Syllabus

Course Description

Course Title	Literature and Children's Literature
Course Code	11425
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Prof. Maria Teresa Trisciuzzi, MariaTeresa.Trisciuzzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31590 Dott. Elisabetta Vanzetta, Elisabetta.Vanzetta@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44364 dr. Matteo Largaiolli, Matteo.Largaiolli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47495
Teaching Assistant	
Semester	Second semester
Course Year/s	4.
CP	12
Teaching Hours	70
Lab Hours	50
Individual Study Hours	180
Planned Office Hours	36
Contents Summary	See the individual course modules.
Course Topics	See individual The proposed educational pathway revolves around

	the study of children's literature and Italian literature, with a cross-disciplinary focus on educational practices, narrative forms, and the construction of the imaginary. Children's literature is explored as a complex and hybrid field, where words and images engage in dialogue with the cultural and social transformations of the present, offering resonant spaces to question representations of childhood, growth, difference, and nature. The course analyzes fairy tales, classics, contemporary novels, picturebooks, silent books, Wimmelbücher, graphic novels, and film narratives – from Western animation to Japanese cinema – to reflect on themes such as gender, inclusion, interculturality, metamorphosis, and emotional relationships. Alongside these theoretical contents, the workshops adopt an experiential approach to reading and text mediation, providing tools to evaluate editorial quality, design educational interventions, develop read-aloud practices, and foster creativity through body, gesture, sound, and storytelling. The picturebook serves as a starting point for designing meaningful and inclusive educational activities. The programme is completed by courses in Italian literature, which combine theoretical training in textual analysis with a historical reflection on the relationship between school and literature throughout the twentieth century. The overall path encourages a rethinking of storytelling as a living, critical, and transformative educational practice.
Keywords	ChatGPT said: children's literature, imagination, education, storytelling, childhood, visual storytelling, fairy tale and fable, classic fiction, contemporary fiction, illustrated book, picturebook, history of childhood, history of the family, inclusion, gender, metamorphosis, reading aloud, textual analysis, school and literature, interculturality, creativity.
Recommended Prerequisites	See individual course modules.
Propaedeutic Courses	
Teaching Format	The teaching methods are primarily participatory, with the exception of the Italian Literature course, which is delivered entirely online. Lectures are conducted in person and supported by multimedia materials such as slides, PowerPoint presentations,

	videos, and readings, encouraging active student engagement. The workshops, on the other hand, are highly interactive and collaborative: students work in groups, engage in shared reading and analysis activities led both by the instructor and by the students themselves, and take part in creative, hands-on tasks carried out directly in the classroom.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge in its essentials of the birth and evolution of Italian and foreign literature for children and young people; Habit of reading, as a continuous formation of the person; Ability to analyse and comment on a text by understanding its narrative language and interpreting its literary, moral and emotional message; Knowledge of tools to identify the aesthetic qualities and values of texts; Ability to promote cultural exchange through the study of Italian literature and children's literature; Ability to select books and texts for children; Ability to deal with texts in different forms (e.g. paraphrase, commentary) on different levels of linguistic competence; Ability to connect reading and writing and to deal creatively with texts read; Ability to introduce pre-school children to literacy; Knowledge of various forms of communication in the media. Expected learning outcomes - Habit of reading, as a continuing education of the person; - Ability to analyse and comment on a text by understanding its narrative language and interpreting its literary, moral and emotional message; - Knowledge of tools to identify the aesthetic qualities and values of texts; - Ability to promote cultural exchange through the study of Italian literature and children's literature; - Ability to select books and texts for children; - Ability to deal with texts in different forms (e.g. paraphrase, commentary) on different levels of linguistic competence; - Ability to connect reading and writing and to deal creatively with texts read;

	- Ability to introduce pre-school children to literacy; - Knowledge of various forms of communication in the media. The student at the end of the course - knows the cultural landscape in which literature for children and young people is set; - can analyse literary production for children in the light of specific knowledge acquired in the pedagogical, literary and historical fields; - is able to make connections between literary, filmic and iconographic texts and to investigate massmediological extensions of children's literature with appropriate tools; - is able to orientate himself/herself in the literary and narratological field, knows the complexity of meanings of narrative text and is familiar with the panorama of literary and narrative genres; - is able to use appropriate interpretative tools to orient himself/herself among the most significant publishing and multimedia products (from 'classics' to illustrated books, from cartoons to feature films) aimed at pre-school children and pupils of compulsory school age; - is familiar with the language of children's literature and masters its contents; - is able to argue and formulate personal and complex interpretations around the themes of children's fiction; - knows the theoretical approaches and possesses the interpretative tools to carry out a critical examination of children's literature production and to construct educational and didactic projects for reading education and the pleasure of reading, for education in narrative and visual, shared and individual expressiveness; - knows and masters the tools of pedagogical reflexivity with which children's literature looks at illustration; - is aware of the artistic potential of Italian and foreign children's and young people's literature; is aware in its essential lines of the birth and evolution of Italian and foreign children's and young people's literature; - is able to design and activate paths centred around illustration that take into account both the specific skills on the visual and the

