Syllabus

Course Description

Course Title	Secondary Education
Course Code	83001
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 60 KP - Ladin section
Lecturers	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	6
Teaching Hours	36
Lab Hours	0
Individual Study Hours	119
Planned Office Hours	
Contents Summary	The module provides research-informed foundations for professional educational practice and examines the role of teachers as reflective education professionals. It addresses key concepts of education, professional relationships, communication, collaboration, diversity, inclusion, and school and quality development. Participants develop the ability to analyse

	educational situations from a theoretical perspective, navigate the complexities and uncertainties of professional practice, and design teaching that is inclusive, diversity-responsive, discrimination-aware, and participatory. The course further explores schools as learning organisations and introduces principles of evidence-informed school development, democratic school cultures, and sustainable quality improvement. Its overall aim is to strengthen participants' professional knowledge, reflective competence, and capacity to contribute to inclusive, equitable, and high-quality teaching and to the continuous development of schools.
Course Topics	• Education/Bildung, Competence Orientation, and Educational Ethics • Teacher Professionalism: Reflective Practice, Educational Relationships, and Communication • Collaboration, Professional Learning Communities, and Teaching and School Development • Cross-cutting Perspectives on Professional Practice: Democracy Education, Educational Equity, Diversity, Intersectionality, Bias-Aware Education, Global Citizenship Education, and Education for Sustainable Development • Participatory and Experiential Teaching and Learning Approaches: Project-Based Learning and Service Learning
Keywords	Educational Equity, Global Citizenship, Diversity, Action-Oriented Pedagogy, Intersectionality Educational Theory (Bildung), Teacher Professionalism, School Development, Teacher Collaboration
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Online lecture with interactive elements
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The student teacher is able to • explain key concepts of education, teacher professionalism, diversity, democracy education, and teaching and school development, • interpret research findings and theoretical foundations relevant to professional teaching practice. Applying Knowledge and Understanding The student teacher is able to

	• design competence-oriented, inclusive, and participatory learning environments, • foster professional relationships, communication, and collaboration, and apply strategies for teaching and school development. Making Judgements The student teacher is able to • analyse educational situations from a theoretical perspective, make informed professional decisions, and critically reflect on their own practice. Learning Skills The student teacher is able to • use research evidence and feedback to support their ongoing professional development and reflect on their learning through portfolio work.
Specific Educational Objectives and Learning Outcomes (additional info.)	Teachers reflect their Professionalization systematically working with a portfolio Expansion and refinement of a professional ethical attitude, openness to collaborating with extra-curricular stakeholders (e.g. via service learning)
Assessment	Creation of a course-accompanying portfolio and a final reflection paper Secondary Education Pedagogy I +II
Evaluation Criteria	• Professional Knowledge • Reflective Competence • Professional Judgement and Innovation Quality • Practical Relevance and Applicability of the Portfolio Tasks • Portfolio Organisation, Presentation, and Academic Writing Quality
Required Readings	Grassinger, R., Kansteiner, K. J. & Schnebel, S. (2022). Heterogenität als Herausforderung für Bildung 2050: Argumentationen aus Lernpsychologie, Bildungstheorie sowie Schultheorie und -forschung. In G. Lang-Wojtasik & S. König (Hrsg.), Bildung 2050: interdisziplinäre Perspektiven (103–126). Klemm + Oelschläger. Helsper, W. (2016). Lehrerprofessionalität – der strukturtheoretische Ansatz. In M. Rothland (Hrsg.), Beruf Lehrer/Lehrerin: Ein Studienbuch (103-125). Münster: Waxmann. Holtappels, H.G. & Rolff, H.G. (2010). Einführung: Theorien der Schulentwicklung In T. Bohl, W. Helsper, H.G. Holtappels & C.

	Schelle (Hrsg.), Handbuch Schulentwicklung (73-78). Weinheim: Beltz. Kansteiner, K., Welther, S., & Schmid, S. (2023). Professionelle Lerngemeinschaften für Schulleitungen und Lehrkräfte: Chancen des Kooperationsformats für Schulentwicklung und Professionalisierung. Kapitel 2 und 3. Beltz Juventa. Kansteiner, K. J. (2022). Differenzierung und mögliche Nebenwirkungen: Dilemmata im Umgang mit Heterogenität reflexiv überwinden. Schulmagazin 5 Bis 10: Impulse Für Kreativen Unterricht 7 (7/8), 12–15. Maaz, K. (2020). Soziale Bildungsungleichheiten — Einführung in ein vielschichtiges Forschungsfeld. Bundeszentrale für politische Bildung https://www.bpb.de/themen/bildung/dossier-bildung/322204/was-sind-soziale-bildungsungleichheiten/ Dossier Bildung (4 Artikel in Serie) Seifert, A., Zentner, S., & Nagy, F. (2019). Service Learning. Beltz. (Kapitel 1)
Supplementary Readings	Gudjons, H., & Traub, S. (2020). Pädagogisches Grundwissen: Überblick – Kompendium – Studienbuch. Bad Heilbrunn: utb. Kansteiner, K. (2024). Professionelle Lerngemeinschaften etablieren. Pädagogik, 76(11), 34–38.https://doi.org/10.3262/PAED2411034 Retter, H. (2002): Studienbuch Pädagogische Kommunikation. Bad Heilbrunn: Klinkhardt Further reading suggestions will be included in the lectures.
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Gender equality, Quality education

