Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Allgemeine Pädagogik und Didaktik 2 - inhaltliche Vertiefung
Code der Lehrveranstaltung	11407
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Studiengang	Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache
Andere Studiengänge (gem. Lehrveranstaltung)	LM-85 bis Education Ladin section
Dozenten/Dozentinnen	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 Prof. Michele Cagol, Michele.Cagol@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34213 Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
Studienjahr/e	2
KP	10

Vorlesungsstunden	60
Laboratoriumsstunden	40
Stunden für individuelles Studium	150
Vorgesehene Sprechzeiten	30
Inhaltsangabe	Module of the basic training area placed at the beginning of the first semester of the second year of the Master's degree course, aimed at consolidating the foundations for the construction of a high professional profile with a pro-pedeutic function for disciplinary didactics courses and workshops. The module introduces the theoretical-methodological foundations of pedagogy and general didactics with particular reference to the 5-12 age group. It accompanies students to gain in-depth knowledge of, discuss and reflect on: - the complexity and quality of educational contexts and relationships; - the processes and products of teaching-learning; - the responsibility and importance of the educational profession for the individual development of each child; - the value to the community of the teaching profession as a profession for the social.
Themen der Lehrveranstaltung	See the individual course modules
Stichwörter	General Pedagogy, General Didactics
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	
Unterrichtsform	Topics will be presented through short lectures, group discussions, small-group work, and classroom reflections.
Anwesenheitspflicht	In accordance with the regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	Students should be able to - Deepen the theoretical-methodological foundations of pedagogy and didactics in relation to pre-school and primary school. - Consolidate their mastery of the basic terminology of pedagogy

	and didactics. - To get to know the main theoretical references and the most highly credited research contributions regarding the characteristics and development of stimulating and inclusive learning environments, projects and educational processes. - Describing, analysing, interpreting and evaluating pedagogical choices and con-crete didactic intervention strategies, quality criteria in the development of contexts and didactic actions. - Being able to see and foresee the relational dynamics and emotional and cognitive processes of individual children and groups in both free and organised play and teaching-learning situations. - Knowing how to translate some innovative and inclusive organisational and didactic choices into educational and didactic situations (also through simulations and exercises). - To be able to integrate the potential of the media into teaching activities and to reflect on this potential in a critical and productive manner. - To know how to plan and programme teaching paths and to know how to design learning contexts and/or situations. - Acquire awareness of pedagogical and didactic choices in relation to educational projects and current societal challenges with reference to the 2030 goals and the proposals linked to the green deal. - Acquire oral exposition and writing skills on pedagogical-educational topics. Knowledge and comprehension skills 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 working in the educational field (teacher, educator and other 'social professions') for the development of everyone and as a resource for the community; - different theories and practices with direct reference to experience; - topicality and potential of sensory didactic materials and creativity also in connection with technology; - reasons for pedagogical choices and teaching methodologies oriented towards the development of children's autonomy and the

	ability to collaborate among peers. - 2030 goals, green comp and climate change challenges from a pedagogical-didactic perspective - school pedagogy and didactics Ability to apply knowledge and understanding - To be able to carry out analyses of concrete situations using known pedagogical and didactic theoretical-methodological references. - To use and co-construct digital media autonomously and responsibly. - To transfer pedagogical and didactic principles into context by devising formative activities and affective-emotional and cognitive processes of play, playful activities and stimulating teaching-learning for the development of each and all. - Design and implement autonomous, responsible, collaborative play and learning situations. - Thinking and planning the development of environments inside and outside the section/classroom that are stimulating for emotional and cognitive development and the adoption of autonomous behaviour. - Knowing how to make use of technological tools in the design and implementation of teaching activities. - Knowing how to include nature as an educating subject in the pedagogical-didactic project Autonomy of judgement expressed through the ability to - reflection, discussion, in-depth study and personal reworking of the emerging themes of the module; - criticism, coherence, methodological rigour, precision and accuracy in oral and written expression; - active listening, decentralisation and understanding of different points of view; - critical analysis of one's own modes of media use. Communication skills expressed through the ability to: - communicate effectively in oral and written expression; - communicating in groups by knowing how to support one's own ideas; - active listening by knowing how to carry out task development

