Syllabus

Descrizione corso

Titolo insegnamento	Metodologia e metodi di ricerca in ambito pedagogico
Codice insegnamento	12403
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	NN
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	prof. dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296 prof. dr. Ildikò Erika Stephanie Risse, Stephanie.Risse@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12298 dr. Mara Maya Victoria Leonardi, Mara.Leonardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/27967 prof. dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498
Assistente	
Semestre	Primo semestre
Anno/i di corso	1.
CFU	7
Ore didattica frontale	30

Ore di laboratorio	20
Ore di studio individuale	125
Ore di ricevimento previste	21
Sintesi contenuti	The overall module belongs to the area of basic subjects and to the academic area M-PED/04; with regard to academic writing, it is supplemented by the academic area L-LIN/14. The module serves - in the sense of academic professionalisation - to impart basic academic and profession-specific skills. The acquisition of basic research methodological knowledge and skills is of central importance for the development of a research attitude. A differentiated ability to express oneself academically, both verbally and in writing, is also indispensable in the context of academic professionalisation.
Argomenti dell'insegnamento	The module offers an introduction to the fundamentals of empirical social research as well as an introduction to academic work, scientific thinking, research, reading, and writing. In addition to basic knowledge, students are expected to develop a research-oriented attitude for the critical analysis of contributions to the professional debate, in order to anticipate innovative developments in the field. Furthermore, they should be able to develop a forward-looking perspective on their future thesis. Main topics include: - Theoretical and methodological foundations of educational research - Principles of research ethics - Development of a scientific question and an appropriate research design - Quantitative and qualitative research methods (data collection and analysis) as well as triangulating procedures - Research in early childhood education and primary education - Research related execises - Principles of academic work - Acquisition and use of specialized literature, including through relevant databases and digital media/AI - Comprehensible and critical reading of scientific texts with particular consideration of methodological aspects - Fundamentals of scientific writing and composing scientific texts - Collegial peer feedback
Parole chiave	working scientifically, empirical social research, research in early

	childhood and primary education, research for professional development
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Lectures and seminars
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	The module deals with - the theoretical and methodological foundations of social and educational science research; - Acquisition and use of specialised literature, including through relevant databases and digital media; - principles of research ethics; - Principles of scientific work - From the research topic to the development of a scientific question and a suitable research design to the practical realisation of the research; - quantitative and qualitative research methods (data collection and analysis) in the humanities and social sciences in general; - quantitative and qualitative research methods (data collection and analysis) in early childhood education, primary school education and childhood research in particular; - Basics of scientific writing and writing scientific texts; - comprehensible and critical reading of scientific texts with special consideration of methodological aspects Expected learning outcomes and competences: Knowledge and understanding The students - know the theoretical and methodological foundations of education and social sciences as well as the principles of academic work and research; - are familiar with text-linguistic features and criteria of academic writing; - know the essential steps of educational research; - know the (quantitative and qualitative) methods of educational research and can assess their scope; - know the instruments and criteria for developing the state of research in terms of content and the methodological approach for

	a research project. - know the central research ethical standards. Applying knowledge and understanding The students - are able to develop a research topic, research questions and the appropriate methods; - can apply appropriate research methods for educational science questions; - can use observation and evaluation strategies; - can use different types of texts to present scientific knowledge; - can reflect on scientific work and writing and their own working and writing processes. Judgement Students - can evaluate possible applications and the scientific and practical significance of research methods; - can assess the quality of educational science studies; - are able to recognise and assess the necessity of basic techniques and rules for academic writing; - are able to assess a research question or a research project with regard to its scientific nature. Communication The students - can describe and present research projects and results in writing; - can present their own texts for discussion and revise them on the basis of feedback. Learning strategies The students - can independently develop their own experience in scientific work and writing by using instruments of critical communication and feedback; - Develop their skills in conceptual accuracy and factual correctness in academic work and writing.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)	