	peculiar interaction with early childhood and, therefore, the unique relationship established between children and figures; - fosters the knowledge of theatre culture in relation to the activity of reading/animation aloud; - it also encourages the discovery and development of creative potential and socialisation - is capable of fostering the enhancement of fantasy and mimic expressiveness; - addresses expressiveness through gesture, voice, colours, sound, storytelling, movement. - knows and masters the tools of pedagogical reflexivity with which children's literature looks at illustration; - is aware of the artistic, expressive, communicative potential of illustrations; - is able to design and activate specific reading paths for primary schools, dividing them into "first readings", "reading for growth" and "advanced reading", always taking into account the individual desire of each child to proceed to the reading of a specific book regardless of age; - is able to choose and propose ways of approaching storytelling/telling mediated by reading, writing, oral narration, acting, etc.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination consists of a single final written examination with open-ended answers, divided into four parts constituting the module itself. The questions are on the topics covered in the courses and workshops. The weighting of the grade for the individual parts making up the examination as a whole is equally weighted for each of them (4 parts, each weighing 25% of the final grade). In the case of a failing grade for the entire module, any partial examinations successfully passed will be considered as already passed in the next attempt to take the entire Module examination. It should be noted that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Examinations Regulations, if a student fails an examination in three consecutive

	attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations).
Evaluation Criteria	The examination provides for the awarding of a single final mark. The following are assessed: - the organicity and completeness of the knowledge achieved with regard to the basic foundations of the discipline (theoretical and interpretative references, national and international literary and narrative panorama, ...) - the relevance and clarity of argument - the capacity for critical analysis, reflection, methodological rigour and personal reworking.
Required Readings	Italian Literature (Course) The poetic and non-fiction texts that will be read during the course will be indicated as the course progresses. Giulio Ferroni, *First Lesson in Italian Literature*, Laterza, Roma-Bari, 2009 (or later edition), chapters 1, 3, 4. Reading and approach to texts, textual comprehension, narration and communication (Lab.) - Mascia,T., The reader's paths. Theory and good practices for training. Ed. Sinestesie, 2020. ch. 2 and ch. 3 (in particular pp. 51-57, 72-77 and 100-121). Publication only available as a free downloadable e-book pdf from: https://www.edizionisinestesie.it/libri/i-percorsi-del-lettore-teoria-e-buone-pratiche-per-la-formazione/ - Roberta Cardarello, *Easy stories and difficult stories: evaluating children's books*. Junior Editions, 2004. - ch. 2., pp. 33-58. -& Materials selected by the teacher. Literature for Children (Course): - Trisciuzzi M.T., *Family Portraits. Images and representations in the history of children's literature*, ETS, Pisa, 2018.

	- The volume: Trisciuzzi M.T., *Hayao Miyazaki. Sguardi oltre la nebbia*, Carocci, Rome, 2013. - Reading of 2 classic or contemporary novels proposed within the volume *Ritratti di famiglia. Images and Representations in the History of Children's Literature* (ETS, 2018) (or agreed with the lecturer). -& Watching Hayao Miayazaki's films. Children's Literature (Lab): Eventual handouts for further study and list of illustrated books read in the classroom will be provided by the lecturer during the workshop lessons.
Supplementary Readings	- Rodari G., *Grammatica della fantasia. Introduzione all'arte di inventare storie,* Einaudi, Torino, 1973. - Chambers A., *The Infinite Reader* (edited by G. Zucchini), Equilibri, Modena, 2015. -& Gramantieri N., *The Illustrated Book and its Reader,*in Hamelin, *Open Eyes. Leggere l'albo illustrato,* Donzelli, Roma, 2012, p. 203-225. - Blezza Picherle S., *Formare lettori, promuovere la lettura: riflessioni e itinerari narrativi tra territorio e scuola*, FrancoAngeli, Milano, 3a ed. corrected 2018 - chapters 4, 5 and 7. - Trisciuzzi M.T. (ed.), *Sentieri tra i Classici. Vecchie e nuove proposte della Letteratura per l'infanzia e per ragazzi*. pp. 1-270, Pensa MultiMedia, Lecce, 2020. - Trisciuzzi M.T. (ed.), *Frontiere. New Horizons in Children's Literature*. pp. 1-174, Edizioni ETS, Pisa, 2020. - Trisciuzzi M.T. *Migrants. Narrating Interculture through Children's Literature*. In Nanni, S., Vaccarelli, A. (Ed.), *Interculture and school. Scenari, ricerche, percorsi pedagogici*. pp. 123-136, FrancoAngeli, Milano, 2019. [open access] - Trisciuzzi M.T., *Nodes to the comb. Direct and Indirect Bullying in Children's Literature",* in Dello Preite F. (ed.), *Feminicide, Violence against Women and Globalization,*Pensa Multimedia,