	and relational dynamics; - continuous reflection/research in relation to the theory-practice dialectic, 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 5-12 age group; - ability to describe, analyse, interpret didactic situations and play-material relating to the 5-12 age group by referring to the different pedagogical and didactic theories; - ability to reflect on one's own training and related self-assessment (portfolio); - ability to analyse and identify the development needs of one's own knowledge and expertise (portfolio). The skills and abilities described will be assessed both in itinere (formative assessment: through individual and group activities) and in the final examination.
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	Written interim examinations and interdisciplinary oral final examination. In the event of a negative assessment for the entire module examination, the module examination must be repeated. However, 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 assessment of the entire module will be counted towards the number of attempts available to take an examination. It should be borne in mind that according to the Regulations for Examinations, if a student fails an examination in three consecutive attempts, he/she may not enrol for the same examination in the three sessions following the last attempt (Art. 6, para. 4 of the current Regulations for Proficiency Examinations).
Bewertungskriterien	The examination provides a single final mark.

	For the written tests, 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 rework and reflect on the experience gained within the module, demonstrating basic ability to transpose theory into practice and to read theory into practice.
Pflichtliteratur	Baldacci, M. (2012). *Trattato di pedagogia generale*. Carocci. [estratti] Biesta G.J.J. (2023). *Oltre l'apprendimento. Un'educazione democratica per umanità future* (C. Montà, Trans.). FrancoAngeli. (Original work published 2006) [estratti] Biesta G.J.J. (2022). *Riscoprire l'insegnamento* (V. Santarcangelo, Trans.). Raffaello Cortina Editore. (Original work published 2017) [estratti] Biesta G. (2022). *World-Centred Education. A View for the Present*. Routledge. [estratti] Cagol, M. (2019). Colorare la musica. Le emozioni dei bambini nella scuola primaria / Coloring the music. The emotions of children in primary school. In: A. Nuzzaci (Ed.), *Pedagogia, didattica e ricerca educativa: approcci, problemi e strumenti / Pedagogy, Teaching and Educational Research: approaches, problems and tools* (pp. 289–304). Lecce-Rovato: Pensa MultiMedia. Colicchi, E. (2001). I problemi della pedagogia: oggetti, percorsi teorici e cate-gorie interpretative. In F. Cambi, E. Colicchi, M. Muzi & G. Spadafora, *Pedagogia generale* (pp. 95-140). La Nuova Italia. Dewey, J. (2018). *Democrazia e educazione. Una introduzione alla*

	filosofia dell'educazione. Anicia. (Original work published 1916) [cap. 11] Dewey, J. (2025). *Le fonti di una scienza dell'educazione* (F. Cappa, Ed.). Cortina. (Original work published 1929) Laporta, R. (2001). *Avviamento alla pedagogia*. Carocci. [capp. 1, 2, 3] Loiodice, I. (2019). *Pedagogia. Il sapere/agire della formazione, per tutti e per tutta la vita*. FrancoAngeli. Capperucci, D. (2018). Progettazione e valutazione per competenze. Tutto Da Leggere, 4, 84-118. Da Re, F. (2013). La didattica per competenze: Apprendere competenze, descriverle, valutarle. Pearson. Feuerstein, R., Feuerstein, R., & Mintzker, Y. (2006). *L'esperienza di apprendimento mediato. Linee guida per genitori* (trad. N. Lastella). Feuerstein Institute.
Weiterführende Literatur	Cagol, M. (2023). Natura, meraviglia, relazionalità, etica. *Lifelong, Lifewide Learning (LLL)*, *20*(43), 12–16. Cagol, M. (2020). *Emozioni, ragione, etica in educazione. Per una pedagogia dei comportamenti complessi*. FrancoAngeli. (Open access – download: https://ojs.francoangeli.it/_omp/index.php/oa/catalog/book/532) Pagani, V. (2020). *Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa*. Junior.

