Syllabus

Course Description

Course Title	Didactics of History and Geography 1 - Basics
Course Code	12411
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. Paula Maria Mulser, Paula.Mulser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8014 Dr. phil. Maria Ventura, Maria.Ventura2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37374 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565 Dr. phil. Anna Oberrauch, Anna.Oberrauch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45816 Dr. phil. Thomas Lintner, Thomas.Lintner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53717 dr. Sofia Miola, Sofia.Miola@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53735 Dr. Tobias Boos,

	Tobias.Boos@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38329
Teaching Assistant	
Semester	Second semester
Course Year/s	2.
CP	10
Teaching Hours	60
Lab Hours	40
Individual Study Hours	150
Planned Office Hours	30
Contents Summary	The module aims to introduce students to the basic epistemological and methodological principles of history and history didactics as well as geography and the didactics of geography. The didactic implementation of the acquired knowledge takes place in the laboratories of this module with special consideration of the age group (0-)2-7 years.
Course Topics	See the individual course modules.
Keywords	Geography, history, didactics, kindergarten, elementary school
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual course modules.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The educational objectives of the module's lectures are: - Historical and geographical knowledge and competences through which children aged 2 to 12 years can be individually supported in their orientation in time (history) and space (geography); - Knowledge and competences in the subject area of history that include selected specialist knowledge of local, regional and world history as well as methodological and didactic skills for the individual promotion of historical awareness in children aged 2 to 12 years; - Knowledge and competences in the subject area of geography, which include specialist knowledge of general geography and orientation in the immediate living environment as well as methodological-didactic skills to promote geographical awareness

	in children aged 2 to 12 years; - Knowledge of the epistemological and methodological foundations of history and geography and their didactics; - Knowledge of the relationship between the science of history and the didactics of history in kindergarten and primary school; - Knowledge of the relationship between geography and the didactics of geography in kindergarten and primary school; - Knowledge of the points of contact between geography and history, which should be taken into account in the didactic realisation in kindergarten and primary school. Expected learning outcomes and competences: Knowledge and understanding Insight into basic methodological and didactic principles of early educational work in the field of history and geography. Applying knowledge and understanding Planning, creating and implementing educational units, teaching units and teaching series in which the historical and geographical awareness of the learners is awakened and promoted. Judgement Forming general factual judgements and personal value judgements when developing and interpreting historical sources and representations as well as geographical phenomena and processes. Communication Presentation, discussion and evaluation of the content and educational activities developed in the laboratories in individual and group work. Learning strategies Formation of knowledge structures that enable learners to make independent progress in the historical and geographical areas covered in the module.
Specific Educational Objectives and Learning Outcomes (additional info.)	

Assessment	The module exam is divided into four parts, all of which are written. Lecture assessments are in the form of written tests, while laboratory exams are asynchronous and can include assignments such as academic papers or lesson analyses. The lecture exams mainly focus on knowledge and application questions. In contrast, lab assessments require students to reflect on and process their hands-on experiences in history and geography courses, considering both the subject matter and teaching methods. According to the faculty's examination regulations, in order to receive a positive overall assessment of module performance, the assessment for each individual course belonging to the module must also be positive. In the event of a negative assessment of the overall module, any positively assessed module components will be credited towards the next module examination. Please note, however, that even in this case, a negative assessment will count towards the number of exam attempts. According to the examination regulations, failing the exam three times will result in a three-exam-term suspension (see also Article 6, Paragraph 4 of the current examination regulations).
Evaluation Criteria	The overall assessment for the module is determined on the basis of the performance in the four partial examinations. The weighting of the individual assessments corresponds to the proportion of credit points for each individual course in the overall module. In accordance with the examination regulations of the faculty, the assessment for each individual course belonging to the module must also be positive for a positive overall assessment of the module performance. If individual partial examinations are assessed negatively, only those partial examinations that were assessed negatively must be repeated. Criteria for assigning grading: Accuracy and clarity of answers, correct use of language, ability to synthesise, judgement, and ability to make connections to the topics covered.

