Syllabus

Course Description

Course Title	General Pedagogy and Didactics 1 - Basics
Course Code	12400
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	Dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 Dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575 Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296 Dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	11

Teaching Hours	60
Lab Hours	40
Individual Study Hours	175
Planned Office Hours	33
Contents Summary	This introductory course and its four modules impart fundamental theoretical and practical knowledge in the fields of General Pedagogy and General Didactics, with a particular emphasis on the practice of education and 'Bildung' in early childhood and primary education. It addresses key pedagogical concepts, theories, and historical developments, as well as core aspects of child development and their relevance to processes of learning, education, and 'Bildung'. Students will acquire knowledge of essential didactic principles and models, develop competencies in the planning, implementation, and critical reflection of educational activities, and engage with the professional role of the educator in pedagogical contexts. The module aims to establish a sound foundation for advanced studies and subsequent professional practice in the field of education.
Course Topics	- Basic concepts of general pedagogy and didactics - Historical developments and key pedagogical theories - Childhoods, being a child, and childhood studies - Child development and its relevance for processes of learning, education, and 'Bildung' - Family as the primary place of education and 'Bildung' - Learning environments: design and significance for children's learning processes - The social environment and its influences on 'Bildung' and education - Didactic models and didactic principles - Planning, implementation, and reflection of pedagogical-didactic teaching and learning settings of early childhood education - Quality development in early childhood and school education - Role and professional role of professionals in kindergarten and primary school
Keywords	Pedagogy, Didactics, Kindergarten, primary school, childhood
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures with discussions, labs with short inputs, working group

	sessions, and student presentations
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Students should achieve the following specific educational goals: They should - be familiar with the basics of scientific work, be able to apply them and use modern ICT; - know basic pedagogical and didactic terminology and be able to use it correctly; - know the humanities and social science principles of pedagogical and didactic action in social institutions and be able to relate them to current challenges; - be familiar with the significance of scientific-theoretical positions for the perception, diagnosis, understanding and explanation of pedagogical problems and corresponding practical intervention strategies relevant to the profession and be able to make well-founded judgements; - know the special features of teaching-learning and educational processes in childhood as well as basic theory and research results of social science socialisation and childhood research and be able to assess their significance for kindergarten and primary school; - know the theories, methods, principles and quality cr Knowledge and Understanding - Know and correctly use fundamental pedagogical and didactic terms. - Understand the humanities and social science foundations of pedagogical-didactic practice in societal institutions and relate them to current challenges. - Be familiar with relevant scientific-theoretical positions in the professional field and their significance for diagnosing, understanding, and explaining pedagogical issues. - Know the characteristics of children's learning, teaching, and educational processes, as well as key findings from childhood and socialization research. - Understand theories, methods, principles, and quality criteria of pedagogical and didactic practice, especially in play-based pedagogy. - Be familiar with concepts of supportive educational settings,

	learning environments, and pedagogical relationships. Application of Knowledge and Understanding - Apply the basics of academic work using modern information and communication technologies to reflect on pedagogical-didactic questions. - Plan, design, implement, reflect on, analyze, and evaluate didactic projects, games, and educational processes in early childhood settings. - Consider technological tools to support individual and inclusive educational processes. Judgment - Assess the relevance of research findings from childhood and socialization studies for practice in kindergarten and primary school. - Develop didactic and pedagogical justifications for designing differentiated learning settings. - Derive the implications of fundamental concepts of child development for learning, education, and processes of 'Bildung'. Communication - Use pedagogical and didactic terminology appropriately and precisely for the target audience. - Present results of academic work and pedagogical-didactic planning clearly, structured, and audience-oriented. Learning Strategies - Use digital tools and modern information and communication technologies purposefully to support one's own learning process. - Independently research and evaluate further literature and materials. - Apply strategies for continuous reflection and development of pedagogical competencies.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written: Written exam, taking into account a portfolio created during the semester in self-study time,

