Syllabus

Course Description

Course Title	History of Education and Comparative Education
Course Code	12404
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/B
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428 Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
Teaching Assistant	
Semester	Second semester
Course Year/s	1.
CP	8
Teaching Hours	60
Lab Hours	20
Individual Study Hours	120
Planned Office Hours	24
Contents Summary	The courses of the module belong to the basic subjects in the area M-PED/02 (History of Education and Comparative Education). The module imparts knowledge of scientific theory, the history of ideas and social history, education, training and institutions, which is also of practical professional use due to its reflexive and discursive reference to the present.

Course Topics	See the individual course modules
Keywords	Reflection on current and historical educational ideas and real-world concepts based on historical and comparative engagement.
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual course modules
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Students should achieve the following specific educational objectives: - Knowledge of the foundations of upbringing and education in different historical, cultural and socio-economic contexts; ability to make comparative analyses and reasoned judgements; - In-depth and factually enriched understanding of the historicity of educational paradigms; - Ability to apply a scientifically comparative, historically informed and problem-conscious perspective; insight into its methodological prerequisites; - Understanding of current educational discourses and practices against the background of historical and international comparison; - Ability to reflect on and critically assess differences and reflections between educational theories and practices and the underlying images of humanity; - Knowledge and reflexive understanding of educational concepts in different geographical and cultural areas; ability to understand the structure and internal processes of national educational systems and to assess their significance for one's own educational activities; - Acquire country-specific and cross-national, scientific knowledge on educational topics, assess it in scientific, political and practical dimensions and relate it to their own professional contexts of action; - be able to assess the significance of a cultural identity reflected in historical and international comparison for their own pedagogical actions; be able to use historical foundations and international, regional and cultural comparison as instruments of scientific analysis and reflection in fields of pedagogical theory and practice.

	Expected learning outcomes and competences: Knowledge and understanding - Students should understand the historicity of educational structures, educational concepts and educational theories through knowledge of developments in the history of ideas, education and school history. - Students will be familiar with basic concepts of international comparison and its methodological requirements. - They can competently utilise and evaluate scientific and educational policy knowledge resources. - They understand their own professional and structural contexts against the background of differing regional, national, European and global educational structures. Applying knowledge and understanding - Students can reflexively apply the knowledge and extended understanding they have acquired to professional fields of pedagogy as well as to educational issues and educational practices and gain inspiration for their own educational practice and its academic analysis. - They can transfer comparative methods and the construction of reference norms to educational practice, e.g. in performance measurement or reform projects. - By understanding complex interrelationships in the field of education, they can help to relativise stereotypes and prejudices. - They are able to analyse comparatively relevant topics in relation to their profession and translate them into concepts for educational practice; with a view to possible alternatives, they are able to contribute to the conceptual and practical design of educational institutions. Judgement - Students are able to form a reflexive judgement about educational discourses, educational policy strategies and educational institutions in the past and present. - They can make a reflexive, pedagogically based judgement about their own, regional and local educational area by critically analysing and comparing international, cultural and historical research results. - They can critically and reflexively relate judgements to their

	normative background and to the findings of scientific research. Communication - In discussions on historical and comparative educational issues, students are able to express themselves verbally and in writing in an appropriate and academically reflective manner. - They have the ability to change perspectives on theoretical grounds and have the communicative strategies to use these for cognitive differentiation, relativising strategies and intercultural communication. Learning strategies - Students learn to reflect on their own learning strategies by working on educational concepts and structures in different times and spaces. They learn about and apply methods of generating, criticising and analysing sources. - They are aware that education and educational science are subject to temporal and cultural-spatial changes and must be constantly analysed, reflected upon and redesigned. - They are able to use the available academic knowledge resources and digital media professionally, critically and competently and to develop their own learning processes.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written final examination (written exam) in the form of fixed and/or open questions on both lectures. In addition, the preparation of written papers on specific topics is required for the laboratory. The assignments for this will be announced in detail at the beginning of the semester and published on the platform set up for the module.
Evaluation Criteria	Assignment of a single final assessment for the entire module on the basis of the written examination and the written assignments prepared for the laboratory. The prerequisite for passing the module examination is a positive assessment in all three parts of the module. In the event of a negative assessment of the module as a whole, any positively assessed module parts will be credited the next time