	Ability to collaborate, creativity, critical thinking, and ability to synthesise.
Required Readings	See the information on the individual module parts.
Supplementary Readings	See the information on the individual module parts.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Gender equality, Reduced inequalities, Peace, justice and strong institutions, Responsible consumption and production, Climate action, Sustainable cities and communities

Course Module

Course Constituent Title	Didactics of History: Theoretical and Methodological Basics
Course Code	12411A
Scientific-Disciplinary Sector	HIST-03/A
Language	German
Lecturers	Dr. phil. Maria Ventura, Maria.Ventura2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37374
Teaching Assistant	
Semester	Second semester
CP	4
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	12
Contents Summary	Teaching and explanation of the subject-specific methodological and didactic content, which students should deepen by reading the compulsory and optional literature listed in the lecture. The lecture provides the basic knowledge that serves as a knowledge base for the laboratories of the two modules and for the history lecture in the "Didactics of History and History 2" module.
Course Topics	With reference to the relevant framework guidelines for

	kindergarten and lower primary school, the following main topics are covered: - Basic principles of historical science and history didactics (development and acquisition of historical knowledge and its teaching in kindergarten and primary school); - the historical awareness of children between the ages of 2 and 12; - Historical competences (perception, indexing, interpretation, orientation); "from general factual judgement to personal value judgement"; - Historical representations ("products of historical culture") and historical sources that children encounter in everyday life - Different forms of presentation about the past (different materials, educational games, extracurricular places of learning, digital media, timelines, etc.) - Specific historical content that children deal with in kindergarten (dinosaurs, knights, princesses, legendary and fairytale characters, etc.) - Specific historical content that children deal with in primary school (own life story, comparison of life in the past and today, local history, historical figures from the local area, etc.)
Teaching Format	Lecture
Required Readings	*Bergmann, Klaus/Rohrbach, Rita (Hg.):* Kinder entdecken Geschichte. Historisches Lernen in der Grundschule, in: Demantowsky, Marko/Schönemann, Bernd (Hg.); Neue geschichtsdidaktische Positionen, Bochum 2002, S. 93-102. *El Darwich, Renate:* Zur Genese von Kategorien des Geschichtsbewusstseins bei Kindern im Alter von 5 bis 14 Jahren, in: *Borries, Bodo von u.a. (Hg.):* Geschichtsbewusstsein empirisch, Pfaffenweiler 1991, S. 24-52. *Parschalk, Norbert:* Geschichte lehren und lernen in der Primarstufe in Südtirol. Theoretische Einführung und Medienverzeichnis, Breslau 2019. *Parschalk, Norbert:* Geschichte im Kindergarten und in der Grundschule wahrnehmen und erleben. Ein Handbuch für Studium und Praxis, Breslau 2023. *Von Reeken, Dietmar:* Historisches Lernen im Sachunterrichts. Eine Einführung mit Tipps für den Unterricht. 2015.

Supplementary Readings	*Pandel, Hans-Jürgen:* Historisches Erzählen. Narrativität im Geschichtsunterricht, Schwalbach/Ts. 2010, S. 7-94.

Course Module

Course Constituent Title	Didactics of History with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12411B
Scientific-Disciplinary Sector	HIST-03/A
Language	German
Lecturers	Dr. phil. Paula Maria Mulser, Paula.Mulser2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/8014 Dr. phil. Maria Ventura, Maria.Ventura2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37374 Dr. phil. Thomas Lintner, Thomas.Lintner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53717 dr. Sofia Miola, Sofia.Miola@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/53735
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1: Dr. phil. Paula Mulser Gruppe 2: Dr. phil. Thomas Lintner Gruppe 3: MA. Sofia Miola Gruppe 4: Dr. phil. Maria Ventura
Individual Study Hours	30

Planned Office Hours	6
Contents Summary	The laboratory refers to the topics and content covered in the lecture and develops, tests and evaluates methodological and didactic ways of teaching knowledge and skills together with the students, focussing on kindergarten and the first two years of primary school.
Course Topics	With reference to the relevant framework guidelines for kindergarten and lower primary school, the following skills are acquired: - Planning, implementation and evaluation of educational and teaching units for the respective target group; - Development of subject-specific working techniques; - Targeted awakening and promotion of certain dimensions of historical awareness in young children; - conveying history in a child-appropriate way (through different forms of storytelling, activities, etc.); - Consideration of interculturality and inclusion.
Teaching Format	Short lectures by the lecturer, exercises in plenary sessions, discussions, small group work, reviewing and developing materials, including in the learning workshop, planning and presenting simulated teaching units.
Required Readings	See the reading list for the corresponding lecture and note the announcements in the laboratories.
Supplementary Readings	Announcement in the laboratories

