

Nome, cognome Name, Nachname (Ruolo/Rolle)	Temi Thema	Ulteriori informazioni utili Weitere nützliche Informationen	Lingua Sprache
<b>Andrea Abel</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Sprachliche Merkmale von geschriebenen Texten von Lernenden (v. a. Deutsch als L1, L2, Ln) aus soziolinguistischer oder spracherwerbstheoretischer Perspektive</li> <li>- Variation in der geschriebenen deutschen Sprache (Standardvariation, Variation in monologischen sowie interaktionsorientierten Texten,shum Sprachwandelphänomene, gendersensible Sprache u. Ä.)</li> <li>- Nutzung lexikalischer Ressourcen (Wörterbücher, Korpora, Übersetzungsprogramme u. Ä.) in Bildungskontexten</li> <li>- (Sprach(en)bezogene) Aspekte bei der Auswahl schulischer Bildungswege bzw. -angebote in Südtirol</li> <li>- Mehrsprachige Kompetenzen und Praxen in Südtiroler Bildungskontexten</li> </ul>	Voraussetzungen: <ul style="list-style-type: none"> <li>- Vorhandensein linguistischer Grundkenntnisse</li> <li>- Bereitschaft zur Auseinandersetzung mit der aktuellen Fachliteratur</li> <li>- Bereitschaft zum empirischen (v. a. korpuslinguistischen) Arbeiten</li> </ul> Individuelle Schwerpunktsetzung anhand der Vorschläge in der Themenliste.	Deutsch, Italiano, English
<b>Birgit Alber</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Variation of linguistic structure (phonology, morphology, syntax) across the varieties of German (both standard and non-standard);</li> <li>- the phonology of Southern Bavarian dialects (Tyrolean, Mòcheno, Cimbrian) and of Italian dialects;</li> <li>- issues of Germanic-Romance language contact at the level of linguistic structure;</li> <li>- Prosodic Morphology (truncation and blends);</li> </ul> Für Studierende des Studiengangs Bildungswissenschaften: <ul style="list-style-type: none"> <li>- linguistische Analyse der Sprachrepertoires von Kindern (Standardsprache, Regionalsprache, Dialekt, L2);</li> <li>- Linguistische Analyse und Entwicklung von didaktischen Materialien zum Varietätenspektrum des Deutschen (Standard, Regionalsprache, Dialekt);</li> <li>- Einfluss von Dialekt und L2 auf den Erwerb der deutschen Standardsprache.</li> </ul>	<ul style="list-style-type: none"> <li>- students must have acquired basic knowledge of linguistic structures (phonology, morphology, syntax) and be willing to acquire some more concerning their topic of research;</li> <li>- students should be interested in working with linguistic data;</li> <li>- methods depend on the chosen topic and may include dialectal fieldwork or small, experimental settings.</li> </ul>	Deutsch, Italiano, English
<b>Miglana Asenova</b> (RTD)	Themen aus der Didaktik der Mathematik an der Grundschule und im Kindergarten/ Argomenti tratti dalla Didattica della Matematica alla Scuola Primaria e alla Scuola dell'Infanzia/ Themes drawn from Mathematics Education in Primary School and Kindergarten	Spezifische Themen können mit den Studierenden vereinbart werden/ Argomenti specifici possono essere concordati con gli studenti/ Specific arguments can be agreed with the students	Deutsch, Italiano
<b>Marjan Asgari</b> (RTD)	<ul style="list-style-type: none"> <li>- Erstlesen, Ersts Schreiben</li> <li>- Mehrsprachige Alphabetisierung</li> <li>- Translanguaging</li> <li>- DaF/DaZ</li> <li>- Aktionsforschung</li> </ul>	Studierende werden direkt auf Anfrage hin informiert, ob es freie Betreuungskapazitäten gibt.  Die Themen in der linken Spalte stellen generelle Themenbereiche dar, innerhalb derer Schwerpunkte gesetzt werden können/sollten.  Arbeiten können sowohl quantitative als auch qualitative Forschung beinhalten.	Deutsch, English
<b>Petra Auer</b> (RTD)	<ul style="list-style-type: none"> <li>- Values and value development in primary school children</li> <li>- Acculturation of ethnic minority students within the school context</li> <li>- Inclusive Education</li> <li>- Diversity in educational settings</li> </ul>	The themes on the left are general issues. They can include specific research questions defined depending on the student's interest.  I accept both empirical (qualitative and quantitative) and theoretical theses.	Deutsch, English, Italiano
