Syllabus

Course Description

Course Title	General Pedagogy and Didactics 2 - In-depth Analysis of Selected Topics
Course Code	11407
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education Ladin section
Lecturers	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
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	10
Teaching Hours	60
Lab Hours	40

Individual Study Hours	150
Planned Office Hours	30
Contents Summary	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.
Course Topics	See the individual course modules
Keywords	General Pedagogy, General Didactics
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Topics will be presented through short lectures, group discussions, small-group work, and classroom reflections.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	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.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	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).
Evaluation Criteria	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.
Required Readings	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.
Supplementary Readings	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.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Gender equality, Peace, justice and strong institutions, Climate action, Sustainable cities and communities

Course Module

Course Constituent Title	General Pedagogy: Contexts and Relations
Course Code	11407A
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Michele Cagol, Michele.Cagol@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34213
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	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.
Course Topics	- 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
Teaching Format	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.
Required Readings	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.

Supplementary Readings	

Course Module

Course Constituent Title	General Pedagogy with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	11407B
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Lecturers	Prof. Michele Cagol, Michele.Cagol@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34213
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppi 1,2+3: prof. Michele Cagol
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	Individual and group work aimed at developing teaching paths and materials, tools and methodologies for observation, monitoring and documentation.
Course Topics	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.
Teaching Format	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.
Required Readings	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.
Supplementary Readings	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.

Course Module

Course Constituent Title	General Didactics: Planning and Evaluation
Course Code	11407C
Scientific-Disciplinary Sector	PAED-02/A
Language	Italian
Lecturers	Prof. Daniele Morselli, Daniele.Morselli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39786
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	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.
Course Topics	The value of the educational relationship and the mediator's role according to the Feuerstein Method Fundamental mediation principles: Intentionality and reciprocity (awareness and active engagement in educational interactions) Transcendence (the ability to transfer learning to different contexts) Mediation of meaning (assigning purpose and sharing educational goals) Implications of the Feuerstein Method in early childhood and

	primary school education Theoretical and methodological foundations of curriculum design for competences Biggs' Constructive Alignment model: principles and practical applications Definition and formulation of expected learning outcomes Design of learning units based on learning outcomes: from objectives to activities and assessment Formative and summative assessment: strategies, tools, feedback, and rubric construction Critical and conscious use of digital technologies and artificial intelligence in teaching and assessment Practical exercises: constructing aligned learning units and collaborative feedback
Teaching Format	The course adopts a strongly experiential and practical approach, involving students in learning by doing and active learning activities. It begins by exploring the crucial value of the educational relationship according to the Feuerstein Method, with particular focus on mediation principles such as intentionality and reciprocity, transcendence, and meaning. This initial part encourages reflection and the experimentation of practices to establish an authentic and motivating relationship between teacher and learner, essential both in early childhood and primary education. Subsequently, the course moves on to curricular design methodologies based on competences, through the constructive alignment of learning outcomes, teaching methods, and formative and summative assessment. The course integrates digital technologies, promoting a critical and informed use of artificial intelligence to support teaching and assessment. Simulations, case studies, collaborative feedback, and digital workshops aid in the practical development of design and evaluation skills.

Required Readings	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.
Supplementary Readings	

Course Module

Course Constituent Title	General Didactics with an Emphasis on the Age Range 5-12 (Lab.)
Course Code	11407D
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 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
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20 Gruppo 1: prof. Daniele Morselli Gruppo 2: prof. Heidrun Demo Gruppo 3: prof. Beate Christine Weyland

Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop aims to test the use and application of tools for planning and evaluating educational provision in primary and pre-primary schools.
Course Topics	- 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
Teaching Format	Open group activities (lab.1,2,3) with co-teaching introduction, monitoring and evaluation.
Required Readings	There are no specific readings for the lab.
Supplementary Readings	