

Syllabus

Course Description

Course Title	Fields and Methods of Social Pedagogy
Course Code	64220
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821 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 Mag.phil. MA. MSc. PhD Petra Maria Wlasak, PetraMaria.Wlasak@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50568
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	10
Teaching Hours	48
Lab Hours	20
Individual Study Hours	182

Planned Office Hours	30
Contents Summary	The lecture "Child and Adolescent Psychiatry" builds up a basic knowledge of mental illnesses, diagnoses and treatments in young people. The "Introduction to the methods and fields of action of social pedagogy" provides an overview of theoretical concepts, methods and the various fields of application of social pedagogy. The laboratory "Reflection on Social Pedagogical Action LAB" trains critical self-awareness, ethical thinking and reflection on one's own professional practice. Together, these courses form a solid theoretical and practical basis to prepare students for the challenges of social pedagogy.
Course Topics	"Kinder- und Jugendpsychiatrie" (Child and Adolescent Psychiatry), "Introduzione ai metodi e ai campi d'azione della pedagogia sociale" (Introduction to Methods and Fields of Action in Social Pedagogy), and "Reflexion sozialpädagogischen Handelns LAB" (Reflection on Social Pedagogical Action LAB). The lecture on Child and Adolescent Psychiatry provides foundational knowledge of mental health disorders affecting children and adolescents, equipping future social pedagogues with an understanding of psychiatric diagnoses, treatment approaches, and the psychosocial factors influencing mental well-being in young people. Introduction to Methods and Fields of Action in Social Pedagogy offers a comprehensive overview of key theoretical concepts, methodologies, and practical applications within the diverse landscape of social pedagogy. It explores various intervention strategies and the broad range of professional settings where social pedagogues operate, from youth work to community development. Finally, Reflection on Social Pedagogical Action fosters critical self-awareness and ethical reasoning among students. This laboratory emphasizes the importance of analyzing one's own professional practice, understanding the complexities of social interactions, and developing reflective skills essential for navigating challenging situations and ensuring effective, responsible social pedagogical interventions. Together, these lectures and this laboratory provide a robust theoretical and practical framework, preparing students to address the multifaceted challenges in social pedagogical practice with competence.
Keywords	Mental disorders, methods, reflection

Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	lecture, laboratory
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding The students - know the methodological, theoretical and conceptual foundations in connection with socio-educational fields of action and methods; - know the relevant theories on socio-educational fields of action and methods; Applying knowledge and understanding The students - are able to apply the professional foundations of socio-educational fields of action and methods and develop appropriate strategies for action; - can use their knowledge of the content for scientifically based socio-educational action; - are able to interpret and reflect on pedagogical situations; Judgement The students - are able to assess the quality of socio-educational fields of action and methods; - are able to assess the advantages and disadvantages of socio-educational approaches; Communication The students - can use the terms relating to socio-educational fields of action and methods to communicate within the team in order to carry out process- and result-orientated assessments; - can report on and document observations; Learning strategies The students - Can utilise theories from the fields of action and methods of social pedagogy for their professional development; - are able to use the professional foundations for their own further

	education and training and to familiarise themselves independently with other areas of research;
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The audit is made up of various independent partial services: A) Lecture "Child and Adolescent Psychiatry": written partial examination (open questions) B) Lecture "Introduzione ai metodi e ai campi d'azione della pedagogia sociale": written partial examination (Open Questions) C) Laboratory: Immanent performance within the laboratory.
Evaluation Criteria	Correct expression of content, factual accuracy, competent use of technical language, ability to reflect.
Required Readings	See compulsory literature for the individual courses.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education

Course Module

Course Constituent Title	Child and Adolescent Psychiatry
Course Code	64220A
Scientific-Disciplinary Sector	MEDS-20/B
Language	German
Lecturers	Prof. Dr. Reinhard Tschiesner, reinhard.tschiesner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/29821
Teaching Assistant	
Semester	First semester