	Lecce, 2019. - Trisciuzzi M.T., *Image and Imagination in Education: Visual narrative through Children's literature.* RICERCHE DI PEDAGOGIA E DIDACTICS, 2017. [open access] - Trisciuzzi M.T., *Secret Gardens. Education and nature in children's literature,* in Dozza L. (ed.), *Maestra Natura. Per una pedagogia esperienziale e co-partecipata,* Zeroseiup, Bergamo, 2018. - Vanzetta, E.*, Quando si comincia a leggere da soli. In: 'The Pepeverde. Letture e letterature giovanili*". Rome, Valore Scuola. No. 18, 2023, p. 19-21 - Vanzetta, E., *Buoni e cattive storie. In: 'The Pepeverde. Letture e letterature giovanili".* Rome, Valore Scuola. No. 5, 2020. p. 14-16 For Italian Literature (Course) It is advisable to read the sections devoted to the poetry of the second half of the twentieth century and to Pasolini, Caproni, Zanzotto in any textbook on the history of Italian literature for the three-year secondary school level (e.g. Claudio Giunta, *Cuori intelligenti*, vol. 3B, *Dal secondo Novecento a oggi*, DeAgostini Scuola, Novara 2016, or later editions). Other useful reading: - Giorgio Caproni, *Registri di classe*, edited by Nina Quarenghi, Garzanti, Milan 2023 - Giulio Ferroni, *Prima lezione di letteratura italiana*, Laterza, Roma-Bari, 2009 (or later edition), chapters 2, 5, 6 -& Giordano Meacci, *Improvviso il Novecento. Pasolini professore*, Edizioni minimum fax, Rome 1999 - Valerio Valentini, *Nothing Better Than School. Pier Paolo Pasolini's pedagogical thought beyond the two Swiftian proposals*, in "Intersezioni", no. 36/2, August 2016, pp. 221-242
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Gender equality, Peace, justice and strong institutions, Climate action, Reduced inequalities

Course Module

Course Constituent Title	Italian Literature
Course Code	11425A

Scientific-Disciplinary Sector	ITAL-01/A
Language	Italian
Lecturers	dr. Matteo Largaiolli, Matteo.Largaiolli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47495
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course offers conceptual tools and opportunities for reflection aimed at fostering a critical and informed reading of literary texts within the framework of Italian literature. It is articulated in two parts: an initial phase introduces key methods and approaches to literary analysis, while the second, monographic phase is devoted to an in-depth exploration of the relationship between literature and school throughout the twentieth century and beyond, examined from multiple critical perspectives.
Course Topics	The first part of the course is devoted to describing some institutional aspects of literature. Some tools and methods of analysis and interpretation of the literary text will then be presented: - the history of literature (what is it, why is it useful, what is the literary "canon" and how can the canon be challenged, why are there so few women authors?); - hints of philology (how were texts written, e.g., Pinocchio?), metrics (what does a poem look like?); - digital tools: historical dictionaries and databases; - didactics of literature. The second part of the course will be devoted to a case study, in order to put into practice the tools and methods described in the first part of the course: the subject of the analysis will be the

	relationship between school and literature, approached from different points of view: poetry at school, the representation of school in literature, the teaching experience of some twentieth-century authors (e.g., Pasolini, Caproni, Zanzotto, Sciascia). In particular, the reflection and poetic work of some authors who were also teachers in elementary and middle school (today: primary and secondary school) after World War II, such as Pier Paolo Pasolini, Giorgio Caproni and Andrea Zanzotto, whose significant texts (poems, essays, reflections and interviews) will be examined.
Teaching Format	Lessons will alternate between online and interactive modes. The starting point will be the literary text, which will be complemented by reading articles, listening to audio material and watching films.
Required Readings	Giulio Ferroni, Prima lezione di letteratura italiana, Laterza, Roma-Bari, 2009 (o edizione successiva), capitoli 2, 5, 6. Eventuali integrazioni bibliografiche saranno fornite durante le lezioni.
Supplementary Readings	Giorgio Caproni, Registri di classe, a cura di Nina Quarenghi, Garzanti, Milano 2023