Modalità di esame	Written exam considering a portfolio created during the semester in self-study time
Criteri di valutazione	Assignment of a single final assessment for the entire module in the written module examination. The assessment is based on the syllabus, the topics covered, the expected learning outcomes and the specific educational objectives. Criteria for the assessment are: Appropriate answers, logical structure, clear argumentation, reference to literature, ability to critically analyse and reflect, use of academic terminology and the production of error-free texts, independent and reasoned judgement. In the event of a negative assessment of the overall module, the entire module examination must be repeated. Please note that according to the examination regulations, failure to pass an examination three times will result in a blocking for three examination dates (see also article 6, paragraph 4 of the valid examination regulations).
Bibliografia obbligatoria	Hartnack, F. (Hrsg.) (2019). Qualitative Forschung mit Kindern. Herausforderungen, Methoden und Konzepte. Springer VS. (Kapitel zu den Vorlesungsthemen) Hussy, W., Schreier, M., & Echterhoff, G. (2013). Forschungsmethoden in Psychologie und Sozialwissenschaften für Bachelor (2. Aufl.). Springer VS. (Kapitel zu den Vorlesungsthemen) Kansteiner, K. (2019). Mixed Methods und Multimethod Designs: Praktiken der Herstellung von Differenz am Beispiel Geschlecht. In G. Lang-Wojtasik & S. König (Hrsg.), Die Vielfalt methodischer Zugänge in der Unterrichtsforschung (49-64). Klemm + Oelschläger. Kleemann, F., Krähnke, U. & Matuschek, I. (2013). Interpretative Sozialforschung. Eine Einführung in die Praxis des Interpretierens. Springer VS. (Kapitel zu den Vorlesungsthemen) Kuckartz, U. (2014). Mixed Methods Methodologie, Forschungsdesigns und Analyseverfahren. Springer. (Kapitel zu den Vorlesungsthemen) Lamnek, S. & Krell, C. (2024). Qualitative Sozialforschung. Beltz.

	(Kapitel zu den Vorlesungsthemen) Nentwig-Gesemann, I. (2013). Qualitative Methoden der Kindheitsforschung. In M. Stamm & D. Edelmann (Hrsg.), Handbuch frühkindliche Bildungsforschung (759-770). Springer VS. Raithel, J. (2008). Quantitative Sozialforschung. Ein Praxiskurs (2. Aufl.). VS Verlag. (Kapitel zu den Vorlesungsthemen) Steinhoff, T. (2008). Kontroversen erkennen, darstellen, kommentieren. In I. Bons, D. Kaltwasser & T. Gloning (Hrsg.), Festschrift Gerd Fritz (1–13). http://www.festschrift-gerd-fritz.de/files/steinhoff_2008_kontroversen_erkennen_darstellen_und_kommentie
Bibliografia facoltativa	Bensberg, G. (2013). Survivalguide Schreiben. Ein Schreibcoaching fürs Studium. Bachelor-, Master und andere Abschlussarbeiten. Vom Schreibmuffel zum Schreibfan! Springer. Moll, M. & Thielmann, W. (2017). Wissenschaftliches Deutsch. Wie es geht und worauf es dabei ankommt. utb Nentwig-Gesemann, I. (2023). Herausforderungen und Methoden der Erforschung von Kinderperspektiven im Rahmen der Kindheitsforschung. In A. Schierbaum, M. Diedrichs & K. Schierbaum (Hrsg.), Kind(er) und Kindheit(en) im Blick der Forschung (225-242). Springer VS. Nentwig-Gesemann, I. (2017). Berufsfeldbezogene Forschungskompetenz als Voraussetzung für die Professionalisierung der Frühen Bildung, Betreuung und Erziehung. In H. v. Balluseck (Hrsg.), Professionalisierung der Frühpädagogik (235-244). 2. akt. und überarb. Auflage. B. Budrich. Resinger, P., Knitel, D., Mader, R., & Brunner, H. (2021). Leitfaden zur Bachelor- und Masterarbeit. Wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten (4., überarb. und erweit. Aufl.). Tectum. Rost, F. (2012). Lern- und Arbeitstechniken für das Studium (7. Aufl.) Springer VS. Schnur, H. (2010). Schreiben. Eine lebensnahe Anleitung für Geistes- und Sozialwissenschaften. Springer VS.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Metodologia e metodi di ricerca in ambito pedagogico
Codice insegnamento	12403A
Settore Scientifico-Disciplinare	PAED-02/B
Lingua	Tedesco
Docenti	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
Assistente	
Semestre	Primo semestre
CFU	5
Docente responsabile	
Ore didattica frontale	30 24 Stunden: Prof. Dr. Katja Julia Kansteiner 6 Stunden: Prof. Dr. Iris Nentwig-Gesemann
Ore di laboratorio	0
Ore di studio individuale	95
Ore di ricevimento previste	15
Sintesi contenuti	The lecture addresses the epistemological and methodological foundations of research in the field of educational science, including research ethics requirements, and imparts fundamental knowledge of quantitative and qualitative research methods as well as their triangulation. Students will learn various data collection and analysis methods and will particularly reflect on research with and about children. They should be able to read educational science studies with comprehension, assess the quality of the research, critically interpret the results, and discuss the implications for the professional field. Based on the acquired basic