	you take the module examination. Please note, however, that a negative assessment will also be included in the count of examination attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates. (see also article 6, paragraph 4 of the current examination regulations). The syllabus, the topics covered, the expected learning outcomes and the specific educational objectives are the reference for the assessment. Explicit and independent consideration of literature beyond the compulsory literature is assessed positively. Criteria for assessment are: Appropriate answers, logical structure, clear argumentation, reference to literature, ability to critically analyse and reflect, use of scientific terminology, independent and reasoned judgement. In the laboratory, active participation is also included in the assessment (criteria for this are discussed in detail at the beginning of the semester).
Required Readings	· Augschöll Blasbichler, Annemarie (2023): *The implementation of the Gentile Reform in South Tyrol and its effects on the educational biographies*. In Civitas educationis- Education, Politics, and Culture, a. XII, n. 2., (pp. 24-44). · Fend, Helmut (2006): *Geschichte des Bildungswesens. Der Sonderweg im* *europäischen Kulturraum. Wiesbaden*. **Daraus**: Die Anfänge institutionalisierte Bildung als okzidentaler Sonderweg in ihren inhaltlichen und organisatorischen Rückbindung auf Antike und Christentum (S. 35-62, 87-94); Die Säkularisierung der Bildung (S. 107-109); Die Reformation und der Beginn der Alphabetisierung (S. 111-117, 135-137); Das Zeitalter der Aufklärung und die Entstehung der modernen Bildungssysteme (S. 139-150, 168-170). · Kerle, Ursina; Augschöll Blasbichler, Annemarie; Düggeli; Albert (2023): *Kindheit und Schulzeit in zwei Alpenregionen –*

Aufwachsen und Lernen

in Südtirol und Graubünden zwischen 1920 und 1970. **Daraus:** Die

Schulsituation in Südtirol von 1920 bis 1970 S.17-28). Chur, Collana.

· Skiera, Ehrenhard (2003): *Reformpädagogik in Geschichte und Gegenwart*.

München, Wien. **Daraus**: Kunst- und

Arbeitsbewegung (S. 103-109, 114-120, 161-162); Landerziehungsheime – Hermann

Lietz (S. 173-178); Maria Montessori (S. 195-198, 205-230); Waldorf (S.

233-266); Dalton-Plan (S. 269-272, 279-286); Jenaplan (S. 289-308); Célestin

Freinet (S. 311-328).

· Adick, Christel (2008): Vergleichende Erziehungswissenschaft - Eine Einführung. Stuttgart, Kohlhammer. (Auszüge)

· Adick, Christel (2013): Bildungsentwicklungen und Schulsysteme in Afrika, Asien, Lateinamerika und der Karibik. Münster/New York/München/Berlin. Waxmann. (Auszüge)

· Allemann-Ghionda, C. (2004). Einführung in die vergleichende Erziehungswissenschaft. Weinheim und Basel: Beltz. (S. 66–81)

· OECD (2024): Bildung auf einen Blick 2024. BMBF, Bertelsmann (dt. Ausgabe) Daraus: Executive Summary, ausgewählte Indikatoren.

· Profanter, A. (2017). A filmic adventure: Women in polygynous marriages in Oman. In E. Maestri & A. Profanter (Eds.), Arab Women

and the Media in Changing Land- 22 scapes (pp. 123-148). London,

New York, et al.: Palgrave Macmillan. ISBN: 978-3- 319-62794-6

· Profanter, Annemarie (2013). Hic et Ibi: Comprendere (l')altrove per applicare in luogo. Pedagogia più Didattica. Teorie e pratiche educative. Rivista Quadrimestrale, 3, 59- 64. Erickson.