CP	4
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	12
Contents Summary	The course on child and adolescent psychiatry is designed to give prospective social pedagogues an insight into disorders in children and adolescents.
Course Topics	This lecture provides social pedagogues with an introduction to the field of child and adolescent mental health. It highlights the most common mental disorders in childhood and adolescence, including anxiety disorders, depression, pervasive developmental disorders, attention disorders, hyperkinetic disorders, eating disorders, and early childhood regulatory disorders. A key focus is on understanding the symptomatology and diagnostic criteria to enable early detection and intervention.
Teaching Format	The lesson takes place remotely (synchronous and asynchronous).
Required Readings	APA (2025). <i>Diagnostisches und Statistisches Manual Psychischer Störungen - Textrevision - DSM-5-TR</i>. Hogrefe. Benecke, C. (2014). <i>Klinische Psychologie und Psychotherapie</i>. Kohlhammer. Fleischhacker, W. & Hinterhuber, H. (2012). <i>Lehrbuch Psychiatrie</i>. Springer. Heinrichs, N. & Lohaus, A. (2020). <i>Klinische Entwicklungspsychologie Kompakt</i>. Beltz. Möller, H. & Döring, S. (Hrsg.) (2010). <i>Batman und andere himmlische Kreaturen</i>. Springer.
Supplementary Readings	

Course Module

Course Constituent Title	Introduction to Methods and Fields of Social Education
Course Code	64220B
Scientific-Disciplinary Sector	PAED-01/A

Language	English
Lecturers	Mag.phil. MA. MSc. PhD Petra Maria Wlasak, PetraMaria.Wlasak@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50568
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	12
Contents Summary	The lecture "Introduction to the methods and fields of action of social pedagogy" provides a comprehensive overview of the most important theoretical concepts, methods and practical areas of application of social pedagogy. It deals with various intervention strategies and the diverse fields of action of social pedagogues.
Course Topics	The course introduces the key concepts of social pedagogy and its leading national and international authors. This is followed by an examination of the various contexts of social pedagogy and a number of exemplary intervention projects and concepts. With regard to research methodology, participatory research, action research and the relevant tools are presented.
Teaching Format	The lecture will be held online.
Required Readings	Aluffi Pentini A. 2025 Social and Intercultural Pedagogy for Childhood, Pearson Aluffi Pentini A. 2019 Beyond objectivity and subjectivity: the transformative potential of socio pedagogical research, in Education, VIII (2) pp 51-80. Dozza L. Cerocchi L. 2018 Contesti Educativi Contesti Educativi per il sociale. Franco Angeli
Supplementary Readings	

Course Module

Course Constituent Title	Reflection on Social Pedagogical Practice (LAB)
Course Code	64220C
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	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
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	10 h - Nentwig-Gesemann Iris 10 h - Werth Silke
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Professional reflexivity refers to a critical and reflective professional stance that recognizes the perspectivity, contextuality, and provisional nature of one's own knowledge. It involves examining personal and biographical influences, questioning assumptions in educational contexts with sensitivity to diversity, and grounding practice in human and children's rights as well as participatory principles. In this module, students learn to address conflicts, dilemmas, and crises in (social) pedagogical work through theory-informed analysis and case-specific problem-solving. Methods are introduced and applied to real cases from students' own professional experience or the orientation internship.
Course Topics	The following topics are covered in the laboratory: - Profession, Professionalism, Professionalisation - Theory–Practice Integration: theoretical knowledge, research-based knowledge, and experiential knowledge as complementary

	forms of knowledge - Reference Points of Professionalism: including diversity, plurality and inclusion, human and children's rights, interaction ethics, resonance theory, participation, and recognition theory - Reflexivity – in professional practice, in academia and research; adopting a research-oriented attitude - Challenging and dilemmatic situations in (social) pedagogical fields of action and their professional handling - Intersession and peer consultation - Biographical work and biographical reflexivity
Teaching Format	The teaching and learning formats include lecturer input, in-depth partner and group work, reflection on personal (professional) biographical experiences, and case work on concrete situations from the professional field or the orientation internship.
Required Readings	Dausien, B. (2007). Reflexivität, Vertrauen, Professionalität: Was Studierende in einer gemeinsamen Praxis qualitativer Forschung lernen können. <i>Forum Qualitative Sozialforschung</i>, 8(1). https://doi.org/10.17169/fqs-8.1.209 Nentwig-Gesemann, I. (2013). Professionelle Reflexivität: Herausforderungen an die Ausbildung frühpädagogischer Fachkräfte. <i>Theorie und Praxis der Sozialpädagogik</i>, 1, 10–14. Nentwig-Gesemann, I. (2022). Vom forschenden Lernen zur forschenden Haltung. In M. Obermaier, P. Isele & J. Höke (Hrsg.), <i>Forschendes Lernen in Arbeitsfeldern der Kindheitspädagogik</i> (S. 51–62). Schöningh. https://doi.org/10.30965/9783657771837_005
Supplementary Readings	Additional and supplementary literature will be announced during the course.