	The written exam and the portfolio each consist of two parts: - Partial examination in pedagogy with corresponding tasks - Didactics sub-examination with corresponding tasks
Evaluation Criteria	Assignment of a single final assessment for the entire module on the basis of the final module examination. The assessment is based on the syllabus and the compulsory literature, the topics covered, the expected learning outcomes and the specific educational objectives. The criteria for assessment are as follows: technical correctness, logical structure, clear argumentation, reference to specialist literature, ability to critically analyse and (self-) reflect, linguistic correctness, use of scientific terminology, independent and well-founded judgement. According to the examination regulations of the faculty, the assessment of both partial examinations (pedagogy on the one hand, didactics on the other) must be positive for a positive overall assessment of the module performance. In the event of a negative assessment of the overall module, positively assessed parts of the module (complete partial examination in pedagogy or complete partial examination in didactics) will be credited the next time you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, taking the examination three times without passing will result in a suspension for three examination dates. (see also Article 6, Paragraph 4 of the current examination regulations).
Required Readings	• Baader, M. S. (2018): Kinder als Akteure oder wie ist das Kind als Subjekt zu denken? Historische Kontexte, relationale Verhältnisse, pädagogische Traditionen, neue Perspektiven. In: B. Bloch, P. Cloos, S. Koch, M. Schulz und W. Smidt (eds.): Kinder und Kindheiten. Frühpädagogische Perspektiven, Weinheim und Basel: Beltz, pp. 22-39. • Budde, J., Kansteiner, K. & Bossen, A. (2016): Zwischen Differenz und Differenzierung. Wiesbaden: Springer VS, pp. 13-48. • Fölling-Albers, M. (2013): Erziehungswissenschaft und

frühkindliche Bildung. In: M. Stamm & D. Edelmann (Hg.): Handbuch frühkindliche Bildungsforschung. Wiesbaden: Springer VS, pp. 37-49.
- Fried, L. & Roux, S. (eds.) (2013), Pädagogik der frühen Kindheit. Ein Handbuch. 3rd revised and expanded ed. Weinheim: Beltz, pp. 22-44 (contributions von N. Kluge und G. Schäfer).
- Gudjons, H. & Traub, S. (2016): Pädagogisches Grundwissen, 12th ed. Bad Heilbrunn: Klinkhardt, pp. 53-75, 159-218.
- Hasselhorn, M. & Gold, A. (2022). Pädagogische Psychologie, 5th revised edition, pp. 35-65.
- Hurrelmann, K. & Bauer, U. (2015): Einführung in die Sozialisationstheorie. Weinheim: Beltz, pp. 1-143.
- Klafki, W. (2007), Neue Studien zur Bildungstheorie und Didaktik. Weinheim: Beltz, pp. 15-41, 43-81.
- Koller, H.-Ch. (2017): Grundbegriffe, Theorien und Methoden der Erziehungswissenschaft. Eine Einführung, 8th, updated edition. Stuttgart: Kohlhammer, pp. 199-242.
- Klug, W. & Kaiser-Kratzmann, J. (2020). Erfolgreiches Kita-Management Unternehmenshandbuch für LeiterInnen und Träger von Kitas. Stuttgart: Kohlhammer, 5th updated edition, pp. 16-48.
- Nentwig-Gesemann, I. (2013a): Professionelle Reflexivität. Herausforderungen an die Ausbildung frühpädagogischer Fachkräfte. In: Theorie und Praxis der Sozialpädagogik, 1/2013, pp. 10-14.
- Nentwig-Gesemann, Iris (2013b): Qualitative Methoden der Kindheitsforschung. In: M. Stamm & D. Edelmann (eds.): Handbuch frühkindliche Bildungsforschung. Wiesbaden: Springer VS, pp. 759-770.
- Nentwig-Gesemann, I. et al. (2021): Kinder als Akteure in Qualitätsentwicklung und Forschung. Gütersloh: Bertelsmann.
- Porsch, R. (2016) (eds.). Einführung in die Allgemeine Didaktik. Münster: utb (contributions by Hinz et al., Koch-Priewe et al., Arnold & Lindner-Müller, Winkel, Reich, Willems).
- Seel, N. M. & Hanke, U. (2015): Erziehungswissenschaft. Berlin: Springer VS, pp. 1-70, 481-529, pp. 855-858.
- Stadler-Altmann, U., Schumacher, S., Emili, E. A. & Dalla Torre, E. (2020) (eds.), Spielen, Lernen, Arbeiten in Lernwerkstätten. Facetten der Kooperation und Kollaboration, pp. 154-162. Bad Heilbrunn: Klinkhardt. http://nbn-resolving.de/urn:nbn:de:0111-pedocs-184329