	competencies in dealing with social science research methods and results, students can develop their own research ideas, consider research questions and designs, which they can further develop during internships and use for planning their master's thesis.
Argomenti dell'insegnamento	- Development of research competencies in educational science studies - Epistemological and methodological foundations of research - Principles of research ethics - Basic rules and concepts of the research process - Fundamentals of qualitative research methods - Fundamentals of quantitative research methods - Fundamentals of mixed methods research - Introduction to various data collection methods and exemplary deepening - Introduction to various data analysis/interpretation methods and exemplary deepening - Developing scientific questions and appropriate research designs - Research on and with Children - Action research in the professional field - Exemplary practice in the collection, processing, evaluation, and interpretation of both quantitative and qualitative data
Modalità di insegnamento	Lecture with media support, partner work, in-depth group work, execises. Preparation and follow-up of the lecture content is expected.
Bibliografia obbligatoria	Hartnack, F. (Hrsg.) (2019). Qualitative Forschung mit Kindern. Herausforderungen, Methoden und Konzepte. Springer VS. (Kapitel zu den Vorlesungsthemen) Hussy, W., Schreier, M., & Echterhoff, G. (2013). Forschungsmethoden in Psychologie und Sozialwissenschaften für Bachelor (2. Aufl.). Springer VS. (Kapitel zu den Vorlesungsthemen) Kansteiner, K. (2019). Mixed Methods und Multimethod Designs: Praktiken der Herstellung von Differenz am Beispiel Geschlecht. In G. Lang-Wojtasik & S. König (Hrsg.), Die Vielfalt methodischer Zugänge in der Unterrichtsforschung (49-64). Klemm + Oelschläger. Kleemann, F., Krähnke, U. & Matuschek, I. (2013). Interpretative Sozialforschung. Eine Einführung in die Praxis des Interpretierens. Springer VS. (Kapitel zu den Vorlesungsthemen)

