Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Ethik, Geschichte der Religionen und soziale und politische Bildung
Code der Lehrveranstaltung	11429
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)	
Dozenten/Dozentinnen	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877 dr. Filippo Carlo Ceretti, FilippoCarlo.Ceretti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31578
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Zweites Semester
Studienjahr/e	5
KP	5
Vorlesungsstunden	40
Laboratoriumsstunden	0
Stunden für individuelles Studium	85
Vorgesehene Sprechzeiten	15
Inhaltsangabe	The module is divided into two sections, which belong on the one hand to the historical disciplines and the History of Religions

	sector, and on the other hand to the peda-gogical disciplines and the General and Social Pedagogy sector.
Themen der Lehrveranstaltung	See individual course modules
Stichwörter	ethics, history of religions, citizenship, participation, school, social life.
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	
Unterrichtsform	See the individual modules of the course
Anwesenheitspflicht	In accordance with the regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	The objective of the module is to introduce knowledge of the topics covered and to initiate the development of specific professional skills. In particular, students are expected to acquire the following ca-pabilities and knowledge: - Ability to use concrete examples to illustrate the relevance of 'religion' in terms of contemporary social phenomena; - Ability to reflect on one's own religious biography and confessional identity; - Knowledge of the dogmas and values of the world's major religions; Ability to integrate them into concrete school life; - Knowledge of the rites and rituals, festivals and customs of one's own culture and ability to reflect on cultural origins and current significance; - Ability to deal with existential questions (e.g. separation, death) in a child-friendly manner; - Ability to reflect and deal professionally with ethical problems and human rights issues as they arise in everyday school life; - Ability to perceive the importance of religious and cultural pluralism for the school and to deal with it constructively in the sense of interreligious and intercultural learning; - Knowledge of the rules of civil coexistence and functioning of institutions, especially in relation to school life; - Ability to develop a conception of one's own citizenship on four levels: individual, social, spatial, temporal;

	- Ability to reflect on one's own idea of citizenship and participation in social life, starting from one's own living environment; - Being able to identify and evaluate one's own, group, and community rights; - To develop critical thinking in order to direct one's action according to principles of sharing, participation, dialogue and respect for differences. Expected learning outcomes and competences Knowledge and understanding Students know the main elements of the historical-critical debate around the birth of religions, their historical development and their role in shaping different contemporary cultures. They know the general lines of ethical reflection around the great existential questions. They know the lines of development of the concept of citizenship and participation. Ability to apply knowledge and understanding The students know how to contextualise knowledge of the history of religions, ethical understanding and citizenship education in everyday teaching, where the national indications explicitly require this and where children's questions are addressed. Autonomy of judgement Students know how to critically evaluate their own experience, in terms of religiosity and participation in civil life, and the existential questions of children, in order to build a classroom climate open to dialogue, cultural diversity and reflection on religious, social and ethical issues. Communication skills Students know how to converse on religious, ethical, social and civic issues, using appropriate logic and vocabulary, referring to a scientific and historiographical approach. Learning skills Students are able to critically evaluate their own scientific investigation of religious experience and dialogue, ethical issues and active participation in different forms of citizenship.
Spezifisches Bildungsziel	

und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	Oral examination with a single final mark. Each module will offer individual or group project work as midterm tests, following procedures that will be described at the beginning of the course. In the case of a negative mark for the whole course, any successful partial examinations will be considered as already passed in the next attempt to take the whole course examination. It should be borne in mind that, even in this case, a negative mark for the entire course will be counted towards the number of attempts available to take an examination. According to the Examination Regulations, if a student fails an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations).
Bewertungskriterien	The following aspects are taken into account and assessed during the oral examination: relevance, clarity of argumentation, ability to analyse critically, ability to revise work, reflection,
Pflichtliteratur	Lenoir F. (2011), *Piccolo trattato di storia delle religioni*, Milan: Saggi Garzanti. Parricchi M., (2019), Vivere il mondo. Sentieri di educazione alla cittadinanza, dalla partecipazione all'educazione economica, Milan: FrancoAngeli.
Weiterführende Literatur	Santerini M. (2010). *La scuola della cittadinanza*. Rome-Bari: Laterza. Further indications will be provided during the course of the module
Weitere Informationen	
Ziele für nachhaltige	Keine Armut, Gesundheit und Wohlergehen, Hochwertige Bildung,