· Profanter, A. (2017). University is a private matter: Higher

	Education in Saudi Arabia. In D. Cantini (Ed.), Rethinking Private Higher Education. Ethnographic Perspectives (pp. 158-192). Leiden: Brill. ISBN: 978-90-04-26739-8 ·Seel, Norbert M. & Hanke, Ulrike (2015): Vor- und Frühgeschichte (S. 126-155); Erziehung in der Antike (S. 161-192). In: Erziehungswissenschaft. Lehrbuch für Bachelor-, Master- und Lehramtsstudierende. Berlin, Heidelberg: Springer.
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Reduced inequalities, Decent work and economic growth, Gender equality

Course Module

Course Constituent Title	History of Education and Educational Institutions
Course Code	12404A
Scientific-Disciplinary Sector	PAED-01/B
Language	German
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428
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	Students are introduced to the history of education as a science of reflection and action. Using a hermeneutic approach, historical developments are analysed and reflected upon from the

	perspective of the present. Starting from antiquity, the first focus of the lecture is on the history of ideas and theories, i.e. the pedagogy of the Enlightenment, pietistic, (new) humanistic concepts, humanities and critical-emancipatory pedagogy; fluid transitions, continuities and discontinuities will be analysed; more recent and contemporary branches (psychoanalytical, ecological, hu-manontogenetic, gender and queer approaches) of pedagogy will be considered. The second focus is on the social history of institutions and the respective social, socio-economic, cultural and political conditions. In particular, it deals with the history of schools and kindergartens as well as the teaching profession as an institutionalised educational structure with special consideration of the Tyrolean/South Tyrolean region. Both focal points are interlinked.
Course Topics	The planned topics are: - Introduction, a) Methodology: periodisations, sources, dependence on theory and perspectives; time and space; b) Transversals: social contexts; persons; institutions; occupation and professionalisation; ages; visions and concepts; - The emergence of institutionalised education, the history of ideas and the real history of education in the Greek polis and the Roman Empire; - The theory of the institutional actor and the occidental special path of the socialisation of teaching and learning (Fend); - Early and High Middle Ages; early modern period; - Reformation and Counter-Reformation; - Early modern period; society in transition; - Enlightenment; - Development of the education system and kindergarten, implementation of compulsory schooling; - From the estate school to the performance school, reform pedagogy and its significance for kindergarten and school; - Fascism and National Socialism; - Pedagogy in the post-war period; - In-depth study: 1000 years of the genesis of schools and kindergartens in what is now South Tyrol (developments in school history in the Habsburg Empire and in Italy); with special consideration of developments and factors relevant to educational biographies at the normative level (school regulations/reforms),

	the programmatic level of school administration and the level of concrete implementation (local schools) in the 20th century. The event is being held in close cooperation with the Research and Documentation Centre for the History of Education in South Tyrol.
Teaching Format	Lecture with media support and active student participation, in-depth group work, literature study, discursive discussion in plenary sessions, hermeneutic interpretation of texts, generation and analysis of source materials.
Required Readings	• Augschöll Blasbichler, Annemarie (2023): *The implementation of the Gentile Reform in South Tyrol and its effects on the educational biographies*. In Civitas educationis-Education, Politics, and Culture, a. XII, n. 2., (pp. 24-44). • Fend, Helmut (2006): *Geschichte des Bildungswesens. Der Sonderweg im europäischen Kulturraum. Wiesbaden*. **Daraus**: Die Anfänge institutionalisierte Bildung als okzidentaler Sonderweg in ihren inhaltlichen und organisatorischen Rückbindung auf Antike und Christentum (S. 35-62, 87-94); Die Säkularisierung der Bildung (S. 107-109); Die Reformation und der Beginn der Alphabetisierung (S. 111-117, 135-137); Das Zeitalter der Aufklärung und die Entstehung der modernen Bildungssysteme (S. 139-150, 168-170). • Kerle, Ursina; Augschöll Blasbichler, Annemarie; Düggeli; Albert (2023): *Kindheit und Schulzeit in zwei Alpenregionen – Aufwachsen und Lernen in Südtirol und Graubünden zwischen 1920 und 1970*. **Daraus:** Die Schulsituation in Südtirol von 1920 bis 1970 S.17-28). Chur, Collana. • Skiera, Ehrenhard (2003): *Reformpädagogik in Geschichte und Gegenwart*. München, Wien. **Daraus**: Kunst- und Arbeitsbewegung (S. 103-109, 114-120, 161-162); Landerziehungsheime – Hermann Lietz (S. 173-178); Maria Montessori (S. 195-198, 205-230); Waldorf (S. 233-266); Dalton-Plan (S. 269-272, 279-286); Jenaplan (S. 289-308); Célestin Freinet (S. 311-328).
Supplementary Readings	will be announced in the course itself

