

Syllabus

Course Description

Course Title	General Pedagogy and Didactics 1
Course Code	500000
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section - 2026
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 dr. Carla Cardinaletti, Carla.Cardinaletti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37263
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 is a module of the basic training area. It is placed at the beginning of the first semester of the first year of the Master's degree course, as it is intended to serve as an orientation and first

	acquaintance with the educational contexts for 2-7 year olds (pre-school and the pre-school-family relationship).
Course Topics	The course introduces the theoretical-methodological foundations of pedagogy and general didactics with particular reference to the 2-7 age group. It accompanies students to get to know, understand, experience and reflect on: (a) the complexity and quality of educational contexts and relationships; (b) educational projects and processes; (c) the specificity and importance of the teaching profession for the individual development of each child and the value of the teaching profession as a social profession.
Keywords	Pedagogy; didactics; childhood, learning environment; school
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual modules of the course
Mandatory Attendance	According to the Academic Regulations
Specific Educational Objectives and Learning Outcomes	Students should be able to - Acquire the theoretical-methodological foundations of pedagogy and didactics in relation to pre-school and primary school. - Know and use the basic terminology of pedagogy and didactics. - To be able to describe, analyse, represent and predict relational dynamics and emotional and cognitive processes in childhood both in free and organised play situations and in teaching-learning situations. - To integrate the potential of the media into teaching and to reflect on this potential in a critical and productive manner. - To know the basics of educational planning and programming and the development of learning contexts and/or stations. Expected learning outcomes: - Disciplinary skills: - Knowledge and understanding - Ability to apply knowledge and understanding - Transversal 'soft skills - Autonomy of judgement - Communication skills - Learning skills

	Knowledge and ability to understand of the key concepts and terminology of general and social pedagogy and didactics with a focus on - human and social value and responsibility of those who work in the educational field (teacher, educator and other "social professions") for the development of each and every person and as a resource for the community; - different theories and practices (consequent educational setting and coherence with the educational project they claim to pursue: relationships and rules, organisation of spaces, time, methodologies and teaching techniques, etc.); - actuality and potential of technologies; - pedagogical choices and teaching methodologies (contexts and methodologies) for the development of children's autonomy the ability to collaborate among peers; Ability to apply knowledge and understanding - Knowing how to analyse concrete situations using known pedagogical and didactic theoretical-methodological references; - Design and realise situations of play and self-directed, responsible, collaborative learning; - Thinking and planning the development of stimulating environments inside and outside the section/class for emotional and cognitive development and the adoption of autonomous behaviour; - Knowing how to make use of technological tools in the planning and realisation of teaching activities. Autonomy of judgement expressed through the ability to - reflection, discussion, in-depth study and personal re-elaboration of the module's emerging themes; - active listening, decentralisation and understanding of different points of view; - critical analysis of one's own modes of media use. Communication skills expressed through the ability to - communicating in a group by knowing how to support one's own ideas; - active listening by knowing how to carry out task development and relational dynamics; - reflection/research in relation to the theory-practice, praxis-
--	--

	theory dialectic; - communicating and analysing issues in multi-professional teams. Learning ability expressed through: - appropriate use of pedagogical terminology in the discussion of cases relating to the 2-7 age group; - ability to describe, analyse, interpret teaching situations relating to the 2-7 age group by referring to different pedagogical and teaching theories; - ability to reflect on one's own training and related self-assessment (portfolio). The skills and abilities described will be assessed both in itinere (formative assessment: through individual and group activities) and in the final examination.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination is written and oral. Each of the courses and workshops will offer mid-term tests, the methods of which will be described at the beginning of the course (closed and open written tests and/or oral presentations), which focus on knowledge of the topics and concepts covered, the ability to apply knowledge and understanding, critical analysis and reflection. The examination is completed with an oral interview.
Evaluation Criteria	The examination provides for a single final mark which is the average of the marks of the different parts of the examination. For the mid-term written exams, the following are considered and assessed: relevance, logical structure, clarity of argument, lexical appropriateness and completeness. 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 re-elaborate and reflect on the experience gained within the module, demonstrating basic ability to transpose theory into practice and to read theory into practice. In the event of a failing grade for the entire module, any

	successfully passed partial examinations will be considered as already passed at the next attempt to take the entire module examination. It should be borne in mind that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the examination regulations, if a student does not pass an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt.
Required Readings	See the individual modules of the course
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Peace, justice and strong institutions, Reduced inequalities, Gender equality

Course Module

Course Constituent Title	General Pedagogy for Early Childhood Education and Primary School
Course Code	500000A
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
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 introduces pedagogy as a science concerned with the

	education of the person across different ages and life contexts, with particular attention to the school and the relationship between school and family. It guides students through a process of knowledge acquisition, understanding, experimentation, and reflection on the complexity and quality of educational contexts and relationships, on educational projects and processes, as well as on the specific nature and value of the educational profession, both in relation to the individual development of each child and as a profession of social significance.
Course Topics	The conceptual structure and language of pedagogy; the paradigms of lifelong, lifewide, and lifedep learning, starting from early childhood; the family and the school as fundamental educational contexts; the school and school groups as heterogeneous social contexts and complex systems; play as a driver of development and a form of imaginative expression; educational settings: spaces, times, rules, relationships, and learning environments.
Teaching Format	Participatory teaching through the use of slides, videos, research reports, articles and documents from books and journals. Flipped classroom: small and large group discussions and work.
Required Readings	S. Kanizsa, A. M. Mariani, <i>Pedagogia generale</i>, Pearson, Milano, 2023. Gallese, V., & Morelli, U. (2025). UMANI. COME, PERCHÉ, DA QUANTO TEMPO e FINO A QUANDO? Raffello Cortina. lesson material in the Teams platform
Supplementary Readings	

