General Didactics workshop: the design of a learning unit developed during the workshop sessions.<br>Students who do not complete the interim assessment tasks for the modules and workshops will be required to take a comprehensive oral examination covering all parts of the course. Each interim assessment task and each assignment will be graded on a 30-point scale. The final grade will be calculated as the weighted average of the individual assessment results. For students who have completed the interim assessment, the final oral examination will consist of a discussion of selected critical issues emerging from the various assessment tasks. It will also provide an opportunity for feedback from the instructors. If the overall course assessment is failed, the entire examination must be retaken. However, any interim assessment tasks that have been successfully completed will remain valid and will be recognised in subsequent attempts to pass the overall course examination. Please note that, even in this case, a failed overall course assessment counts as one examination attempt. According to the University Examination Regulations, students who fail the same examination three consecutive times may not register for that examination during the following three examination sessions (Art. 6, para. 4 of the current Examination Regulations). |
| **Bewertungskriterien** | The examination provides a single final mark.<br>For the written tests, the following are considered and assessed: relevance, logical structure, clarity of argument, lexical appropriateness and completeness.<br>In relation to the oral examination (as well as performances and simulations), the following are considered and assessed: relevance, clarity of argument, capacity for critical analysis, ability to rework and reflect on the experience gained within the module, demonstrating basic ability to transpose theory into practice and to read theory into practice. |
| **Pflichtliteratur** | Baldacci, M. (2012). *Trattato di pedagogia generale.* Carocci. [estratti]<br><br>Biesta G.J.J. (2023). *Oltre l'apprendimento. Un'educazione democratica per umanità future* (C. Montà, Trans.). FrancoAngeli. (Original work published 2006) [estratti] |

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| | Biesta G.J.J. (2022). *Riscoprire l'insegnamento* (V. Santarcangelo, Trans.). Raffaello Cortina Editore. (Original work published 2017) [estratti]<br><br>Biesta G. (2022). *World-Centred Education. A View for the Present*. Routledge. [estratti]<br><br>Cagol, M. (2019). Colorare la musica. Le emozioni dei bambini nella scuola primaria / Coloring the music. The emotions of children in primary school. In: A. Nuzzaci (Ed.), *Pedagogia, didattica e ricerca educativa: approcci, problemi e strumenti / Pedagogy, Teaching and Educational Research: approaches, problems and tools* (pp. 289–304). Lecce-Rovato: Pensa MultiMedia.<br><br>Colicchi, E. (2001). I problemi della pedagogia: oggetti, percorsi teorici e cate-gorie interpretative. In F. Cambi, E. Colicchi, M. Muzi & G. Spadafora, *Pedagogia generale* (pp. 95-140). La Nuova Italia.<br><br>Dewey, J. (2018). *Democrazia e educazione. Una introduzione alla filosofia dell'educazione*. Anicia. (Original work published 1916) [cap. 11]<br><br>Dewey, J. (2025). *Le fonti di una scienza dell'educazione* (F. Cappa, Ed.). Cortina. (Original work published 1929)<br><br>Laporta, R. (2001). *Avviamento alla pedagogia*. Carocci. [capp. 1, 2, 3]<br><br>Loiodice, I. (2019). *Pedagogia. Il sapere/agire della formazione, per tutti e per tutta la vita*. FrancoAngeli. |

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| | Capperucci, D. (2018). Progettazione e valutazione per competenze. Tutto Da Leggere, 4, 84-118.<br><br>Da Re, F. (2013). La didattica per competenze: Apprendere competenze, descriverle, valutarle. Pearson.<br><br>Feuerstein, R., Feuerstein, R., & Mintzker, Y. (2006). *L'esperienza di apprendimento mediato. Linee guida per genitori* (trad. N. Lastella). Feuerstein Institute. |
| **Weiterführende Literatur** | Cagol, M. (2025). *Relazioni etiche dell'educazione*. Being Taught by Levinas. FrancoAngeli.<br><br>(Open access – download:<br><br>https://series.francoangeli.it/index.php/oa/catalog/book/1511)<br><br>Cagol, M. (2023). Natura, meraviglia, relazionalità, etica. *Lifelong, Lifewide Learning (LLL)*, *20*(43), 12–16.<br><br>Cagol, M. (2020). *Emozioni, ragione, etica in educazione. Per una pedagogia dei comportamenti complessi*. FrancoAngeli.<br><br>(Open access – download:<br>https://ojs.francoangeli.it/_omp/index.php/oa/catalog/book/532)<br><br>Pagani, V. (2020). *Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa*. Junior.<br><br>Pastori, G. (2017). *In ricerca. Prospettive e strumenti di ricerca per educatori e insegnanti*. SpaggiariJunior. |
| **Weitere Informationen** | |
| **Ziele für nachhaltige Entwicklung (SDGs)** | Hochwertige Bildung, Geschlechter-Gleichheit, Frieden, Gerechtigkeit und starke Institutionen, Maßnahmen zum Klimaschutz, Nachhaltige Städte und Gemeinden |

