Syllabus

Course Description

Course Title	General Pedagogy and Didactics 1 - Basics
Course Code	11400
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. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
Teaching Assistant	
Semester	First semester
Course Year/s	1.
CP	11
Teaching Hours	60
Lab Hours	40
Individual Study Hours	175
Planned Office Hours	33
Contents Summary	This is a module of the basic training area. It is placed at the beginning of the first semester of the first year of the Master's degree course, as it is intended to serve as an orientation and first acquaintance with the educational contexts for 2-7 year olds (pre-school and the pre-school-family relationship).
Course Topics	The module introduces the theoretical-methodological foundations of pedagogy and general didactics with particular reference to the 2-7 age group. It accompanies students to get to know, understand, experience and reflect on: (a) the complexity and quality of educational

	contexts and relationships; (b) educational projects and processes; (c) the specificity and importance of the teaching profession for the individual development of each child and the value of the teaching profession as a social profession.
Keywords	Pedagogy; didactics; childhood, learning environment; school
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual modules of the course
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Students should be able to - Acquire the theoretical-methodological foundations of pedagogy and didactics in relation to pre-school and primary school. - Know and use the basic terminology of pedagogy and didactics. - To be able to describe, analyse, represent and predict relational dynamics and emotional and cognitive processes in childhood both in free and organised play situations and in teaching-learning situations. - To integrate the potential of the media into teaching and to reflect on this potential in a critical and productive manner. - To know the basics of educational planning and programming and the development of learning contexts and/or stations. Expected learning outcomes: - Disciplinary skills: - Knowledge and understanding - Ability to apply knowledge and understanding - Transversal 'soft skills - Autonomy of judgement - Communication skills - Learning skills Knowledge and ability to understand of the key concepts and terminology of general and social pedagogy and didactics with a focus on - human and social value and responsibility of those who work in the educational field (teacher, educator and other "social professions") for the development of each and every person and as a resource for the community;

	- different theories and practices (consequent educational setting and coherence with the educational project they claim to pursue: relationships and rules, organisation of spaces, time, methodologies and teaching techniques, etc.); - actuality and potential of technologies; - pedagogical choices and teaching methodologies (contexts and methodologies) for the development of children's autonomy the ability to collaborate among peers; Ability to apply knowledge and understanding - Knowing how to analyse concrete situations using known pedagogical and didactic theoretical-methodological references; - Design and realise situations of play and self-directed, responsible, collaborative learning; - Thinking and planning the development of stimulating environments inside and outside the section/class for emotional and cognitive development and the adoption of autonomous behaviour; - Knowing how to make use of technological tools in the planning and realisation of teaching activities. Autonomy of judgement expressed through the ability to - reflection, discussion, in-depth study and per-sonal re-elaboration of the module's emerging themes; - active listening, decentralisation and understanding of dif-ferent points of view; - critical analysis of one's own modes of media use. Communication skills expressed through the ability to - communicating in a group by knowing how to support one's own ideas; - active listening by knowing how to carry out task development and relational dynamics; - reflection/research in relation to the theory-practice, praxis-theory dialectic; - communicating and analysing issues in multi-professional teams. Learning ability expressed through: - appropriate use of pedagogical terminology in the discussion of cases relating to the 2-7 age group; - ability to describe, analyse, interpret teaching situations relating