	Kuckartz, U. (2014). Mixed Methods Methodologie, Forschungsdesigns und Analyseverfahren. Springer. (Kapitel zu den Vorlesungsthemen) Lamnek, S. & Krell, C. (2024). Qualitative Sozialforschung. Beltz. (Kapitel zu den Vorlesungsthemen) Nentwig-Gesemann, I. (2013). Qualitative Methoden der Kindheitsforschung. In M. Stamm & D. Edelmann (Hrsg.), Handbuch frühkindliche Bildungsforschung (759-770). Springer VS. Raithel, J. (2008). Quantitative Sozialforschung. Ein Praxiskurs (2. Aufl.). VS Verlag. (Kapitel zu den Vorlesungsthemen) Steinhoff, T. (2008). Kontroversen erkennen, darstellen, kommentieren. In I. Bons, D. Kaltwasser & T. Gloning (Hrsg.), Festschrift Gerd Fritz (1–13). http://www.festschrift-gerd-fritz.de/files/steinhoff_2008_kontroversen_erkennen_darstellen_und_kommentie
Bibliografia facoltativa	Nentwig-Gesemann, I. (2023). Herausforderungen und Methoden der Erforschung von Kinderperspektiven im Rahmen der Kindheitsforschung. In A. Schierbaum, M. Diedrichs & K. Schierbaum (Hrsg.), Kind(er) und Kindheit(en) im Blick der Forschung (225-242). Springer VS. Nentwig-Gesemann, I. (2017). Berufsfeldbezogene Forschungskompetenz als Voraussetzung für die Professionalisierung der Frühen Bildung, Betreuung und Erziehung. In H. v. Balluseck (Hrsg.), Professionalisierung der Frühpädagogik (235-244). 2. akt. und überarb. Auflage. B. Budrich. Resinger, P., Knitel, D., Mader, R., & Brunner, H. (2021). Leitfaden zur Bachelor- und Masterarbeit. Wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten (4., überarb. und erweit. Aufl.). Tectum.

Modulo del corso

Titolo della parte costituente del corso	Avviamento alla scrittura scientifica (lab.)
Codice insegnamento	12403B
Settore Scientifico-Disciplinare	GERM-01/C
Lingua	Tedesco
Docenti	prof. dr. Ildikò Erika Stephanie Risse,

	Stephanie.Risse@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12298 dr. Mara Maya Victoria Leonardi, Mara.Leonardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/27967
Assistente	
Semestre	Primo semestre
CFU	2
Docente responsabile	
Ore didattica frontale	0
Ore di laboratorio	20 Gruppe 1, 2 und 3: Prof. Prof. Dr. Ildikò Erika Stephanie Risse Gruppe 4: Dr. Mara Maya Victoria Leonardi
Ore di studio individuale	30
Ore di ricevimento previste	6
Sintesi contenuti	The laboratory serves to deepen the content of the subject areas covered in the lecture. On the basis of research- and action-orientated learning, it is particularly concerned with the development of academic writing skills. In the laboratory, students are introduced to a scientific way of working, especially against the background of the requirements of scientific writing. They are supported in the transition from academic to scientific writing. We "read" educational science texts that are part of the compulsory literature in the lecture.
Argomenti dell'insegnamento	- Differences between orality and writing in science, also from the point of view of new media (chat-GPT et al.); - text-linguistic features of selected text types, especially e.g. summary, essay, review, reflective texts, abstract; - Aspects of coherence, cohesion and section formation in texts; - Aspects of academic language, the relationship between reading and writing, controversial writing; - Writing processes, planning and step-by-step procedure for writing scientific texts, reflection on own writing processes; - Production and analysis of sample texts and student texts; - Revision of texts and mutual feedback.

Modalità di insegnamento	Inputs, dialogues, exercises in individual and group form, forms of feedback; Preparation before and after class is expected.
Bibliografia obbligatoria	Bensberg, G. (2013). Survivalguide Schreiben. Ein Schreibcoaching fürs Studium. Bachelor-, Master und andere Abschlussarbeiten. Vom Schreibmuffel zum Schreibfan! Springer. Moll, M. & Thielmann, W. (2017). Wissenschaftliches Deutsch. Wie es geht und worauf es dabei ankommt. utb Rost, F. (2012). Lern- und Arbeitstechniken für das Studium (7. Aufl.) Springer VS. Schnur, H. (2010). Schreiben. Eine lebensnahe Anleitung für Geistes- und Sozialwissenschaften. Springer VS.
Bibliografia facoltativa	