Course Module

Course Constituent Title	Reading and Text Handling, Understanding, Narrating and Communicating (Lab.)
Course Code	11425B
Scientific-Disciplinary Sector	ITAL-01/A
Language	Italian
Lecturers	Dott. Elisabetta Vanzetta, Elisabetta.Vanzetta@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44364
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0

Lab Hours	20 Gruppo 1, 2 e 3: Dott. Vanzetta Elisabetta
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop addresses reading competence in its different dimensions: - theoretical and operational guidelines for educational and didactic interventions to promote reading; - analysis of the characteristics of texts and changes according to age group; - classification of the most relevant subject areas in children's and young people's literature; - reading education and educational continuity between school, family and territory.
Course Topics	The dimensions of reading skills and reading models. Aesthetic and iconic education. Literary genres in children's fiction. Programming narrative paths for young readers. Theories, methods and techniques of reading promotion, reading education and development of reading. Text comprehension, comprehension testing and reading strategies. Resources and tools for teacher training.
Teaching Format	Participatory teaching through the use of slides, presentations, small and large group work, practical exercises.
Required Readings	Mascia,T., *I percorsi del lettore. Teoria e buone pratiche per la formazione.* Ed. Sinestesie, 2020. cap. 2 e cap. 3 (in particolare pp. 72-77 e 100-121). Pubblicazione disponibile solo in formato e-book pdf scaricabile gratuitamente al link: https://www.researchgate.net/publication/348715804_I_PERCORSI_DEL_LETT Roberta Cardarello, *Storie facili e storie difficili: valutare i libri per bambini*. Edizioni Junior, 2004. - cap. 2., pp. 33-58. Materiali selezionati e forniti dalla docente durante il laboratorio.

Supplementary Readings	Rodari G., *Grammatica della fantasia. Introduzione all'arte di inventare storie,* Einaudi, Torino, 1973. Chambers A., *Il lettore infinito* (a cura di G. Zucchini), Equilibri, Modena, 2015. Blezza Picherle S., *Formare lettori, promuovere la lettura: riflessioni e itinerari narrativi tra territorio e scuola*, FrancoAngeli, Milano, 3a ed. corretta 2018 – cap. 4, 5 e 7. Vanzetta, E., *Quando si comincia a leggere da soli*. In: "*Il Pepeverde. Letture e letterature giovanili*". Roma, Valore Scuola. N. 18, 2023, p. 19-21 Vanzetta, E., *Entrare nelle storie. Gli studi sulla promozione della lettura*. In: "Il Pepeverde. Letture e letterature giovanili". Roma, Valore Scuola. N. 14, 2022, p. 21-22 Vanzetta, E., *Buone e cattive storie*. In: "*Il Pepeverde. Letture e letterature giovanili*". RomaValore Scuola. N. 5, 2020. p. 14-16

Course Module

Course Constituent Title	Children's Literature
Course Code	11425C
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	Prof. Maria Teresa Trisciuzzi, MariaTeresa.Trisciuzzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31590
Teaching Assistant	
Semester	Second semester
CP	4
Responsible Lecturer	

Teaching Hours	40
Lab Hours	0
Individual Study Hours	60
Planned Office Hours	12
Contents Summary	Children's literature is a wide and multifaceted field, shaped by creative tensions and deep interconnections with educational thought, cultural memory, symbolic representations, and contemporary concerns. This course takes as its starting point a fundamental question: what image of childhood takes shape through words, pictures, and stories? The aim is not merely to provide tools for textual analysis, but to inhabit the texts as resonant and thought-provoking spaces—observing how children's literature stages growth, conflict, imagination, and emotional as well as natural landscapes, continuously negotiating between traditional forms and new, hybrid narratives. Students will explore fairy tales, nineteenth-century classics and contemporary novels, picturebooks, silent books, graphic novels, accessible formats, and filmic and multimedia narratives. Special attention will be given to the literary genealogies that shaped the canon, as well as to the ruptures and evolutions that challenge its boundaries—through themes, family structures, constructions of gender, and the multiple bodies and gazes represented in the texts. A pedagogical and critical perspective accompanies the reading of each work, weaving together literary, iconographic, ecocritical, queer, and intercultural approaches. The course explores narratives that engage with inclusion, difference, citizenship, and metamorphosis; stories that reclaim slowness and wonder; texts that build bridges between languages and open pathways toward an education responsive to complexity. Rather than classify, we seek to listen. To perceive in children's books—and at times even in those not explicitly written for children—the vibration of another temporality, the voice of the imaginary, and the possibility of rethinking childhood not as a fixed category, but as a shifting figure capable of revealing, transforming, and caring.
Course Topics	- Fairy tales, classics and contemporary fiction: a general overview.