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| **Titel des Bestandteils der Lehrveranstaltung** | Allgemeine Pädagogik: Kontexte und Relationen |
| **Code der Lehrveranstaltung** | 11407A |
| **Wissenschaftlich-disziplinärer Bereich** | PAED-01/A |
| **Sprache** | Italienisch |
| **Dozenten/Dozentinnen** | Prof. Michele Cagol,<br>Michele.Cagol@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/34213 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **KP** | 3 |
| **Verantwortliche/r Dozent/in** | |
| **Vorlesungsstunden** | 30 |
| **Laboratoriumsstunden** | 0 |
| **Stunden für individuelles Studium** | 45 |
| **Vorgesehene Sprechzeiten** | 9 |
| **Inhaltsangabe** | It accompanies students to learn in depth, experience, reflect on: (a) quality of educational contexts and relationships; (b) coherence and dynamic causality between objectives, organisation, dynamics of the educational and didactic project; (c) responsibility and human and social value of the teaching profession. |
| **Themen der Lehrveranstaltung** | - Pedagogy and the educational sciences<br>- Complexity, pluralism and sustainability<br>- New-materialism, post-anthropocentrism and ecology<br>- Education in the different ages of life (childhood, adolescence, young adults and adults, the elderly) with specific reference to the 2-7 and 5-12 age groups<br>- Complexity of the emotion-reason relationship<br>- Baldacci: Pedagogy from common sense knowledge to science<br>- Laporta: Education as learning - education as communication<br>- Dewey: Experience and thinking; Learning by doing & undergoing; Reflective experience |

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| | - Loiodice: Complexity and contemporary pedagogies<br>- Biesta: Beyond Learning and World-Centred Education<br>- Colicchi: The problems of pedagogy |
| **Unterrichtsform** | Short lectures; participatory lessons using slides, videos, research reports, articles and documents taken from books and journals; flipped classroom; discussions and work in small and large groups. |
| **Pflichtliteratur** | Baldacci, M. (2012). *Trattato di pedagogia generale*. Carocci. [Excerpts]<br><br>Biesta G.J.J. (2023). *Oltre l'apprendimento. Un'educazione democratica per umanità future* (C. Montà, Trans.). FrancoAngeli. (Original work published 2006) [Excerpts]<br><br>Biesta G.J.J. (2022). *Riscoprire l'insegnamento* (V. Santarcangelo, Trans.). Raffaello Cortina Editore. (Original work published 2017) [Excerpts]<br><br>Biesta G. (2022). *World-Centred Education. A View for the Present*. Routledge. [Excerpts]<br><br>Colicchi, E. (2001). I problemi della pedagogia: oggetti, percorsi teorici e cate-gorie interpretative. In F. Cambi, E. Colicchi, M. Muzi & G. Spadafora, *Pedagogia generale* (pp. 95-140). La Nuova Italia.<br><br>Dewey, J. (2018). *Democrazia e educazione. Una introduzione alla filosofia dell'educazione*. Anicia. (Original work published 1916) [cap. 11]<br><br>Dewey, J. (2025). *Le fonti di una scienza dell'educazione* (F. Cappa, Ed.). Cortina. (Original work published 1929)<br><br>Laporta, R. (2001). *Avviamento alla pedagogia*. Carocci. [capp. 1, 2, 3] |

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| | Loiodice, I. (2019). *Pedagogia. Il sapere/agire della formazione, per tutti e per tutta la vita*. FrancoAngeli. |
| **Weiterführende Literatur** | Cagol, M. (2025). *Relazioni etiche dell'educazione*. Being Taught by Levinas. FrancoAngeli.<br>(Open access – download:<br>https://series.francoangeli.it/index.php/oa/catalog/book/1511) |

