

Syllabus

Course Description

Course Title	Design of Teaching and Learning Processes (Lab)
Course Code	83002
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - 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. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	2
Teaching Hours	0
Lab Hours	16 Gruppe 1 und 3: Dr. Stephanie Mian Gruppe 2: Dr.Phil. Susanne Schumacher Gruppe 4: Prof.in Katja Kansteiner

Individual Study Hours	38
Planned Office Hours	0
Contents Summary	In this course, participants engage with key issues in General Didactics and explore their relevance for professional teaching practice. They acquire and deepen research-based knowledge of didactic models, learning theories, teaching methods, and the characteristics of high-quality instruction. Particular emphasis is placed on the analysis of instructional quality, taking into account both surface structures of teaching, such as instructional methods, social arrangements, and organizational formats, and deep structures, such as cognitive activation, constructive support, and classroom management. Furthermore, participants reflect on the relationship between theory and practice, their role as teachers, and the demands of professional practice in school contexts. They develop the ability to use research findings to inform and improve their teaching practice and to take responsibility for their own professional development. The course aims to enable participants to design, implement, and reflect upon teaching in a theory-informed and quality-oriented manner, while continuously developing their professional expertise at the intersection of educational research and classroom practice.
Course Topics	Theory–Practice Relationship Didactic and Instructional Models Instructional Quality: Surface and Deep Structures of Teaching Teaching Methods Learning Theories Teacher Professionalization and Professional Development
Keywords	Professional development, instructional models, teaching quality, learning theories;
Recommended Prerequisites	

Propaedeutic Courses	
Teaching Format	The course combines media-supported lectures, guided reading and discussion of selected texts, collaborative group work, the collection and analysis of teaching and learning materials, and portfolio-based learning and reflection.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and Understanding The participant is able to explain selected didactic models and their significance for the planning, implementation, and reflection of teaching. describe major learning theories and their implications for teaching and learning processes. explain different teaching methods as well as their strengths and limitations in various educational contexts. describe key characteristics of instructional quality and distinguish between surface and deep structures of teaching. explain central aspects of professional teaching practice at the interface of theory and practice. Applying Knowledge and Understanding The participant is able to apply didactic models and learning-theoretical approaches to specific teaching situations. select teaching methods purposefully and justify their use on didactic grounds. analyse and reflect on teaching based on established criteria of instructional quality. identify surface and deep structures of teaching and explain their

	significance for student learning. use research-based evidence to plan, design, and further develop teaching practices. Making Judgements The participant is able to critically analyse and compare didactic models, learning theories, and teaching methods with regard to their theoretical foundations. evaluate the quality of teaching by considering both surface and deep structures of instruction. reflect on the relationship between theoretical concepts and educational practice and derive well-founded pedagogical decisions. analyse and evaluate challenges and tensions associated with professional practice in school contexts. Communication Skills The participant is able to discuss didactic and educational issues using appropriate academic terminology. justify analyses and evaluations of teaching in a coherent and theory-informed manner. consider and reflect upon different perspectives on teaching and professional practice in academic discussions. Learning Skills The participant is able to independently identify, evaluate, and use academic literature and other evidence-based sources to address didactic questions.
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	reflect on their own professional development and take responsibility for expanding their professional knowledge and competencies. actively seek, receive, and use feedback for their continuous professional development.
Specific Educational Objectives and Learning Outcomes (additional info.)	the development of a reflective professional attitude. a commitment to lifelong learning and continuous professional development. self-reflection and critical thinking skills. a research-informed understanding of the teaching profession. responsibility for one's own professional growth and learning. awareness of quality development and innovation in education.
Assessment	Knowledge and competencies are assessed by means of an individual written portfolio developed and submitted throughout the course.
Evaluation Criteria	The individual portfolio will be assessed according to the following criteria: integration of course-related theoretical knowledge with professional practice; accuracy of theoretical concepts and appropriate use of academic and professional terminology; breadth and depth of reflection; clarity, logical structure, and coherence of argumentation.
Required Readings	Agostini, E., & Bube, A. (2024). Pedagogical Action – Pedagogical Professionalism – Pedagogical Ethos: A Case for a Phenomenological Theory of the Profession. <i>Quarterly Journal of Educational Research</i>, 100(2), 208–224. Excerpts from: Helmke, A. (2022). Teaching Quality and

	Professionalization: Diagnosis of Teaching-Learning Processes and Evidence-Based Instructional Development (1st ed.). Klett Kallmeyer. https://doi.org/10.5555/9783772716850 Excerpts from: Jank, Werner & Meyer, Hilbert (2021): Didactic Models. Berlin: Cornelsen. Excerpts from: Künkler, T. (2011). Learning in Relation: On the Relationship Between Subjectivity and Relationality in Learning Processes. Transcript. Excerpts from: Meyer, Hilbert (2023): Teaching Methods. Practical Guide (18th ed.). Berlin: Cornelsen. Excerpts from: Wiechmann, J., & Wildhirt, S. (2016). Twelve Teaching Methods: Diversity for Practice (6th, completely revised edition). Beltz.
Supplementary Readings	Meyer, Hilbert (2023): Unterrichtsmethoden. Praxisband (18. Aufl.). Berlin: Cornelsen. Balzer, N., Bellmann, J., Bertram, C., Brinkmann, M., Capon-Sieber, V., Charalambous, C., Decristan, J., Dinkelaker, J., Dumont, H., Fauth, B., Göllner, R., Gossner, L., Grob, U., Herbert, B., Hermkes, R., Herrmann, C., Hess, M., Heuer-Kinscher, M., Keller, S. D., ... Winkler, I. (2024). <i>Kognitive Aktivierung unter der Lupe: Bestandsaufnahme und Möglichkeiten der Weiterentwicklung eines prominenten Konstrukts</i> (A.-K. Praetorius, W. Wemmer-Rogh, P. Schreyer, & M. Brinkmann, Hrsg.; 1st ed.). Waxmann. https://unibz.primo.exlibrisgroup.com/permalink/39UBZ_INST/1afcsde/alma9910 IBBW-Publikationsreihe <i>Wirksamer Unterricht</i>: praxisrelevante Erkenntnisse anwendungsbezogen aufbereitet: https://ibbw-bw.de/Lde/Startseite/Wissenschaftstransfer/Publikationsreihe-Wirksamer-Unterricht
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Peace, justice and strong institutions, Decent work and economic growth, Gender equality