Course Module

Course Constituent Title	History of Childhood and Youth Education (Lab.)
Course Code	12404B

Scientific-Disciplinary Sector	PAED-01/B
Language	German
Lecturers	Prof. Mag. Dr. Annemarie Augschöll Blasbichler, annemarie.augschoell@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/428
Teaching Assistant	
Semester	Second semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppe 1, 2, 3 und 4: Prof. Dr. Annemarie Augschöll Blasbichler
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	In the laboratory, aspects of the lecture that are suitable for in-depth reflection or that require in-depth discussion are dealt with. On the basis of selected primary sources and secondary literature, individual and group analyses and group discussions on the topics are encouraged using a research-based learning approach. Of particular importance are the historical references to childhood and youth in relation to the educational institutions of kindergarten and primary school and the students' future professional practice. The event takes place in close cooperation with the Research and Documentation Centre for the History of Education in South Tyrol.
Course Topics	The content focuses on reflective discussions of the personal dimension of childhood, youth and educational history as well as suitable methods of research and analysis. The individual topics are selected and discussed in consultation with the lecturers of the lecture and the module coordinators. Particular attention must be paid to - Methodological survey and analysis procedures as well as interdisciplinary approaches to educational history topics; - The historical genesis of kindergarten and school as institutionalised educational institutions and their respective contextualisation in real history; - School and kindergarten as historical places of living, learning

	and working; - Educational biographies and their conditions in political, economic and socio-cultural contexts; - Reform pedagogical concepts, their historical and ideological contexts of origin, their understanding of man, child and learning and their interpretation in current organisational and didactic concepts for kindergarten and school.
Teaching Format	Cooperative forms of learning, reflective individual and collective examination of the topics, also with the inclusion of primary sources and secondary literature
Required Readings	• Augschöll Blasbichler, Annemarie (2023): *The implementation of the Gentile Reform in South Tyrol and its effects on the educational biographies*. In Civitas educationis-Education, Politics, and Culture, a. XII, n. 2., (pp. 24-44). • Fend, Helmut (2006): *Geschichte des Bildungswesens. Der Sonderweg im europäischen Kulturraum. Wiesbaden*. **Daraus**: Die Anfänge institutionalisierte Bildung als okzidentaler Sonderweg in ihren inhaltlichen und organisatorischen Rückbindung auf Antike und Christentum (S. 35-62, 87-94); Die Säkularisierung der Bildung (S. 107-109); Die Reformation und der Beginn der Alphabetisierung (S. 111-117, 135-137); Das Zeitalter der Aufklärung und die Entstehung der modernen Bildungssysteme (S. 139-150, 168-170). • Kerle, Ursina; Augschöll Blasbichler, Annemarie; Düggeli; Albert (2023): *Kindheit und Schulzeit in zwei Alpenregionen – Aufwachsen und Lernen in Südtirol und Graubünden zwischen 1920 und 1970*. **Daraus:** Die Schulsituation in Südtirol von 1920 bis 1970 S.17-28). Chur, Collana. • Skiera, Ehrenhard (2003): *Reformpädagogik in Geschichte und Gegenwart*. München, Wien. **Daraus**: Kunst- und Arbeitsbewegung (S. 103-109, 114-120, 161-162); Landerziehungsheime – Hermann Lietz (S. 173-178); Maria Montessori (S. 195-198, 205-230); Waldorf (S. 233-266); Dalton-Plan (S. 269-272, 279-286); Jenaplan (S. 289-308); Célestin Freinet (S. 311-328).
Supplementary Readings	will be announced in the course itself