	Pastori, G. (2017). *In ricerca. Prospettive e strumenti di ricerca per educatori e insegnanti*. SpaggiariJunior.
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Hochwertige Bildung, Geschlechter-Gleichheit, Frieden, Gerechtigkeit und starke Institutionen, Maßnahmen zum Klimaschutz, Nachhaltige Städte und Gemeinden

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Allgemeine Pädagogik: Kontexte und Relationen
Code der Lehrveranstaltung	11407A
Wissenschaftlich-disziplinärer Bereich	PAED-01/A
Sprache	Italienisch
Dozenten/Dozentinnen	Prof. Michele Cagol, Michele.Cagol@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34213
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
KP	3
Verantwortliche/r Dozent/in	
Vorlesungsstunden	30
Laboratoriumsstunden	0
Stunden für individuelles Studium	45
Vorgesehene Sprechzeiten	9
Inhaltsangabe	It accompanies students to learn in depth, experience, reflect on: (a) quality of educational contexts and relationships; (b) coherence and dynamic causality between objectives, organisation, dynamics of the educational and didactic project; (c) responsibility and human and social value of the teaching profession.

Themen der Lehrveranstaltung	- Pedagogy and the educational sciences - Complexity, pluralism and sustainability - New-materialism, post-anthropocentrism and ecology - Education in the different ages of life (childhood, adolescence, young adults and adults, the elderly) with specific reference to the 2-7 and 5-12 age groups - Complexity of the emotion-reason relationship - Baldacci: Pedagogy from common sense knowledge to science - Laporta: Education as learning - education as communication - Dewey: Experience and thinking; Learning by doing & undergoing; Reflective experience - Loiodice: Complexity and contemporary pedagogies - Biesta: Beyond Learning and World-Centred Education - Colicchi: The problems of pedagogy
Unterrichtsform	Short lectures; participatory lessons using slides, videos, research reports, articles and documents taken from books and journals; flipped classroom; discussions and work in small and large groups.
Pflichtliteratur	Baldacci, M. (2012). *Trattato di pedagogia generale*. Carocci. [Excerpts] Biesta G.J.J. (2023). *Oltre l'apprendimento. Un'educazione democratica per umanità future* (C. Montà, Trans.). FrancoAngeli. (Original work published 2006) [Excerpts] Biesta G.J.J. (2022). *Riscoprire l'insegnamento* (V. Santarcangelo, Trans.). Raffaello Cortina Editore. (Original work published 2017) [Excerpts] Biesta G. (2022). *World-Centred Education. A View for the Present*. Routledge. [Excerpts] Colicchi, E. (2001). I problemi della pedagogia: oggetti, percorsi teorici e cate-gorie interpretative. In F. Cambi, E. Colicchi, M. Muzi & G. Spadafora, *Pedagogia generale* (pp. 95-140). La Nuova Italia.

	Dewey, J. (2018). *Democrazia e educazione. Una introduzione alla filosofia dell'educazione*. Anicia. (Original work published 1916) [cap. 11] Dewey, J. (2025). *Le fonti di una scienza dell'educazione* (F. Cappa, Ed.). Cortina. (Original work published 1929) Laporta, R. (2001). *Avviamento alla pedagogia*. Carocci. [capp. 1, 2, 3] Loiodice, I. (2019). *Pedagogia. Il sapere/agire della formazione, per tutti e per tutta la vita*. FrancoAngeli.
Weiterführende Literatur	

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Allgemeine Pädagogik mit besonderer Berücksichtigung der Altersstufe 5-12 (Lab.)
Code der Lehrveranstaltung	11407B
Wissenschaftlich-disziplinärer Bereich	PAED-01/A
Sprache	Italienisch
Dozenten/Dozentinnen	Prof. Michele Cagol, Michele.Cagol@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34213
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
KP	2
Verantwortliche/r Dozent/in	
Vorlesungsstunden	0
Laboratoriumsstunden	20 Gruppi 1,2+3: prof. Michele Cagol
Stunden für individuelles	30

