Syllabus

Descrizione corso

Titolo insegnamento	Pedagogia della scuola secondaria
Codice insegnamento	83001
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	PAED-01/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 60 KP - Ladin section
Docenti	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
Assistente	
Semestre	Primo semestre
Anno/i di corso	1
CFU	6
Ore didattica frontale	36
Ore di laboratorio	0
Ore di studio individuale	119
Ore di ricevimento previste	
Sintesi contenuti	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.
Argomenti dell'insegnamento	• 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
Parole chiave	Educational Equity, Global Citizenship, Diversity, Action-Oriented Pedagogy, Intersectionality Educational Theory (Bildung), Teacher Professionalism, School Development, Teacher Collaboration
Prerequisiti	
Insegnamenti propedeutici	
Modalità di insegnamento	Online lecture with interactive elements
Obbligo di frequenza	In accordance with the regulation
Obiettivi formativi specifici e risultati di apprendimento attesi	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.
Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori 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)
Modalità di esame	Creation of a course-accompanying portfolio and a final reflection paper Secondary Education Pedagogy I +II
Criteri di valutazione	• Professional Knowledge • Reflective Competence • Professional Judgement and Innovation Quality • Practical Relevance and Applicability of the Portfolio Tasks • Portfolio Organisation, Presentation, and Academic Writing Quality
Bibliografia obbligatoria	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)
Bibliografia facoltativa	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.
Altre informazioni	
Obiettivi di Sviluppo Sostenibile (SDGs)	Sconfiggere la povertà, Parità di genere, Istruzione di qualità

Modulo del corso

Titolo della parte costituente del corso	Pedagogia della scuola secondaria 1: professionalizzazione e innovazione scolastica - in modalità remota
Codice insegnamento	83001A
Settore Scientifico-Disciplinare	PAED-01/A

Lingua	Tedesco
Docenti	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	3
Docente responsabile	
Ore didattica frontale	18
Ore di laboratorio	0
Ore di studio individuale	57
Ore di ricevimento previste	0
Sintesi contenuti	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.
Argomenti dell'insegnamento	• 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)
Modalità di insegnamento	Online Lecture with interactive elements
Bibliografia obbligatoria	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.
Bibliografia facoltativa	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

Modulo del corso

Titolo della parte costituente del corso	Pedagogia della scuola secondaria 2: Tematiche pedagogiche trasversali - in modalità remota

Codice insegnamento	83001B
Settore Scientifico-Disciplinare	PAED-01/A
Lingua	Tedesco
Docenti	dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Assistente	
Semestre	Primo semestre
CFU	3
Docente responsabile	
Ore didattica frontale	18
Ore di laboratorio	0
Ore di studio individuale	57
Ore di ricevimento previste	0
Sintesi contenuti	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.
Argomenti dell'insegnamento	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

Modalità di insegnamento	Online lecture with interactive elements
Bibliografia obbligatoria	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)
Bibliografia facoltativa	Further reading suggestions will be included in the lectures.