Course Module

Course Constituent Title	Secondary Education 1: Professionalization and School Development - remotely
Course Code	83001A
Scientific-Disciplinary Sector	PAED-01/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	3
Responsible Lecturer	
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	In this course, participants critically engage with their role as reflective educational professionals. They acquire and deepen research-informed professional knowledge related to education, pedagogical relationships, communication, collaboration, and school and quality development, while reflecting on the relevance of this knowledge for their own professional practice. In doing so, they develop the ability to analyse educational situations through theoretical perspectives, to deal constructively with the tensions and uncertainties inherent in professional practice, and to take responsibility for their own professional growth. Furthermore, participants explore the concept of the school as a learning organisation and develop an understanding of evidence-informed school development. The course aims to enable participants to continuously and critically develop their professional practice, to actively contribute to school development processes, and to support the creation of an innovative and quality-oriented school culture.
Course Topics	• Educational Theory (Bildung) and Competency-Oriented Education • Teacher Professionalism and the Antinomies of Educational Practice • Educational Ethics • Pedagogical Relationships and Professional Communication • Instructional and School Development • Teacher Collaboration and Professional Learning Communities (PLCs)

Teaching Format	Online Lecture with interactive elements
Required Readings	Grassinger, R., Kansteiner, K. J. & Schnebel, S. (2022). Heterogenität als Herausforderung für Bildung2050: Argumentationen aus Lernpsychologie, Bildungstheorie sowie Schultheorie und -forschung. In G. Lang-Wojtasik & S. König (Hrsg.), *Bildung 2050: interdisziplinäre Perspektiven* (103–126). Klemm+Oelschläger. Helsper, W. (2016). Lehrerprofessionalität – der strukturtheoretische Ansatz. In M. Rothland (Hrsg.), *Beruf Lehrer/Lehrerin: Ein Studienbuch* (103-125). Münster: Waxmann Holtappels, H.G. & Rolff, H.G. (2010). Einführung: Theorien der Schulentwicklung In T. Bohl, W. Helsper, H.G. Holtappels & C. Schelle (Hrsg.), *Handbuch Schulentwicklung* (73-78). Weinheim: Beltz. Kansteiner, K. J., Welther, S., & Schmid, S. (2023). *Professionelle Lerngemeinschaften für Schulleitungen und Lehrkräfte: Chancen des Kooperationsformats für Schulentwicklung und Professionalisierung*. Kapitel 2 und 3. Beltz Juventa.
Supplementary Readings	Gudjons, H., & Traub, S. (2020). Pädagogisches Grundwissen: Überblick – Kompendium – Studienbuch. Bad Heilbrunn: utb. Kansteiner, K. J. (2024). Professionelle Lerngemeinschaften etablieren. *Pädagogik*, *76*(11), 34–38.https://doi.org/10.3262/PAED2411034 Retter, H. (2002): *Studienbuch Pädagogische Kommunikation.* Bad Heilbrunn: Klinkhardt

Course Module

Course Constituent Title	Secondary Education 2: Transversal Themes in Education - remotely
Course Code	83001B
Scientific-Disciplinary Sector	PAED-01/A

Language	German
Lecturers	Dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	0
Contents Summary	In this course, participants develop strategies and theoretical backgrounds for teaching that utilizes diversity as an opportunity. With reference to the increasingly diverse South Tyrolean school landscape, teaching is defined in this course as a dynamic process that actively promotes participation and co-determination. By linking action-oriented pedagogy with a discrimination-critical and intersectional perspective, teachers learn to individually support educational biographies and actively dismantle barriers in the learning process. The course provides tools for a reflective approach to diversity—ranging from multilingualism to intergenerational justice—and prepares participants to shape schools as democratic spaces of social justice.
Course Topics	Broad areas covered by the lectures include: • School as democratic learning environment • Global Citizenship Education and Education for Sustainable Development • Action-Oriented Education: Project-Based Learning and Service Learning • Intersectionality • Diversity and Anti-Bias Education • Educational Equity
Teaching Format	Online lecture with interactive elements
Required Readings	Kansteiner, K. J. (2022). Differenzierung und mögliche

	Nebenwirkungen: Dilemmata im Umgang mitHeterogenität reflexiv überwinden. Schulmagazin 5 Bis 10: Impulse Für Kreativen Unterricht , 7 (7/8), 12–15. Maaz, K. (2020). *Soziale Bildungsungleichheiten — Einführung in ein vielschichtiges Forschungsfeld.* Bundeszentrale für politische Bildung (https://www.bpb.de/themen/bildung/dossier-bildung/322204/was-sind-soziale-bildungsungleichheiten/). (4 Artikel) Seifert, A., Zentner, S., & Nagy, F. (2019). *Service Learning.* Beltz. (Kapitel 1)
Supplementary Readings	Further reading suggestions will be included in the lectures.