Independent development and processing of further

	literature is required!
Supplementary Readings	/
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Zero hunger, Gender equality, Quality education, Good health and well-being

Course Module

Course Constituent Title	General Pedagogy: Theoretical and Methodological Basics
Course Code	12400A
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
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The lecture offers an introduction to the basics of pedagogy as a science and its specific references to pedagogical fields of action, in particular kindergarten and primary school. Such basics include subject-specific terms and concepts, theo-retic perspectives and approaches as well as subject-related research results on pedagogy and socialisation. It also serves to familiarise students with scientific thinking, working and research.
Course Topics	- Introduction to "general pedagogy", its sub-disciplines and fields of practice - Specification of a pedagogy of early childhood

	- Fundamentals of scientific work and research - Terms and concepts of pedagogy: upbringing and education, self-education and co-construction, play and learning, socialisation and individuation - Everyday pedagogical organisation, quality of interaction - Family childhood, cooperation with families - Peer relationships and friendship - Democracy education/formation, children's rights and participation - Children and nature, education for sustainable development - Pedagogy of diversity, pedagogical ethics - Quality and quality development of educational institutions - Pedagogical significance of rooms / room design - Professional reflexivity and a research-based attitude
Teaching Format	Lecture with discussion
Required Readings	• Bloch, b., Cloos, P., Koch, S., Schulz, M. & Smidt, W. (Hg.): Kinder und Kindheiten. Frühpädagogische Perspektiven, Weinheim und Basel: Beltz. • Fried, L. & Roux, S. (Hg.) (2013), Pädagogik der frühen Kindheit. Ein Handbuch. 3. überarb. u. erw. Aufl. Weinheim: Beltz, S. 22-44. • Gudjons, H. & Traub, S. (2016): Pädagogisches Grundwissen, 12. Aufl. Bad Heilbrunn: Klinkhardt, S. 53-75, 159-218. • Hurrelmann, K. & Bauer, U. (2015): Einführung in die Sozialisationstheorie. Weinheim: Beltz, S. 1-143. • Koller, H.-Ch. (2017): Grundbegriffe, Theorien und Methoden der Erziehungswissenschaft. Eine Einführung. 8., akt. Auflage. Stuttgart: Kohlhammer. • Nentwig-Gesemann, I. et al. (2021): Kinder als Akteure in Qualitätsentwicklung und Forschung. Gütersloh: Bertelsmann. • Seel, N. M. & Hanke, U. (2015): Erziehungswissenschaft. Berlin: Springer VS.
Supplementary Readings	

Course Module

Course Constituent Title	General Pedagogy with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12400B
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	20 Gruppe 1 und 2: Prof. Dr. Iris Nentwig-Gesemann Gruppe 3 und 4: Dr. Silke Werth
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory deepens and concretises the topics covered in the lecture in three ways and from two perspectives: Reflection and analysis: on the one hand by reading and discussing central pedagogical concepts and theories, and on the other hand by reflecting on one's own socialisation; Exercise and testing: on the one hand through exercises in scientific thinking, working, researching and investigating, and on the other hand through own attempts to scientifically describe and critically reflect on pedagogical issues; Reconstruction and transfer: on the one hand by analysing pedagogical case studies and video sequences, and on the other hand by collecting and discussing pedagogically relevant documents and materials from the South Tyrolean educational landscape.
Course Topics	- eepening, concretizing, and expanding the topics covered in the lecture, with a focus on pedagogical work in kindergarten; - Research exercises for the acquisition of knowledge and academic work; in particular the use of pedagogical terminology;

