

Syllabus

Course Description

Course Title	Research Methods and Academic Writing in Educational Contexts
Course Code	13403
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin; German
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Katja Julia Kansteiner, Katja.Kansteiner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50296 Mag. Ruth Bernardi, Ruth.Bernardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/17380 Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498
Teaching Assistant	
Semester	Second semester
Course Year/s	1.
CP	7
Teaching Hours	30
Lab Hours	20
Individual Study Hours	125
Planned Office Hours	21
Contents Summary	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.
Course Topics	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 exercises - 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
Keywords	Scientific work, empirical social research, research in early childhood education and primary school education, research and professional development
Recommended Prerequisites	
Propaedeutic Courses	/
Teaching Format	Lecture and seminar

Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding The students - know the theoretical and methodological foundations of education and social sciences as well as the basic 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 content-related state of research 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 to educational science issues; - 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 The students - can evaluate possible applications and the scientific and practical significance of research methods; - can assess the quality of educational studies; - are able to recognise and assess the necessity of basic techniques and rules for scientific writing; - can 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 scientific work and writing.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written exam, considering a portfolio created during the semester in self-study time
Evaluation Criteria	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 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).
Required Readings	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_kommentieren.pdf
Supplementary Readings	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 erweiter. 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.
Further Information	
Sustainable Development Goals (SDGs)	Quality education

Course Module

Course Constituent Title	Research Methods and Scientific Work in Educational Contexts
Course Code	13403A
Scientific-Disciplinary Sector	M-PED/04
Language	German
Lecturers	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
Teaching Assistant	
Semester	
CP	5
Responsible Lecturer	
Teaching Hours	30 24 Stunden: Prof. Dr. Katja Julia Kansteiner 6 Stunden: Prof. Dr. Iris Nentwig-Gesemann
Lab Hours	0
Individual Study Hours	95
Planned Office Hours	15
Contents Summary	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.
Course Topics	- 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
Teaching Format	Lecture with media support, partner work, in-depth group work, exercises. Preparation and follow-up of the lecture content is expected.
Required Readings	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_kommentieren.pdf
Supplementary Readings	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.

Course Module

Course Constituent Title	Introduction to Academic Writing (Lab.)
Course Code	13403B
Scientific-Disciplinary Sector	L-FIL-LET/09
Language	Ladin
Lecturers	Mag. Ruth Bernardi, Ruth.Bernardi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/17380
Teaching Assistant	
Semester	
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory serves to deepen the content of the topics 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.
Course Topics	- 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, in particular e.g. summary, essay, review, reflective texts, abstract; - Aspects of coherence, cohesion and section formation in texts; - Aspects of academic language, connection 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.
Teaching Format	Inputs, dialogues, exercises in individual and group form, forms of feedback; Preparation before and after class is expected.
Required Readings	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.
Supplementary Readings	