	to the 2-7 age group by referring to different pedagogical and teaching theories; - ability to reflect on one's own training and related self-assessment (portfolio). The skills and abilities described will be assessed both in itinere (formative assessment: through individual and group activities) and in the final examination.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination is written and oral. Each of the courses and workshops will offer mid-term tests, the methods of which will be described at the beginning of the course (closed and open written tests and/or oral presentations), which focus on knowledge of the topics and concepts covered, the ability to apply knowledge and understanding, critical analysis and reflection. The examination is completed with an oral interview.
Evaluation Criteria	The examination provides for a single final mark which is the average of the marks of the different parts of the examination (oral and written). For the written examination, the following are considered and assessed: relevance, logical structure, clarity of argument, lexical appropriateness and completeness. In relation to the oral examination (as well as performances and simulations) the following are considered and assessed: relevance, clarity of argument, capacity for critical analysis, ability to re-elaborate and reflect on the experience gained within the module, demonstrating basic ability to transpose theory into practice and to read theory into practice. In the event of a failing grade for the entire module, any successfully passed partial examinations will be considered as already passed at the next attempt to take the entire module examination. It should be borne in mind 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 examination regulations, if a student does not pass 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(4) of the current Regulations for Proficiency Examinations).
Required Readings	1. S. Kanizsa, A. M. Mariani, *Pedagogia generale,* Pearson, Milan-Turin, 2017. 2. Nigris E., Teruggi L., & Zuccoli F. (2021). *Didattica generale*. Milan-Turin: Pearson Italia. 3. Castoldi, M. (2017). *Costruire unità di apprendimento. Guida alla progettazione a ritroso*. Rome: Carocci. 4. Essays given during the lecture in OPEN ACCESS mode by: Dozza, L. and Ulivieri, S. (2016, ed.) *L'educazione permanente a partire dalle prime età della vita*. FrancoAngeli
Supplementary Readings	- Bruner, J., (1996). *La cultura dell'educazione. Nuovi orizzonti per la scuola,* transl. it. 1999. Milan: Feltrinelli (chapters 2,3,4). - Caprara B. (2021). *Innovare la didattica con i principi montessoriani*. Rome: Armando. - Codello F., Stella I. (2011). *Liberi di imparare*. Florence: Terra nuova Edizioni. - Fabri C., von Prondzinski S., (2016) *Il gioco – Io gioco*, Ferrara, Ebook (only available online: https://www.con-testo.it/wp-content/uploads/2019/01/IL-GIOCO-IO-GIOCO-versione-web.pdf) - Giovanazzi T. (2020). *Pedagogia, infanzia, sostenibilità. Scenari emblematici*. Lecce-Brescia: Pensa MultiMedia. - Iavarone M.L., Malavasi P., Orefice P., Pinto Minerva F. (Eds.) (2017). *Pedagogia dell'ambiente 2017. Tra sviluppo umano e responsabilità sociale.* Lecce-Brescia: Pensa MultiMedia. - Ritscher, P. (2011). *Slow School*. Florence: Giunti Scuola. - Vitali B., (2019), *I castelli non esistono*, Bologna, Publisher ¿Fondazione Gualandi; Bilingual edition Zavalloni GF. (2012). La *pedagogia della lumaca.* Bologna: Emi. .
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Partnerships fot the goals, Reduced inequalities

Course Module

Course Constituent Title	General Pedagogy: Theoretical and Methodological Basics
Course Code	11400A
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Monica Adriana Parricchi, MParricchi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/9877
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	45
Planned Office Hours	9
Contents Summary	The course introduces Pedagogy as a science concerned with the education of men and women in the different ages and contexts of life, paying specific attention to School and the relationship between School and Family.
Course Topics	- Conceptual and syntactic structure of Pedagogy. - Lifelong, Lifewide, Lifedeep Learning from the early ages of life - Family and school as educational contexts - School (and school groups) as a heterogeneous social context and as a complex system - Play as an engine of development and imagination in action - Experience as an engine of development - Educational and didactic projects, organisation, dynamics and work in the form of processes and products - Educational settings: spaces, times, rules-relationships, educational and didactic projects
Teaching Format	Participatory teaching through the use of slides, videos, research reports, articles and documents from books and journals. Flipped classroom: small and large group discussions and work.

Required Readings	S. Kanizsa, A. M. Mariani, *Pedagogia generale,* Pearson, Milan-Turin, 2023. lesson material in the OLE platform
Supplementary Readings	

