Syllabus

Course Description

Course Title	Introduction to General and Social Education
Course Code	64215
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German; Italian
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Maria Teresa Trisciuzzi, MariaTeresa.Trisciuzzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31590 Prof. Michele Cagol, Michele.Cagol@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34213 Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 Dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Teaching Assistant	
Semester	First semester
Course Year/s	1
CP	10
Teaching Hours	48
Lab Hours	20
Individual Study Hours	202

Planned Office Hours	30
Contents Summary	In the three modules of the course, students acquire fundamental knowledge of general pedagogy, its historical development, key theories, and methods. They learn to understand pedagogical concepts, objectives, and views of humanity within their societal context and to reflect on their significance for (social) pedagogical practice. The course addresses issues in social pedagogy, examines the relationships between society, territories, cultures, and education, and explores critical aspects arising from the interrelation of education and power. Furthermore, the course introduces the foundations of play and storytelling as pedagogical tools, provides training in techniques of reading aloud and narrative mediation, and enables students to experiment with playful and creative approaches while reflecting on the importance of stories for building relationships, creating meaning, and fostering imagination.
Course Topics	- Education, 'Bildung', socialization, learning, play - Development of pedagogy from antiquity to the present - Classical and modern pedagogical theories - Pedagogy in the context of politics, culture, and social structures - Values, norms, concepts of humanity, educational goals and styles - Role and professional self-concept of (social) educators - Foundations, principles, definitions, and challenges of social pedagogy - Contexts and relationships in the field of social pedagogy - Importance of play and stories for building relationships, creating meaning, and fostering imagination - Techniques of reading aloud and narrative mediation
Keywords	Pedagogy, social education, education and 'Bildung', professional identity and role understanding, playing and storytelling
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lectures including presentations, discussions, and group work sessions; laboratory comprising inputs and practical exercises
Mandatory Attendance	In accordance with the regulation
Specific Educational	Knowledge and Understanding

Objectives and Learning Outcomes	Fundamental knowledge of the key concepts of general pedagogy and social pedagogy (including education, 'Bildung', socialization, learning, play) as well as their historical development and theoretical foundations.
	Understanding of classical and contemporary (social) pedagogical theories, the underlying views of humanity, and conceptions of education.
	Ability to contextualize (social) pedagogical practice within societal, cultural, and political frameworks.
	Knowledge of pedagogical aims, values, and norms in the context of (social) pedagogy.
	Basic knowledge of play and storytelling as pedagogical tools and the significance of stories for creativity and human development.
	Understanding of the role of voice, rhythm, image, and movement in the educational process.
	Applying Knowledge / Understanding
	Transfer of theoretical concepts to concrete fields of social pedagogical practice.
	Analysis and elaboration of case studies using pedagogical theories.
	Use of academic literature to justify and shape pedagogical practice.
	Application of narrative and playful methods in pedagogical contexts and use of creative forms of expression to foster participation and imagination.
	Design of small-scale learning situations based on stories.
	Critical Reflection and Evaluation
	Critical reflection on and evaluation of pedagogical theories with regard to their relevance for practice.
	Assessment of educational aims and objectives in consideration of different systems of values and norms.
	Reflection on the pedagogical value of play and storytelling.
	Evaluation of different narrative approaches in relation to educational goals.
	Development of a reflective pedagogical attitude and a professional self-concept.
	Communication
	Participation in and facilitation of plenary discussions and group

	work. Cooperative engagement with different perspectives in discussions. Precise and audience-appropriate articulation of pedagogical arguments. Design and delivery of reading-aloud and storytelling sequences. Clear and audience-appropriate presentation of narrative approaches. Learning Strategies Independent study and deepening of theoretical content. Development of strategies for lifelong learning in the pedagogical context. Ability to purposefully integrate new knowledge and methods into one's own pedagogical practice. Independent acquisition of storytelling and play methods. Development of strategies to connect theory and practice.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination consists of several independent components: A) Lecture: Introduction to General Pedagogy – written partial examination B) Lecture: Introduction to Social Pedagogy – written partial examination C) Laboratory – continuous assessment within the laboratory
Evaluation Criteria	Subject-matter Accuracy, Understanding and Transfer, Structure and Clarity, Reflective and Evaluative Ability, Communication Skills, Formal Requirements
Required Readings	• Benner, D. (2025). *Allgemeine Pädagogik: Eine systematisch-problemgeschichtliche Einführung in die Grundstruktur pädagogischen Denkens und Handelns* (9., überarb. Aufl.). Beltz Juventa. • Bianchi, L., & D'Antone, A. (2024). *Oltre l'inclusione. Pedagogia critica, tokenismo e decolonizzazione nei contesti educativi.* Scholé. • D'Antone, A., & Bianchi, L. (2020). *Pedagogia critica e sociale. Struttura, contesti e relazioni dell'accadere educativo.* FrancoAngeli. • Koller, H.-C. (2021). *Grundbegriffe, Theorien und Methoden der Erziehungswissenschaft: Eine Einführung* (9. Aufl.).