Studium	
Vorgesehene Sprechzeiten	6
Inhaltsangabe	Individual and group work aimed at developing teaching paths and materials, tools and methodologies for observation, monitoring and documentation.
Themen der Lehrveranstaltung	Planning, co-designing and reflecting on an educational project (also from a research perspective) - Pedagogy of emotion; - Music, emotion, colour, and educational contexts; - Educational research methodology. Discussion and analysis of cases relating to: - Continuity and discontinuity projects between pre-school and primary education; - Educational and teaching contexts and situations; - Organisation of the internal and external educational environment.
Unterrichtsform	Small group work on course topics (workshop format). Analysis of experiences, ideation and design of educational programmes and materials for the 5-12 age group.
Pflichtliteratur	Cagol, M. (2019). Colorare la musica. Le emozioni dei bambini nella scuola primaria / Coloring the music. The emotions of children in primary school. In: A. Nuzzaci (Ed.), *Pedagogia, didattica e ricerca educativa: approcci, problemi e strumenti / Pedagogy, Teaching and Educational Research: approaches, problems and tools* (pp. 289–304). Lecce-Rovato: Pensa MultiMedia.
Weiterführende Literatur	Cagol, M. (2023). Natura, meraviglia, relazionalità, etica. *Lifelong, Lifewide Learning (LLL)*, *20*(43), 12–16. Cagol, M. (2020). *Emozioni, ragione, etica in educazione. Per una pedagogia dei comportamenti complessi*. Milano: FrancoAngeli. ISBN 978 88 35103 34 9 (Open access – download: https://ojs.francoangeli.it/_omp/index.php/oa/catalog/book/532)

	Pagani, V. (2020). *Dare voce ai dati. L'analisi dei dati testuali nella ricerca educativa*. Junior. Pastori, G. (2017). *In ricerca. Prospettive e strumenti di ricerca per educatori e insegnanti*. SpaggiariJunior.

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Allgemeine Didaktik: Planung und Evaluation
Code der Lehrveranstaltung	11407C
Wissenschaftlich-disziplinärer Bereich	PAED-02/A
Sprache	Italienisch
Dozenten/Dozentinnen	Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
KP	3
Verantwortliche/r Dozent/in	
Vorlesungsstunden	30
Laboratoriumsstunden	0
Stunden für individuelles Studium	45
Vorgesehene Sprechzeiten	9
Inhaltsangabe	This course aims to consolidate students' theoretical and practical competences in advanced general didactics, with a specific focus on building educational relationships and competence-based curriculum design. Starting from the principles of the Feuerstein Method (intentionality and reciprocity, transcendence, mediation of meaning), the course explores how to establish an authentic and productive relationship between teacher and learner, which is fundamental for any educational context (from early childhood to

	primary school). Subsequently, the course delves into Biggs' Constructive Alignment model, guiding students in defining expected learning outcomes, designing effective learning units, and implementing formative and summative assessment strategies, including rubric construction and the importance of feedback. Particular attention is given to the critical and conscious use of digital technologies and artificial intelligence to support teaching and assessment. The course is highly practical, designed to develop skills directly applicable in the school environment.
Themen der Lehrveranstaltung	Der Wert der Bildungsbeziehung und die Rolle des Vermittlers gemäß der Feuerstein-Methode Grundlegende Vermittlungsprinzipien: Intentionalität und Reziprozität (Bewusstsein und aktive Beteiligung an Bildungsinteraktionen) Transzendenz (Fähigkeit, Lernen auf unterschiedliche Kontexte zu übertragen) Vermittlung von Bedeutung (Zweckzuweisung und Teilen pädagogischer Ziele) Implikationen der Feuerstein-Methode für den Kindergarten- und Grundschulbereich Theoretische und methodische Grundlagen der kompetenzorientierten Curriculumentwicklung Biggs' Modell des Constructive Alignment: Prinzipien und praktische Anwendungen Definition und Formulierung erwarteter Lernergebnisse Gestaltung von Lerneinheiten auf Basis der Lernergebnisse: von Zielen über Aktivitäten bis zur Bewertung Formative und summative Bewertung: Strategien, Instrumente, Feedback und Erstellung von Bewertungsrastern (Rubrics)