	- Work on central terms and concepts of pedagogy using South Tyrolean documents (framework guidelines; journals; websites); - Systematic linking and reflecting of theory and practice; - Discursive reconstruction of own pedagogical self-concepts and images of human beings (image of the child and professional self-understanding); - Understanding of learning and 'Bildung' in everyday situations and educational activities; - Analysis of pedagogical interactions and socialisation processes outside and inside pedagogical institutions, with focus Kindergarten; - Main topics: Observation and documentation, children's rights and participation, cooperation with families, designing educational settings, shaping relationships and talking to children, quality development, dealing with challenging educational situations / dilemmas, professional reflexivity
Teaching Format	Short inputs, joint reading and discussion, group work, collection of material, portfolio work. Preparation and work outside the lectures is expected.
Required Readings	**Liegle, L. (2017). Beziehungspädagogik. Kohlhammer.** **Neuss, N. (2022). Grundwissen Kindheitspädagogik. Cornelsen.** **Wyrobnik, I, Benner, S. & Bloch, B. (2020). Grundwissen Elementarpädagogik: Ein Lehr- und Arbeitsbuch. Verlag an der Ruhr.**
Supplementary Readings	

Course Module

Course Constituent Title	General Didactics: Theoretical and Methodological Basics
Course Code	12400C
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296

Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	70
Planned Office Hours	12
Contents Summary	The lecture teaches the basics of general didactics and the fundamentals of teaching and learning. Its point of reference is the current state of scientific theory and research, which is related to specific questions of kindergarten and primary school, especially in South Tyrol.
Course Topics	- Basic information on didactic models and understanding educational processes of teaching and learning; - Principles of successful teaching and learning in the educational institutions of kindergarten and primary school; - Basic social science and pedagogical-didactic theories for teaching-learning processes; - Transfer of didactic models and their underlying theories into kindergarten and primary school practice; - Individualisation and personalisation as guiding concepts of kindergarten and school work in South Tyrol; - Analysis, reflection and evaluation based on best-practice examples from South Tyrolean kindergartens and primary schools.
Teaching Format	Lecture with media support, partner work, in-depth short group work, literature study. Preparation is expected.
Required Readings	Budde, J., Kansteiner, K. & Bossen, A. (2016): Zwischen Differenz und Differenzierung. Wiesbaden: Springer VS, S. 13-48. Gudjons, H. & Traub, S. (2016): Pädagogisches Grundwissen, 12. Aufl. Bad Heilbrunn: Klinkhardt, S. 53-75, 159-218. Hasselhorn, M. & Gold, A. (2022). Pädagogische Psychologie, 5. überarb. Aufl., S. 35-65. Klafki, W. (2007), Neue Studien zur Bildungstheorie und Didaktik. Weinheim: Beltz, S. 15-41, 43-81.

	Klug, W. & Kaiser-Kratzmann, J. (2020). Erfolgreiches Kita-Management Unternehmenshandbuch für LeiterInnen und Träger von Kitas. Stuttgart: Kohlhammer, 5. akt. Aufl., S. 16-48. Porsch, R. (2016) (Hrsg.). Einführung in die Allgemeine Didaktik. Münster: utb (Beiträge von Hinz et al., Koch-Priewe et al., Arnold & Lindner-Müller, Winkel, Reich, Willems). Seel, N. M. & Hanke, U. (2015): Erziehungswissenschaft. Berlin: Springer VS, S. 1-70, 481-529, S. 855-858.
Supplementary Readings	

Course Module

Course Constituent Title	General Didactics with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	12400D
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Dr. phil. Susanne Schumacher, Susanne.Schumacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38281 Dr. Stephanie Mian, Stephanie.Mian@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38575
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1: Dr.phil. Susanne Schumacher Gruppe 2. 3 und 4: Dr. Stephanie Mian
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory serves to deepen the topics developed in the

	lecture; it aims at research- and action-oriented handling of fundamental and general topics of teaching and learning processes, which are then concretised with regard to the special situation in South Tyrol and with a view to kindergarten and primary school.
Course Topics	- Learning arrangements and learning environments with special consideration given to the EduSpace learning workshop; - Selecting and applying important learning methods and strategies, particularly those relating to independent and cooperative learning in early childhood education activities, including in mixed-age learning groups; - Competence-oriented planning, design, reflection and evaluation of holistic teaching and learning processes in childhood.
Teaching Format	Joint reading and discussion, group work, collection of material, portfolio work. Preparation and work outside the lectures is expected.
Required Readings	Gudjons, H., & Traub, S. (2020). *Pädagogisches Grundwissen Überblick - Kompendium - Studienbuch*Gu (13th, Revised ed. Aufl.). utb GmbH. https://doi.org/10.36198/9783838555232
Supplementary Readings	