	Kohlhammer. • Simeone, D. (Ed.). (2024). *Dizionario di Pedagogia generale e sociale*. Scholé. • Stein, M. (2024). *Allgemeine Pädagogik* (4., überarb. Aufl.). UTB. • Tramma, S. (2018). *Pedagogia sociale*. Guerini.
Supplementary Readings	Further reading will be specified separately for each module.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Gender equality, Quality education

Course Module

Course Constituent Title	Foundations of General Education
Course Code	64215A
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 Dr. Silke Werth, Silke.Werth@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52408
Teaching Assistant	
Semester	First semester
CP	4
Responsible Lecturer	
Teaching Hours	14 h (Prof. Nentwig-Gesemann Iris) 10 h (Dr. Werth Silke)
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	7 h (Prof. Nentwig-Gesemann Iris) 5 h (Dr. Werth Silke)

Contents Summary	The lecture provides fundamental knowledge of General Pedagogy as an academic discipline and as a key reference framework for social pedagogical practice. It focuses on core concepts such as education, upbringing, and socialization, along with their historical development and theoretical foundations. Drawing on both classical and modern pedagogical theories the course presents and critically examines various conceptions of humanity and education. Societal, cultural, and political contexts of pedagogical action are also explored. Students engage with educational and instructional goals, values, and norms, and reflect on the significance of pedagogical professionalism. Through case studies, discussions, and the analysis of concrete fields of practice, the relevance of theoretical foundations to social pedagogical work is made clear. The aim is to develop a well-grounded understanding of pedagogical thought and to apply it to a variety of social pedagogical contexts.
Course Topics	- Conceptual Understanding: Education, Bildung, socialization (including individuation and enculturation), learning, play - Historical Foundations: Development of pedagogy from antiquity to the present - Key Theories: Classical and modern pedagogical theories (e.g., Herbart, Montessori, Dewey, Paulo Freire) - Societal Contexts: Pedagogy in the context of politics, culture, and social structures - Educational and Upbringing Goals: Values, norms, concepts of humanity - Pedagogical Professionalism: Role and professional self-concept of the educator - Practical Application: Relevance for fields of social pedagogical practice
Teaching Format	Lecture combined with plenary discussion and collaborative student work in small groups
Required Readings	Benner, D. (2025). *General pedagogy: A systematic and problem-historical introduction to the basic structure of pedagogical thinking and action* (9th ed., rev.). Weinheim: Beltz Juventa. Koller, H.-C. (2021). *Basic concepts, theories, and methods of educational science: An introduction* (9th ed.). Stuttgart: Kohlhammer.

	Stein, M. (2024). *General pedagogy* (4th ed., rev.). Stuttgart: UTB.
Supplementary Readings	Further reading will be announced in the course.

Course Module

Course Constituent Title	Foundations of Social Education
Course Code	64215B
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	4
Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	12
Contents Summary	The modul addresses issues of social pedagogy, examining the relationships between society, territories, cultures and education, and showing the critical aspects emerging from the relationship between education and power.
Course Topics	Theoretical foundations of social pedagogy. Definitions and contexts of social pedagogy. Critical pedagogy principles. Educational contexts and educational relations. School and territory. Exclusion; insertion, integration, and inclusion; tokenism.
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	Excerpts:
	Bianchi, L., & D'Antone, A. (2024). *Oltre l'inclusione. Pedagogia critica,* tokenismo *e decolonizzazione nei contesti educativi.* Scholé.
	D'Antone, A., & Bianchi, L. (2020). *Pedagogia critica e sociale. Struttura, contesti e relazioni dell'accadere educativo.* FrancoAngeli.
	Simeone, D. (Ed.). (2024). *Dizionario di Pedagogia generale e sociale.* Scholé.
	Tramma, S. (2018). *Pedagogia sociale.* Guerini.
Supplementary Readings	

