

Syllabus

Descrizione corso

Titolo insegnamento	Gestione della classe
Codice insegnamento	83008
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	PSIC-02/A
Lingua	Tedesco
Corso di Studio	Percorso universitario di formazione iniziale dei docenti della scuola secondaria di primo e secondo grado in lingua tedesca - 60CP
Altri Corsi di Studio (mutuati)	Training course 30 KP - German section Training course 60 KP - Ladin section Training course 30 KP - Ladin section
Docenti	dr. Milvia Cottini, Milvia.Cottini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34646
Assistente	
Semestre	Tutti i semestri
Anno/i di corso	1
CFU	1
Ore didattica frontale	6
Ore di laboratorio	0
Ore di studio individuale	19
Ore di ricevimento previste	0
Sintesi contenuti	This module covers the psychological foundations and evidence-based core strategies for effective classroom management in secondary education. Drawing on the latest standard literature, the course focuses on prevention, intervention and relationship-building. The theory is directly linked to participants' own school experience. Participants reflect on their leadership role, learn tools for minimising disruption and develop strategies for fostering a learning-friendly, relationship-oriented classroom environment in

	lower and upper secondary schools.
Argomenti dell'insegnamento	The course is divided into three core areas: Prevention: The foundations of effective classroom management according to Jacob Kounin and the empirical evidence supporting it; establishing transparent rules, routines and rituals in secondary education; preventive lesson planning. Intervention: The principle of minimal intervention (resolving disruptions discreetly and without interrupting the lesson); dealing with acute confrontations and avoiding power struggles during adolescence; behaviour management through logical consequences rather than emotional punishments. Relationships: An authoritative parenting style in school (leadership skills combined with a high degree of respect); building relationships with "difficult" young people and the importance of social integration for learning success; the teacher as a leader (role clarity, presence and professional regulation of proximity and distance).
Parole chiave	Classroom management, prevention, intervention, classroom disruptions, relationship
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Lecture with audiovisual aids, brief in-depth group work, case studies
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	Knowledge and Understanding Students... understand classroom management as a multidimensional, preventative process and are familiar with the key characteristics of effective teaching and classroom management. are familiar with the psychological mechanisms underlying classroom disruptions, as well as the dynamics of power struggles and escalations in the classroom.

	understand the importance of a professional teacher–pupil relationship as a prerequisite for cognitive learning and psychosocial well-being. Applying Knowledge and Understanding Students are able to... design and implement preventative structures (routines, rules) for their own age group in lower or upper secondary school. to respond flexibly and in a de-escalating manner using minimal interventions in the event of classroom disruptions, in order to maximise the class’s learning time. Evaluation Students can... analyse their own leadership and intervention behaviour in critical classroom situations using specific criteria and assess its psychological effectiveness. view classroom disruptions objectively, rather than interpreting them as a personal attack, and select alternative courses of action appropriate to the situation. Communication skills Students are able to... communicate with young people in a consistent and respectful manner, even in conflict situations. to communicate rules and consequences in the classroom clearly, transparently and unambiguously. Learning capacity Students...
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	develop the ability to engage in ongoing peer reflection (e.g. through case discussions) regarding challenging group dynamics in their classes.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	
Modalità di esame	Written Case Analysis (Open-Book Format): Performance evaluation is based on a practice-oriented, written case analysis. Participants will be presented with a concrete, realistic scenario from everyday school life illustrating typical classroom management challenges. The task consists of analyzing this case based on the theoretical models and preventive/interventional strategies developed during the course, and creating well-founded, action-oriented solution proposals for teaching practice. Since the focus is on knowledge transfer and reflection, all course materials are permitted during the examination. Electronic devices with internet access are not allowed.
Criteri di valutazione	- Analytical Competence: Correct identification of the core problems and disruptive factors in the presented case. - Theory-Practice Transfer: Meaningful and correct application of the concepts and technical terms discussed in the course to the scenario. - Action Orientation: Realistic and pedagogically meaningful utility of the proposed solutions for the South Tyrolean school context. - Formal Clarity: Structured, comprehensible, and precise argumentation.
Bibliografia obbligatoria	Klauffke, T. (2023). Klassen führen–Klassen leiten: Beziehungen, Lernen, Classroom Management. Klett/Kallmeyer.
Bibliografia facoltativa	• Eichhorn, C. (2008). Classroom-Management: Wie Lehrer, Eltern und Schüler guten Unterricht gestalten. Klett-Cotta. • Haag, L. (2018). Kernkompetenz Klassenführung. Verlag Julius Klinkhardt.
Altre informazioni	
Obiettivi di Sviluppo	Istruzione di qualità

Sostenibile (SDGs)	
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