	Kritischer und bewusster Einsatz digitaler Technologien und künstlicher Intelligenz in Lehre und Bewertung Praktische Übungen: Erstellung von ausgerichteten Lerneinheiten und kollaboratives Feedback
Unterrichtsform	Der Kurs verfolgt einen stark erfahrungsorientierten und praxisnahen Ansatz, bei dem die Studierenden durch learning by doing und aktives Lernen eingebunden werden. Er beginnt mit der Erkundung des zentralen Wertes der Bildungsbeziehung nach der Feuerstein-Methode, mit besonderem Fokus auf Vermittlungsprinzipien wie Intentionalität und Reziprozität, Transzendenz und Sinngebung. Dieser erste Abschnitt fördert Reflexion und die Erprobung von Praktiken, um eine authentische und motivierende Beziehung zwischen Lehrenden und Lernenden aufzubauen, die sowohl im Kindergarten als auch in der Grundschule unerlässlich ist. Anschließend wendet sich der Kurs der kompetenzorientierten Curriculumentwicklung zu und betrachtet dabei die konstruktive Ausrichtung (Constructive Alignment) von Lernergebnissen, Lehrmethoden sowie formativer und summativer Bewertung. Digitale Technologien werden integriert, wobei ein kritischer und bewusster Einsatz von Künstlicher Intelligenz zur Unterstützung von Lehre und Bewertung gefördert wird. Simulationen, Fallstudien, kollaboratives Feedback und digitale Workshops unterstützen die praktische Entwicklung von Planungs- und Bewertungskompetenzen.
Pflichtliteratur	Capperucci, D. (2018). Progettazione e valutazione per competenze. Tutto Da Leggere, 4, 84-118. Da Re, F. (2013). La didattica per competenze: Apprendere competenze, descriverle, valutarle. Pearson. Feuerstein, R., Feuerstein, R., & Mintzker, Y. (2006). L'esperienza di apprendimento mediato. Linee guida per genitori (trad. N. Lastella). Feuerstein Institute.
Weiterführende Literatur	

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Allgemeine Didaktik mit besonderer Berücksichtigung der Altersstufe 5-12 (Lab.)

Code der Lehrveranstaltung	11407D
Wissenschaftlich-disziplinärer Bereich	PAED-02/A
Sprache	Italienisch
Dozenten/Dozentinnen	Prof. Beate Christine Weyland, Beate.Weyland@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2218 Prof. Heidrun Demo, Heidrun.Demo2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/15115 Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Erstes Semester
KP	2
Verantwortliche/r Dozent/in	
Vorlesungsstunden	0
Laboratoriumsstunden	20 Gruppo 1: prof. Daniele Morselli Gruppo 2: prof. Heidrun Demo Gruppo 3: prof. Beate Christine Weyland
Stunden für individuelles Studium	30
Vorgesehene Sprechzeiten	6
Inhaltsangabe	The workshop aims to test the use and application of tools for planning and evaluating educational provision in primary and pre-primary schools.
Themen der Lehrveranstaltung	- Tools for designing plural learning environments for pre-school and primary school - Tools for designing learning units for pre-school and primary school - Tools for assessing learning provision for pre-school and primary

	school
Unterrichtsform	Open group activities (lab.1,2,3) with co-teaching introduction, monitoring and evaluation.
Pflichtliteratur	There are no specific readings for the lab.
Weiterführende Literatur	