Course Module

Course Constituent Title	Pedagogy of Play and Narration (LAB)
Course Code	64215C
Scientific-Disciplinary Sector	PAED-01/B
Language	Italian
Lecturers	Prof. Maria Teresa Trisciuzzi, MariaTeresa.Trisciuzzi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31590
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The module explores storytelling and play as educational tools, capable of weaving together word, image, gesture, and listening into meaningful experiences. Participants will work on reading aloud, techniques of narrative mediation, and play-based activities,

	experimenting with expressive modes that enhance rhythm, voice, and movement. Activities will include the design of narrative and play-based interventions in educational and socio-pedagogical contexts, differentiated according to age groups and professional fields of Social Education, with the aim of fostering participation, relationships, and the re-elaboration of experiences. The goal is to provide both theoretical and practical tools to use storytelling and play as practices of relationship-building, meaning-making, and the development of imagination.
Course Topics	Introduction The role of storytelling and play in education and socio-pedagogy Foundations of Storytelling Elements of narrative: structure, voice, gesture, rhythm Reading & Storytelling in Practice Reading aloud, narrative mediation, presence of the storyteller Play as a Learning Practice Role-play, improvisation, cooperative games Connecting play and narrative Expressive Modes Creative use of voice, movement, images, and sound Designing Interventions Planning for different age groups and professional contexts Fostering participation and relationship-building Practice & Application Developing narrative/play-based projects for the field of Social Education Reflection, peer feedback, and transfer to professional practice
Teaching Format	The lessons will be participatory, making use of slides, videos, projections of illustrations, and discussions on good practices. Practical activities will be carried out based on the readings undertaken during the workshop. During the workshop, presentations and read-aloud sessions will

	be performed by the instructor and by students, individually or in groups, based on narrative texts selected during the lessons. Practical activities will also be conducted in both small and large groups.
Required Readings	Ecco la traduzione in inglese: For the required bibliography, the following texts are to be studied: • Rodari, G. *Grammatica della fantasia. Introduzione all'arte di inventare storie*. Turin: Einaudi, 1973. • Trisciuzzi, M. T. *Pre-reading and Early Literacy: How to Introduce Children to Books for Young Readers*. In: *Proceedings of the SIPED National Conference, Parallel Sessions*, Rome, 16 September 2022. Available online: link. Any additional handouts for further study and lists of picturebooks read in class will be provided by the instructor during the workshop sessions.
Supplementary Readings	• Hamelin, *Ad occhi aperti. Leggere l'albo illustrato,* Donzelli, Roma, 2012. • Blezza Picherle S., *Formare lettori, promuovere la lettura: riflessioni e itinerari narrativi tra territorio e scuola*, FrancoAngeli, Milano, 3a ed. corretta 2018. • Trisciuzzi M.T., *Image and Imagination in Education: Visual narrative through Children's literature*. RICERCHE DI PEDAGOGIA E DIDATTICA, 2017. [open access] • Farnè, R. (2024). *In-ludere. Gioco, sport e formazione.* Bologna: Zanichelli • Munari, B. (2006). *Fantasia*. Bari: Laterza. (Opera originale pubblicata nel 1967) • Munari, B. (2007). *Giocare con l'arte*. Mantova: Corraini. (Opera originale pubblicata nel 1971) • Restelli, B. (2019). *Giocare con la natura. A lezione da Bruno Munari*. Milano: FrancoAngeli. • Restelli, B. (2002). *Giocare con tatto. Per una educazione plurisensoriale secondo il metodo Bruno Munari*. Milano: FrancoAngeli. • Restelli, B. (2008). *Il gioco di Alfa e Beta. Tra segni e scritture secondo il metodo Bruno Munari*. Milano: FrancoAngeli. • Restelli, B., & Sperati, S. (2008). *A che gioco giochiamo?* Mantova: Corraini Edizioni.