# Syllabus

## *Kursbeschreibung*

| | |
|---|---|
| **Titel der Lehrveranstaltung** | Hilf mir, es selbst zu tun: Einführung in die Pädagogik von Maria Montessori |
| **Code der Lehrveranstaltung** | 11345 |
| **Zusätzlicher Titel der Lehrveranstaltung** | |
| **Wissenschaftlich-disziplinärer Bereich** | PAED-02/A |
| **Sprache** | Italienisch |
| **Studiengang** | Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache |
| **Andere Studiengänge (gem. Lehrveranstaltung)** | LM-85 bis Education German section<br>LM-85 bis Education Ladin section |
| **Dozenten/Dozentinnen** | dr. Giulia Consalvo,<br>Giulia.Consalvo@unibz.it<br>https://www.unibz.it/en/home/research/competence-center-school-inclusion/team-and-body/person/37253 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **Studienjahr/e** | All |
| **KP** | 2 |
| **Vorlesungsstunden** | 20 |
| **Laboratoriumsstunden** | 0 |
| **Stunden für individuelles Studium** | 30 |
| **Vorgesehene Sprechzeiten** | 6 |
| **Inhaltsangabe** | The course proposes an in-depth study of Maria Montessori's pedagogical approach, through the study of the salient stages of her life and the fundamental elements of her educational proposal: the organisation of the learning environment, the role of the teacher and observation, the materials and forms of the lesson, |

| | |
|---|---|
| | cosmic education and the importance of contact with the external environment. |
| **Themen der Lehrveranstaltung** | Maria Montessori's life, with particular emphasis on her international work;<br>The organisation of space within a Montessori school;<br>The role of the Montessori guide;<br>The centrality of observation and the value of free choice;<br>Practical Life, Sensorial, Impressionistic, and Developmental materials;<br>Cosmic Education of Maria and Mario Montessori;<br>Forms of instruction in a Montessori environment;<br>The importance of connection with the wider environment. |
| **Stichwörter** | Montessori, Cosmic Education, prepared environment, developmental materials, sensorial materials, practical life, nature, observation, scientific pedagogy, free choice, active discipline, Montessori guide |
| **Empfohlene Voraussetzungen** | |
| **Propädeutische Lehrveranstaltungen** | |
| **Unterrichtsform** | The lesson takes place remotely. |
| **Anwesenheitspflicht** | In accordance with the regulation. |
| **Spezifische Bildungsziele und erwartete Lernergebnisse** | The course is part of the optional offerings for students and is not intended to promote specific professional skills, but rather to present a figure - that of Maria Montessori - who is still too superficially known in the panorama of educational sciences. It is believed that the analysis of her pedagogical proposal can offer a new point of view (in the light of the pedagogical literature proposed among the basic courses), in order to understand the origins, educational value and didactic potential of a prepared learning environment.<br><br>The main objectives of the course are therefore<br>- knowledge of Montessori's life<br>- knowledge of the fundamental characteristics of her method<br>- the analysis of transversal elements that can also be applied in traditional school contexts<br>Disciplinary skills |

| | |
|---|---|
| | Knowledge and understanding<br>of the figure of Maria Montessori and her contribution to the science of education on an international scale;<br>of the main characteristics of the Montessori method and of the operational choices within the Montessori experimental schools;<br>of the most current lines of research on the subject on an international scale.<br><br>Ability to apply knowledge and understanding<br>through the analysis of both mainstream and method learning environments and of the relative didactic-operative choices.<br><br>Transversal/soft skills<br><br>Autonomy of judgement:<br>capacity for reflection, discussion, contextualisation (both historical-cultural and geographical-anthropological);<br>ability to listen to and understand different points of view.<br><br>Communication skills:<br>Ability to communicate in a group and to support one's own ideas.<br><br>Learning skills:<br>Ability to reflect on one's answers. |
| **Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)** | Develop pedagogical sensitivity towards the role of the prepared environment as a "third educator" and its influence on learning processes.<br><br>Promote a reflective approach to educational planning, capable of integrating Montessori principles into diverse educational contexts.<br><br>Cultivate an observational attitude to understand and support individual development processes, respecting each student's pace and interests.<br><br>Foster the ability to critically analyse contemporary educational practices in the light of Montessori principles.<br><br>Deepen the connection between neuroscience and Montessori |

| | |
|---|---|
| | pedagogy, understanding its implications for learning and development.<br><br>Identify and value sensitive periods as formative opportunities across different school levels.<br><br>Develop interdisciplinary design skills inspired by Cosmic Education and the unified vision of knowledge.<br><br>Promote professional self-reflection, integrating one's own educational style with principles of freedom, responsibility, and mutual respect.<br><br>Strengthen collaborative skills, characteristic of the Montessori learning community. |
| **Art der Prüfung** | The examination will be conducted orally and will aim to assess the student's theoretical knowledge of the method under study, the ability to analyse it critically, to apply its principles to different educational contexts, and to present and clearly articulate an individual critical standpoint. |
| **Bewertungskriterien** | Awarding of a single final grade. |
| **Pflichtliteratur** | A choice of one of the following texts:<br><br>Caprara, B. (2020).*Innovare la didattica con i principi montessoriani: educare preparando l'ambiente.* Armando editore.<br><br>Consalvo, G. (2020).*Il bambino costruttore di competenza plurilingue nella scuola Montessori.* Franco Angeli.<br><br>Turco, R. (2016). *Alla ricerca dell'amoroso lavoro. Il docente montessoriano tra teoria e pratica educativa*. Armando editore.<br><br>Tornar, C. (2007). *La pedagogia di Maria Montessori tra teoria e azione.* Franco Angeli. |

| | |
|---|---|
| **Weiterführende Literatur** | Giovetti, P. (2009). *Maria Montessori, una biografia*. Edizioni Mediterranee.<br><br>Honegger Fresco, G. (2008). *Maria Montessori: una storia attuale*. L'ancora.<br><br>Lillard, A. (2005). *Montessori: The science behind the genius*. Oxford University Press.<br><br>Mecocci, M. (2019). *Narrare il vero. Le favole cosmiche nella pedagogia Montessori.* Terra Nuova Edizioni.<br><br>Montessori, M. (2025). *La scoperta del bambino*. Feltrinelli (o altra edizione).<br><br>Montessori, M. (2017). *Il segreto dell'infanzia*. Garzanti.<br><br>Montessori, M. (2018). *Come educare il potenziale umano*. Garzanti<br><br>Montessori, M. (2004). *Educazione e pace*. Garzanti<br><br>Regni, R. & Fogassi, L. (2019). *Maria Montessori e le neuroscienze*. Fefè Editore. |
| **Weitere Informationen** | |
| **Ziele für nachhaltige Entwicklung (SDGs)** | Hochwertige Bildung, Frieden, Gerechtigkeit und starke Institutionen, Weniger Ungleichheiten |