Entwicklung (SDGs)	Frieden, Gerechtigkeit und starke Institutionen, Menschenwürdige Arbeit und Wirtschaftswachstum, Weniger Ungleichheiten, Geschlechter-Gleichheit

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Ethik, Geschichte der Religionen
Code der Lehrveranstaltung	11429A
Wissenschaftlich-disziplinärer Bereich	HIST-04/A
Sprache	Italienisch
Dozenten/Dozentinnen	dr. Filippo Carlo Ceretti, FilippoCarlo.Ceretti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31578
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Zweites Semester
KP	3
Verantwortliche/r Dozent/in	
Vorlesungsstunden	24
Laboratoriumsstunden	0
Stunden für individuelles Studium	51
Vorgesehene Sprechzeiten	9
Inhaltsangabe	The course aims to activate students' reflection on the foundations of the history of religions and moral thought; therefore, it presents the main topics of religious historiography and moral philosophy in a dialogical form, in order to clarify the terms of scientific research in these fields of knowledge. The aim is the creation of a basic critical competence and a propensity for reflective teaching professionalism.
Themen der Lehrveranstaltung	- Ethical issues and existential questions between philosophical reflection and religious traditions: elements of deontology of the teaching profession in pre-school and primary school; - Values, human rights, and moral issues in everyday school life:

	an introduction to ethical reflection, aimed at addressing the ethical questions that inspire responsible teaching practice; - the humanities and religion: from personal experience to the scientific analysis of religious experience; - religion as a historical fact: elements of the history of religions and the teaching of the history of religions in primary school; - the history of religions: the origin of the sacred in the Palaeolithic; the development of religion in the Neolithic; birth and development of the great religions; - Christianity as a historical fact: from the first Christian communities to the Edict of Theodosius (1st-4th centuries AD); - religions in the global world: fundamentalism, tolerance, dialogue, cooperation; - religions and multiculturalism in contemporary education.
Unterrichtsform	Participatory frontal teaching through the use of slides, documents and essays from European and national texts, documents and projects. Discussions online and work in small groups. The lesson takes place remotely.
Pflichtliteratur	F. Lenoir, Piccolo trattato di storia delle religioni, Garzanti F. Lorenzoni, I bambini pensano grande, Sellerio
Weiterführende Literatur	

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Soziale und politische Bildung
Code der Lehrveranstaltung	11429B
Wissenschaftlich-disziplinärer Bereich	PAED-01/A
Sprache	Italienisch
Dozenten/Dozentinnen	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
Wissensch.	

Mitarbeiter/Mitarbeiterin	
Semester	Zweites Semester
KP	2
Verantwortliche/r Dozent/in	
Vorlesungsstunden	16
Laboratoriumsstunden	0
Stunden für individuelles Studium	34
Vorgesehene Sprechzeiten	6
Inhaltsangabe	The aim of teaching is to train students to work towards citizenship education in which subjects learn to live and exercise the rights and duties of a citizen, not only knowing how institutions function but also developing civic and participative skills, built on the axes of identity, belonging, otherness, dignity and participation. These skills will then enable the practice of citizenship education in the context of pre-school and primary school, encouraging the development of the skills of dialogue, confrontation and the search for participatory solutions in living environments.
Themen der Lehrveranstaltung	- Evolution of the concept of citizenship; - The actors, places and contexts; The purposes of citizenship education; - Citizenship as status or (and) social role; - Participation education; - Methodologies and tools for developing citizenship education projects at school; - Financial literacy - Civic education in the curricula, LAW no. 92 of 20 August 2019; Guidelines for the teaching of civic education and provincial indications.
Unterrichtsform	Participatory frontal teaching through the use of slides, films, documents and essays from European and national texts, documents and projects. Discussions and work in small and large groups. The course is held online.
Pflichtliteratur	Parricchi M., (2019), *Vivere il mondo. Sentieri di educazione alla*

	cittadinanza, dalla partecipazione all'educazione economica, Milano: FrancoAngeli. materials provided during the lesson in Teams
Weiterführende Literatur	