Course Module

Course Constituent Title	General Pedagogy for early childhood education (lab.)
Course Code	500000B
Scientific-Disciplinary Sector	PAED-01/A

Language	Italian
Lecturers	dr. Carla Cardinaletti, Carla.Cardinaletti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37263
Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppi 1,2,3+4: Dr. Carla Cardinaletti
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	The laboratory deepens and operationalizes the topics addressed in the lectures, functioning as a space for active and participatory re-elaboration of theoretical content. Practical activities, both individual and groupbased, foster the acquisition and consolidation of planning, observational, and reflective competences. From this perspective, particular attention is given to the transfer of content into the pedagogical practice of early childhood education, supporting the development of a reflective professional outlook capable of interpreting, analyzing, and designing high-quality educational contexts.
Course Topics	Design of workshop activities related to different educational contexts, from family to school settings, and guided by the keywords addressed during the course lectures: relationship, storytelling, documentation, setting, reflexivity, play.
Teaching Format	The workshop is conceived as a space for active co-learning, structured around small- and large-group activities linked to the main thematic areas addressed in the course and to the development of future teachers' professional competences. Hands-on activities will be followed by sessions of participatory and shared reflection.
Required Readings	Please refer to the Course Bibliography.

Supplementary Readings	
------------------------	--

Course Module

Course Constituent Title	General Didactics for Early Childhood Education and Primary School 1
Course Code	500000C
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218
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	This course introduces general pedagogy as a field of theoretical and practical reflection on teaching and learning processes in preschool and elementary school. The course analyzes the main pedagogical models and learning theories, relating them to educational planning, the role of the teacher, and the intentional design of the learning environment. It promotes a view of pedagogy as a conscious and reflective practice, aimed at developing a teaching profession capable of integrating pedagogical, methodological, and organizational dimensions.
Course Topics	- General Didactics: foundations, scope, and key terminology of the discipline. - Key concepts in didactics: experience, learning, competence, identity, relationships, time, and care. - The teacher as a reflective practitioner: professional autobiography, documentation, and educational inquiry. - The learning environment: space as the "third teacher," time,

	materials, and educational contexts. - Global competences and education for sustainability in early childhood and primary education. - Pedagogical models and didactic approaches: alternative educational approaches (e.g., Montessori, Steiner, Freinet), sensory pedagogy, green pedagogy, and project-based learning. - Analysis of educational practices and of the Integrated System of Education and Instruction from Birth to Six Years.
Teaching Format	- Interactive lectures. - Reading and discussion of original texts and teaching materials provided by the instructor. - Analysis of educational practices and pedagogical documentation. - Individual and group reflective activities. - Collaborative development of concept maps and seminar-based discussions.
Required Readings	Collection of original texts and study materials provided throughout the course via Microsoft Teams (required). The course materials consist of selected excerpts from classical and contemporary works in pedagogy and didactics, chosen to support the topics addressed during the course.
Supplementary Readings	Weyland B. (2024). <i>Fare Scuola. Un corpo da reinventare</i>. Milano: Guerini Weyland B. Falanga M. (2023). <i>Didattica della scuola. Spazi e tempi per una comunità in ricerca</i>. Milano: Guerini. Rivoltella, P. C., & Rossi, P. G. (a cura di). (2022). <i>Nuovo agire didattico</i>. Brescia: Scholé.

Course Module

Course Constituent Title	General Didactics for Early Childhood Education practice (lab.)
Course Code	500000D
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218

Teaching Assistant	
Semester	First semester
CP	1
Responsible Lecturer	
Teaching Hours	0
Lab Hours	16 Gruppi 1,2,3+4: Prof. Beate Weyland
Individual Study Hours	9
Planned Office Hours	3
Contents Summary	The lab is dedicated to the practical application of general didactic principles in early childhood education. Through experiential activities, observation, and reflection, it connects theoretical approaches with educational practice. The focus is on developing planning and reflective competences. The course promotes conscious and professional educational action.
Course Topics	- Designing educational experiences for early childhood education. - Designing and developing teaching materials and educational resources. Play as a tool for learning and exploration. - Natural materials, sensory learning, and sustainability in educational settings. - Observation, documentation, and reflection on educational practices. - Presentation, discussion, and review of the projects developed.
Teaching Format	Attività laboratoriali individuali e di gruppo. Progettazione e realizzazione di materiali e dispositivi didattici. Confronto e riflessione sulle esperienze progettuali. Presentazione e discussione dei progetti realizzati.
Required Readings	Selected excerpts from texts and learning materials related to the topics addressed in the laboratory, made available by the professor through Microsoft Teams. B. Weyland et al. (2024) Sentire con le piante- Diario di bordo. Milano, Guerini. OPEN ACCESS https://www.guerini.it/index.php/prodotto/sentire-con-le-piante/
Supplementary Readings	