# *Kursmodul*

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| **Titel des Bestandteils der Lehrveranstaltung** | Allgemeine Pädagogik mit besonderer Berücksichtigung der Altersstufe 5-12 (Lab.) |
| **Code der Lehrveranstaltung** | 11407B |
| **Wissenschaftlich-disziplinärer Bereich** | PAED-01/A |
| **Sprache** | Italienisch |
| **Dozenten/Dozentinnen** | Prof. Michele Cagol,<br>Michele.Cagol@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/34213 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **KP** | 2 |
| **Verantwortliche/r Dozent/in** | |
| **Vorlesungsstunden** | 0 |
| **Laboratoriumsstunden** | 20<br>Gruppi 1,2+3: Prof. Michele Cagol |
| **Stunden für individuelles Studium** | 30 |
| **Vorgesehene Sprechzeiten** | 6 |
| **Inhaltsangabe** | Individual and group work aimed at developing teaching paths and materials, tools and methodologies for observation, monitoring and documentation. |
| **Themen der** | Planning, co-designing and reflecting on an educational project |

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| **Lehrveranstaltung** | (also from a research perspective)<br>- Pedagogy of emotion;<br>- Music, emotion, colour, and educational contexts;<br>- Educational research methodology.<br><br>Discussion and analysis of cases relating to:<br>- Continuity and discontinuity projects between pre-school and primary education;<br>- Educational and teaching contexts and situations;<br>- Organisation of the internal and external educational environment. |
| **Unterrichtsform** | Small group work on course topics (workshop format). Analysis of experiences, ideation and design of educational programmes and materials for the 5-12 age group. |
| **Pflichtliteratur** | Cagol, M. (2019). Colorare la musica. Le emozioni dei bambini nella scuola primaria / Coloring the music. The emotions of children in primary school. In: A. Nuzzaci (Ed.), *Pedagogia, didattica e ricerca educativa: approcci, problemi e strumenti / Pedagogy, Teaching and Educational Research: approaches, problems and tools* (pp. 289–304). Lecce-Rovato: Pensa MultiMedia. |
| **Weiterführende Literatur** | Cagol, M. (2023). Natura, meraviglia, relazionalità, etica. *Lifelong, Lifewide Learning (LLL)*, *20*(43), 12–16.<br><br>Cagol, M. (2020). *Emozioni, ragione, etica in educazione. Per una pedagogia dei comportamenti complessi*. Milano: FrancoAngeli. ISBN 978 88 35103 34 9<br><br>(Open access – download: https://ojs.francoangeli.it/_omp/index.php/oa/catalog/book/532)<br><br>Pagani, V. (2020). *Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa*. Junior.<br><br>Pastori, G. (2017). *In ricerca. Prospettive e strumenti di ricerca per educatori e insegnanti*. SpaggiariJunior. |

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| **Titel des Bestandteils der Lehrveranstaltung** | Allgemeine Didaktik: Planung und Evaluation |
| **Code der Lehrveranstaltung** | 11407C |
| **Wissenschaftlich-disziplinärer Bereich** | PAED-02/A |
| **Sprache** | Italienisch |
| **Dozenten/Dozentinnen** | Prof. Daniele Morselli,<br>Daniele.Morselli@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/39786 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **KP** | 3 |
| **Verantwortliche/r Dozent/in** | |
| **Vorlesungsstunden** | 30 |
| **Laboratoriumsstunden** | 0 |
| **Stunden für individuelles Studium** | 45 |
| **Vorgesehene Sprechzeiten** | 9 |
| **Inhaltsangabe** | The course explores the theoretical and methodological foundations of competency-based curriculum design and educational assessment in early childhood and primary education. Particular attention is devoted to Biggs' Constructive Alignment, the definition of intended learning outcomes, the design of lessons and teaching units, and the development of formative and summative assessment tools.<br>Through workshop-based and collaborative activities, students develop instructional design, critical analysis, and peer feedback skills while experimenting with active learning methodologies and digital tools for teaching and assessment. The course also promotes a critical, informed, and ethically responsible use of digital technologies and artificial intelligence in educational contexts. |
| **Themen der Lehrveranstaltung** | Theoretische und methodologische Grundlagen der kompetenzorientierten Curriculumentwicklung |