Course Module

Course Constituent Title	Didactics of Geography: Theoretical and Methodological Basics
Course Code	12411C
Scientific-Disciplinary Sector	GEOG-01/A
Language	German
Lecturers	Dr. phil. Anna Oberrauch, Anna.Oberrauch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45816
Teaching Assistant	

Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	20
Planned Office Hours	6
Contents Summary	Teaching and explanation of the subject-specific content, which students should deepen by reading the compulsory and optional literature listed in the lecture. The lecture provides the basic knowledge that serves as a knowledge base for the laboratories of the two modules as well as for the geography lecture in the module "Didactics of History and Geography 2".
Course Topics	With reference to the relevant framework guidelines for nursery schools and lower primary schools, the following key topics are covered: - the geographical perspective in the framework guidelines for kindergarten and primary school - Basic principles of the didactics of geography (e.g., spatial concepts, human-environment system, multi-perspectivity, sustainable shaping of the future) - Ways of thinking, working and acting from a geographical perspective: perceiving spaces, exploring spaces, orientating oneself in spaces (e.g., using orientation tools such as maps), shaping spaces in a participatory way - Specific geographical topics that children deal with in kindergarten and primary school (e.g., natural and built spatial environment, basic functions of existence in space, local to global living situations)
Teaching Format	Lecture (PPT presentation) with integrated exercises
Required Readings	*Adamina, Marco:* Schülerinnen und Schülervorstellungen zur Erde, zu fernen Räumen und zu Lebensweisen von Menschen in verschiedenartigen Gebieten der Erde, in: Adamina, Marco u.a. (Hg.): „Wie ich mir das denke und vorstelle...“ - Vorstellungen von Schülerinnen und Schülern zu Lerngegenständen des Sachunterrichts und des Fachbereichs Natur, Mensch, Gesellschaft, Kempten 2016, S. 211-229.

	Adamina, Marco/Hemmer, Michael/Schubert, Jan Christoph (Hg.): Die geographische Perspektive konkret – Begleitband 3 zum Perspektivrahmen Sachunterricht, Bad Heilbrunn 2016. *Stoltenberg, Ute:* Mensch und Wald. Theorie und Praxis einer Bildung für eine nachhaltige Entwicklung am Beispiel des Themenfelds Wald. Oekom 2009. *Wardenga, Ute:* Alte und neue Raumkonzepte für den Geographieunterricht, in: Geographie heute, 200, 2002, S. 8-11.
Supplementary Readings	*Reinfried, Sibylle/Haubrich, Hartwig:* Geographie unterrichten lernen. Die Didaktik der Geographie, Berlin 2021. *Rinschede, Gisbert/Siegmund, Alexander:* Geographiedidaktik. 4. Auflage, Schöningh 2020. *Gryl, Inga/Kuckuck, Miriam* (Hg.): Exkursionsdidaktik. Geographische Bildung in der Grundschule, Klinkhardt 2023. *Benoist-Kosler, Barbara:* Kinder als Akteure nachhaltiger Entwicklung. Eine rekonstruktive Studie philosophischer Gespräche von Kindern. Verlag Barbara Budrich 2023.

Course Module

Course Constituent Title	Didactics of Geography with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12411D
Scientific-Disciplinary Sector	GEOG-01/A
Language	German
Lecturers	Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565 Dr. phil. Anna Oberrauch, Anna.Oberrauch@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45816
Teaching Assistant	
Semester	Second semester
CP	2

Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1: Dr. phil. Anna Oberrauch Gruppe 2, 3 und 4: Dott. Sergio Vicini
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory refers to the topics and content covered in the lecture and develops, tests and evaluates methodological and didactic ways of teaching knowledge and skills together with the students, focussing on kindergarten and the first two years of primary school.
Course Topics	With reference to the relevant framework guidelines for kindergarten and lower primary school, the following skills are acquired: - Planning, implementation and evaluation of teaching units for the respective target group; - Targeted awakening and promotion of spatial awareness in infants and young children; - teaching geography in a child-appropriate way (through various activities such as movement games, songs, oral reproduction of spatial observations, etc.) - Consideration of interculturality and inclusion
Teaching Format	Short lecture by the lecturer, exercises in plenary sessions, discussions, small group work, reviewing and developing materials, including in the Lernwerkstatt (learning workshop), planning and presenting simulated teaching units.
Required Readings	See the reading list of the corresponding lecture and pay attention to the announcements in the laboratories.
Supplementary Readings	Announcements in the laboratories.