Course Module

Course Constituent Title	General Pedagogy with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	11400B
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	dr. Carla Cardinaletti, Carla.Cardinaletti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37263 dr. Teresa Giovanazzi, Teresa.Giovanazzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44359
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1: Dr. Giovanazzi Teresa Gruppo 2, 3: Dr. Cardinaletti Carla
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop is set up as a context and method for initial knowledge, research and reflection on the main topics introduced in the lesson: settings and routines, experiences, activities and methodologies for pre-school. The Pedagogy workshop is designed

	and carried out in close collaboration and interdependence with the General Education workshop and the Intercultural Pedagogy workshop.
Course Topics	- Play projects and relational dynamics in pre-school: os-observations in the field; analysis of video-recordings - Games and ludiform activities (from free play to language games, maths, sound games, etc.) - Setting and routines: field observations and descriptive/interpretive case studies - The Portfolio as a documentation and self-assessment tool
Teaching Format	Small group work on the topics framed in the course and addressed in workshop form. Analysis of experiences, development of pathways and teaching materials for the 2-7 age group, simulations, performances.
Required Readings	Si consiglia Bondioli A., Savio D. (2018). Educare l'infanzia. Temi chiave per i servizi 0-6.Roma: Carocci.
Supplementary Readings	

Course Module

Course Constituent Title	General Didactics: Theoretical and Methodological Basics
Course Code	11400C
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	30
Lab Hours	0
Individual Study Hours	70
Planned Office Hours	12

Contents Summary	It introduces general didactics as a science concerned with knowledge, observation and reflection around cognitive and affective-emotional contexts and pathways/processes intentionally designed and implemented in pre-school and primary school, with a focus on kindergarten.
Course Topics	- Epistemology of General Education - Experience and educational action, - Environment and learning, - Integrated Education System, - Methodological approaches (Montessori, Steiner, Freinet, In and with nature schools and open schools), - Teaching-learning methods and approaches
Teaching Format	Presentation of topics through short lectures, collective discussions and small group work on the topics framed in the course and addressed in workshop form. Analysis of experiences, development of pathways and teaching materials for the 2-7 age group, simulations, hand son experiences.
Required Readings	Chapters from: Castoldi ; (2024) Promuovere la comprensione in classe. Milano: Carocci. Weyland B. (2024). Fare Scuola. Un corpo da reinventare. Milano: Guerini Antonacci F. (2012). Puer Ludens. Milano: Franco Angeli. Gola G. (2022). Insegnare adagio. Milano: Mimesis.
Supplementary Readings	Avanzini A. (2006). Didactica. Teoria e prassi. Pisa: Edizioni Del Cerro. Caprara, B. (2022). *La natura nel pensiero di Maria Montessori: educare alla scienza per stimolare l'immaginazione*. Parma: Junior - Spaggiari. Dallari, M. (2021). *La zattera della bellezza*. Trento: Il Margine Erickson. Ligorio M.B. (2021). Come si insegna, come si apprende. Milano: Carocci.

	Rivoltella P. C. (2024). Neurodidattica. Insegnare al cervello che apprende. Milano: Raffaello Cortina. Weyland B. Falanga M. (2023). Didattica della scuola. Milano: Guerini.

Course Module

Course Constituent Title	General Didactics with an Emphasis on the Age Range (0)-2-7 (Lab.)
Course Code	11400D
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 Dott. Mag. Stefan Von Prondzinski, Stefan.Vonprondzinski@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/808
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1 e 2: Prof. Weyland Beate Gruppo 3: Dott. Mag. von Prondzinski Stefan
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop is set up as a context and method for initial knowledge, research and reflection on the main topics introduced in the lesson: planning indications, teaching and organisational choices within the school and outdoors (garden, vegetable garden, nature), media use for pre-school children. The General Education workshop is designed and carried out in close collaboration and

	interdependence with the General Pedagogy workshop and the Intercultural Pedagogy workshop.
Course Topics	- The framework of the integrated education system 0 - 6, - The centrality of children (needs, well-being, potential, participation and involvement), - Fields of experience and competence development, - The importance of play, - The third educator: The multi-sensory and multi-functional contexts (indoor and outdoor spaces, furniture, structures, materials), - Children and nature, - The garden as an educational environment, - Digital and multimedia technologies in childhood.
Teaching Format	Small group work on the topics framed in the course and addressed in workshop form. Analysis of experiences, educational outings, development of paths and teaching materials for the 2-7 age group, simulations, per-formance.
Required Readings	Selected material from: Paradiso L. Vismara V. (2024) La giornata educativa in pratica alla scuola dell'infanzia. Trento: Erickson.
Supplementary Readings	