	- In-depth exploration of the cultural, social and pedagogical history of childhood, reinterpreted through some of the most significant works of children's literature from the nineteenth century to the present, including texts that offer powerful "family portraits" and provide a critical perspective on family stories in relation to changing family models and affective dynamics in contemporary society. - Visual storytelling: picturebooks, silent books, Wimmelbücher, high readability formats (CAA), and the artistic, expressive and communicative potential of illustration. - Children's literature and its contaminations, including film narratives: from the origins of animated cinema to Walt Disney and Pixar, up to the Japanese feature films by director Hayao Miyazaki. Throughout the course, through the analysis of classic and contemporary novels, picturebooks, silent books, Wimmelbücher, graphic novels, and animated films from both Western and Eastern traditions, several interdisciplinary questions will also be explored, as they emerge across children's literature and its visual and hybrid narrative forms. These include: - Gender and symbolic representations, with a critical focus on the words, images, and imaginaries that shape growth and identity. - Childhood and nature, through stories that highlight the deep-rooted connection between children and the natural world, and the educational potential of landscape. - Bullying and relational dynamics, explored through stories that invite reflection on conflict, empathy, and the possibility of repair. - Interculturality and citizenship, addressed through narratives of migrant childhoods and cultural pluralities that challenge identity beyond national belonging. - Inclusion and difference, in the many ways children's literature becomes a space for listening, visibility, and welcoming the other.

	- Dualisms and hybridisations, questioning traditional oppositions (nature/culture, male/female, adult/child) and opening the way to fluid and metamorphic readings. - Educational intersections, understood as meeting points between experiences, perspectives and knowledges, where literary narratives can generate new connections among languages, subjectivities and contexts.
Teaching Format	Lessons will be participative in nature, through the use of slides, films, projections of illustrations, classroom readings.
Required Readings	-The volume: Trisciuzzi M.T., Ritratti di famiglia. Immagini e rappresentazioni nella storia della letteratura per l'infanzia, ETS, Pisa, 2018. - The volume: Trisciuzzi M.T., Hayao Miyazaki. Sguardi oltre la nebbia, Carocci, Rome, 2013. - Reading of 2 classic or contemporary novels proposed within the volume Ritratti di famiglia. Immagini e rappresentazioni nella storia della letteratura per l'infanzia (ETS, 2018) (or agreed with the teacher). - Watching films by the director Hayao Miayazaki.
Supplementary Readings	-Rodari G., Grammatica della fantasia. Introduzione all'arte di inventare storie, Einaudi, Torino, 1973. -Boero, P. (2020). Una storia, tante storie. Guida all'opera di Gianni Rodari. Torino: Einaudi Ragazzi. - L. Acone, S. Barsotti, W. Grandi, Da genti e paesi lontani. La fiaba nel tempo tra canone, metamorfosi e risonanze, Marcianum Press - Edizioni Studium, Venezia, 2023. -Acone, L., Trisciuzzi, M. T., & Ferro Allodola, V. (Eds.). (2025). *La letteratura per l'infanzia come strumento di promozione del ben-essere e di contrasto alle povertà educative: Percorsi di ricerca interdisciplinari* [Numero monografico]. *Medical Humanities e Medicina Narrativa – MHMN*, 10(1).