Course Module

Course Constituent Title	Comparative Education

Course Code	12404C
Scientific-Disciplinary Sector	PAED-01/B
Language	German
Lecturers	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
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	Students are introduced to comparative education as a science of reflection and action. In a comparative social science approach, students will a) work on basic methodological questions of comparison, b) analyse and reflect on different educational systems, in particular kindergarten and primary school, in an international and global context; c) transnational actors and organisations, their political foundations, organisational structures and, in particular, their results are given special consideration. The guiding principles are always two interconnected perspectives: to broaden the view of the 'own' with regard to the 'other' and to condense and utilise the 'other' with regard to the 'own'.
Course Topics	- Homogeneity, variety, diversity; - Cultural identity in the modern age - education in islamic countries and what we can or rather should learn from educational systems at points of origins of immigrants in South Tyrol; - Globalisation - world system, knowledge, education, - educational systems; variations and the problem of units of comparison; - educational science in an intercultural comparison - the historical

	and empirical variations in pedagogical thinking and research; - Perspectives and aspects: Comparison and interculturality; - basic concepts of humankind; comparative educational science in pedagogical training; - Quality of education in international comparison: PISA, etc. - Comparison of selected national and international education systems; - OECD annual report "Education at a glance" - data and findings on the comparative development of education systems; key figures; - Early childhood education in international comparison.
Teaching Format	Lecture with media support and active participation of the students, in-depth group work, literature study, discursive discussion in plenary, analysis and interpretation of sources, tables and graphics.
Required Readings	Adick, Christel (2008): Vergleichende Erziehungswissenschaft - Eine Einführung. Stuttgart, Kohlhammer. (Auszüge) Adick, Christel (2013): Bildungsentwicklungen und Schulsysteme in Afrika, Asien, Lateinamerika und der Karibik. Münster/New York/München/Berlin. Waxmann. (Auszüge) Allemann-Ghionda, C. (2004). Einführung in die vergleichende Erziehungswissenschaft. Weinheim und Basel: Beltz. (S. 66–81) OECD (2024): Bildung auf einen Blick 2024. BMBF, Bertelsmann (dt. Ausgabe) Daraus: Executive Summary, ausgewählte Indikatoren. Profanter, A. (2017). A filmic adventure: Women in polygynous marriages in Oman. In E. Maestri & A. Profanter (Eds.), Arab Women and the Media in Changing Land- 22 scapes (pp. 123-148). London, New York, et al.: Palgrave Macmillan. ISBN: 978-3- 319-62794-6

	Profanter, Annemarie (2013). Hic et Ibi: Comprendere (l')altrove per applicare in luogo. Pedagogia più Didattica. Teorie e pratiche educative. Rivista Quadrimestrale, 3, 59- 64. Erickson. Profanter, A. (2017). University is a private matter: Higher Education in Saudi Arabia. In D. Cantini (Ed.), Rethinking Private Higher Education. Ethnographic Perspectives (pp. 158-192). Leiden: Brill. ISBN: 978-90-04-26739-8 Seel, Norbert M. & Hanke, Ulrike (2015): Vor- und Frühgeschichte (S. 126-155); Erziehung in der Antike (S. 161-192). In: Erziehungswissenschaft. Lehrbuch für Bachelor-, Master- und Lehramtsstudierende. Berlin, Heidelberg: Springer.
Supplementary Readings	