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| | Kompetenzentwicklung und die europäischen Schlüsselkompetenzen<br>Biggs' Theorie des Constructive Alignment: Prinzipien und praktische Anwendungen<br>Definition und Formulierung von Lernergebnissen (Learning Outcomes)<br>Von der Unterrichtsstunde zur Lerneinheit: Herausforderungen und Perspektiven<br>Evidenzbasierte Forschung im Bildungsbereich: Implikationen für Didaktik und Unterricht<br>Praktische Planungsübungen: Entwicklung abgestimmter Unterrichtseinheiten und kollaboratives Feedback<br>Planung von Unterrichtsstunden und Unterrichtseinheiten auf der Grundlage von Lernergebnissen, Lehr- und Lernaktivitäten sowie Bewertung<br>Formative und summative Bewertung: Strategien, Instrumente, Feedback und Entwicklung von Bewertungsrastern<br>Kritischer und reflektierter Einsatz digitaler Technologien und künstlicher Intelligenz in Unterricht und Bewertung |
| **Unterrichtsform** | Der Kurs verfolgt einen erfahrungs- und praxisorientierten Ansatz, bei dem die Studierenden durch Learning by Doing, kollaborative Planungsaktivitäten und aktives Lernen eingebunden werden. Besonderes Augenmerk liegt auf der kompetenzorientierten Curriculumentwicklung durch das Constructive Alignment von Lernergebnissen, Lehr- und Lernaktivitäten sowie formativer und summativer Bewertung.<br>Der Kurs ist interaktiv und seminarorientiert aufgebaut: Die Studierenden arbeiten in Paaren oder kleinen Gruppen an der Entwicklung von Unterrichtsstunden und Unterrichtseinheiten in geteilten digitalen Dokumenten und erweitern dabei ihre Planungs- und Reflexionskompetenzen durch Peer-Feedback (mit der Sandwich-Technik) sowie durch authentische kompetenzorientierte Herausforderungen.<br>Der Kurs integriert digitale Werkzeuge und Lernumgebungen, um Interaktion und aktive Teilnahme zu fördern, und nutzt Plattformen und Anwendungen wie Mentimeter, Padlet und Socrative. Darüber hinaus wird ein kritischer und bewusster Einsatz digitaler Technologien und künstlicher Intelligenz zur Unterstützung von Unterricht und Bewertung gefördert. |

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| **Pflichtliteratur** | Capperucci, D. (2018). Progettazione e valutazione per competenze. Tutto Da Leggere, 4, 84-118.<br><br>Da Re, F. (2013). La didattica per competenze: Apprendere competenze, descriverle, valutarle. Pearson. |
| **Weiterführende Literatur** | Sancassani, S., Brambilla, F., Casiraghi, D., & Marenghi, P. (2019). Progettare l'innovazione didattica. Pearson Italia<br><br>Biggs, J., Tang, C., & Kennedy, G. (2022). Teaching for quality learning at university (5th ed.). Open University Press. |

# *Kursmodul*

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| **Titel des Bestandteils der Lehrveranstaltung** | Allgemeine Didaktik mit besonderer Berücksichtigung der Altersstufe 5-12 (Lab.) |
| **Code der Lehrveranstaltung** | 11407D |
| **Wissenschaftlich-disziplinärer Bereich** | PAED-02/A |
| **Sprache** | Italienisch |
| **Dozenten/Dozentinnen** | Prof. Beate Christine Weyland,<br>Beate.Weyland@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/2218<br>Prof. Heidrun Demo,<br>Heidrun.Demo2@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/15115<br>Prof. Daniele Morselli,<br>Daniele.Morselli@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/39786 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **KP** | 2 |
| **Verantwortliche/r Dozent/in** | |
| **Vorlesungsstunden** | 0 |
| **Laboratoriumsstunden** | 20 |

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| | Gruppo 1: prof. Daniele Morselli<br>Gruppo 2: prof. Heidrun Demo<br>Gruppo 3: prof. Beate Christine Weyland |
| **Stunden für individuelles Studium** | 30 |
| **Vorgesehene Sprechzeiten** | 6 |
| **Inhaltsangabe** | The workshop aims to test the use and application of tools for planning and evaluating educational provision in primary and pre-primary schools. |
| **Themen der Lehrveranstaltung** | - Tools for designing plural learning environments for pre-school and primary school<br>- Tools for designing learning units for pre-school and primary school<br>- Tools for assessing learning provision for pre-school and primary school |
| **Unterrichtsform** | Open group activities (lab.1,2,3) with co-teaching introduction, monitoring and evaluation. |
| **Pflichtliteratur** | There are no specific readings for the lab. |
| **Weiterführende Literatur** | |