	-Trisciuzzi, M. T. (2025, giugno). *Econarrazioni della cura. Percorsi simbolici nella letteratura per l'infanzia*. *Medical Humanities & Medicina Narrativa*, 10(1), 25–41. https://doi.org/10.53136/97912218193802 ISBN 979-12-218-1938-0 | ISSN 2724-3281 -Trisciuzzi M. T. (2025). *Nuovi alfabeti famigliari.* In *La Chiave di Sophia n.26 – Ritratti familiari.* Febbraio – Maggio 2025. Nodo Edizioni S.r.l. (www.nodoedizioni.it) ISSN: 2531-954X -Trisciuzzi M. T. (2024). *Life at Plumfield. Raising little women and little men through Louisa May Alcott's progressive American education*. "Women & Education", 2(3), 18-23. DOI: https://doi.org/10.7346/-we-II-03-24_05 https://ojs.pensamultimedia.it/index.php/women_education/article/view/7249/622 -Trisciuzzi MT (2023). *La luna di Kiev. Pace e guerra nella letteratura per l'infanzia.* In: "MeTis. Mondi educativi. Temi, indagini, suggestioni", *Alle radici… della pace e della guerra***.** 13(1) 2023, pp. 105-121. ISSN: 22409580 DOI: 10.30557/MT00251 Open Access. https://www.metisjournal.it/index.php/metis/article/view/596/502 -Trisciuzzi MT (2023). *Anne of Green Gables. Female portraits of childhoods in the Lucy Maud Montgomery's coming-of-age novels.* In "Women & Education"". 1(1), 23-29. DOI: https://doi.org/10.7346/-we-I-01-23_05 https://ojs.pensamultimedia.it/index.php/women_education/issue/view/316 -Trisciuzzi MT (2024). *Varcare la soglia. Riflessioni sulla vita, la morte e il lutto tra letteratura per l'infanzia e death education.* In: Cagnolati A., Petruzzi, C. (a cura di) *E la regina morì...Ricordando Angela Articoni.* Foggia: TAB, pp. 17-43. - Trisciuzzi M.T. (a cura di), Sentieri tra i Classici. Vecchie e nuove proposte della Letteratura per l'infanzia e per ragazzi. pp. 1-270, Pensa MultiMedia, Lecce, 2020. - Trisciuzzi M.T. (a cura di), Frontiere. Nuovi orizzonti della

	Letteratura per l'infanzia. pp. 1-174, Edizioni ETS, Pisa, 2020.

Course Module

Course Constituent Title	Children's Literature (Lab.)
Course Code	11425D
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	Prof. Maria Teresa Trisciuzzi, MariaTeresa.Trisciuzzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31590
Teaching Assistant	
Semester	Second semester
CP	3
Responsible Lecturer	
Teaching Hours	0
Lab Hours	30 Gruppo 1, 2 e 3: Prof. Trisciuzzi Maria Teresa
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The workshop aims to provide knowledge on Children's Literature and the study of the imaginary, exploring intervention strategies for the promotion of reading pleasure and comprehension, the exploration of texts, specifically the illustrated book and its derivatives, and reflection on them through the use of quality publishing products. Indicators for assessing the quality of texts aimed at children, for diagnosing their comprehensibility and for identifying the most effective ways of mediating them will be considered. During the workshop, creative projects will be carried out for theatre and creativity education, offering preparatory exercises for the expressive art of reading aloud, for the development of expressiveness through gesture, voice, colours, sound, storytelling and movement. Suggestions will also be given for techniques to approach and

	provide operational support for teaching activities, through the construction of materials, games, and the design of workshops themselves, always starting from the reading of a text. During the workshop the theoretical and operational guidelines that support the design of educational and didactic interventions for the development, support and promotion of reading will be proposed.
Course Topics	The topics covered in the workshop are: - Shared reading and creative storytelling: reading aloud practices, invention of stories, construction of characters and narrative paths. - Illustrated books and image languages: iconic analysis, aesthetic education, creative use of the book in educational design. - Multisensoriality and the narrating body: sound, gesture, touch, voice, materials: storytelling through the senses. - Thematic workshops: emotions, identity, diversity, ecology, memory. - Art and literature: impressionism, photography, illustration as narrative devices. - Outdoor education and narrated nature: experiences in the green, ecological narratives, seed books. - Inclusion and accessibility: highly readable narratives, CAA, inclusive and participatory practices.
Teaching Format	Description of teaching and learning methods Lessons will be participative in nature, through the use of slides, films, projections of illustrations and discussion of good practice. Practical activities will be carried out from the readings during the workshop. During the workshop, presentations and read alouds will be made by the lecturer, students individually or in groups, based on fiction readings chosen during the lessons. Practical activities will also be performed in small and large groups.
Required Readings	Any handouts for further study and a list of illustrated books read in the classroom will be provided by the lecturer during the workshop lectures.
Supplementary Readings	