<b>Annemarie Augschöll Blasbichler</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	Historische und aktuelle Bildungsforschung: <ul style="list-style-type: none"> <li>- Kindheit(en), Professionalisierung</li> <li>- Genese von Bildungsinstitutionen: Geschichte des Kindergartens, der Volks- (Grund-), Mittel-, Ober und Berufsschule in verschiedenen zeitgeschichtlichen Kontexten;</li> <li>- bildungsbiographische Verläufe von Personen und Personengruppen;</li> <li>- Studien zu Einstellungen und Professionalität von Akteuren und Akteurinnen (z.B. Lehrpersonen, Schülereltern,...) in Bildungsinstitutionen;</li> <li>- Lernen in informellen und non-formalen Kontexten (historische und aktuelle Perspektive).</li> </ul>	Die genannten Themen werden vornehmlich qualitativ erforscht, können allerdings auch quantitativ oder in einer Triangulation entsprechender Datensätze und Analysemethoden bearbeitet werden. Vielfach stehen für die Forschungsthematiken wenig oder keine Sekundärquellen zur Verfügung. Die Basis der Forschung bilden entsprechend v.a. Primärquellen (Dokumente in Archiven) oder selbst generierte Daten (vornehmlich über qualitative Interviews).	Deutsch
<b>Yasmine Azza</b> (RTD)	<ul style="list-style-type: none"> <li>- Impact of sleep health from infancy to adolescence on learning and the development of socio-emotional competencies</li> </ul>	<ul style="list-style-type: none"> <li>- I manage proposals for both experimental and theoretical theses</li> <li>- Students should be familiar with basic literature search</li> </ul>	English, Deutsch

	<ul style="list-style-type: none"> <li>- Coping and resilience in the context of stress or trauma</li> <li>- Promotion of sleep health in childhood and adolescence</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are broad research areas, definite research questions will be developed together</li> </ul>	
<b>Demis Basso</b> (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)	<ul style="list-style-type: none"> <li>- Impact of cognitive processes (Attention, Memory, Decision-making) on communication;</li> <li>- Neuropsychological aspects and Life-Skills for health promotion;</li> <li>- validation of psychological models of communication;</li> <li>- Experimental evaluation of psychological aspects in daily life.</li> </ul>	<p>The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</p> <p>I manage proposals for both experimental and theoretical theses; students have to show competences about research on scientific databases (e.g., Scholar Google, OVID, or Pubmed);</p> <p>I cannot manage more than 10 thesis in a given period; students will be informed right from the first contact if there would be free slots.</p>	Italiano, English, Deutsch
<b>Francesca Berti</b> (RTD)	<ul style="list-style-type: none"> <li>- Play-based didactics in primary school</li> <li>- Play and Games as a tool of inclusive teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> <li>- Thesis proposals on theory and/or school practice are both welcome</li> </ul>	Italiano, English, Deutsch
<b>Giorgio Bolondi</b> (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)	<ul style="list-style-type: none"> <li>- Assessment of Mathematics Learning</li> <li>- Teaching experiments in Mathematics in Primary schools</li> <li>- Interplay between linguistic and mathematical capabilities</li> <li>- Early Mathematical thinking in Kindergarten</li> <li>- History of Mathematics education</li> </ul>	<ul style="list-style-type: none"> <li>- I manage proposals for both experimental and theoretical theses;</li> <li>- Even if the thesis is in Italian, it is preferable if the student has a good English reading</li> <li>- Thesis may be connected to- but cannot be reduced to- practical training in classroom</li> </ul>	Italiano, English
<b>Tobias Boos</b> (RTD)	<ul style="list-style-type: none"> <li>- spatial patterns, socio-cultural and political dynamics of "traditional" festivals (focus of South Tyrol, Italy and Latin America)</li> <li>- applying participative mapping methods („deep map", "parish map" etc.), both as participatory research methods and strategies of territorial "development"</li> <li>- spatial and socio-political dynamics of migrant associations</li> <li>- topics around didactics of geography (human and physical geography) (ethnographies in school contexts, spatial patterns, didactic strategies in geography, sustainable development etc.) and geographical education</li> <li>- Conducting/analyzing field trips with the class</li> <li>- The child's discovery and experience of their environment</li> </ul>	<ul style="list-style-type: none"> <li>- I supervise empirical and theoretical thesis in the fields of social and cultural geography and social sciences</li> <li>- The topics on the left side must be specified by research questions formulated by the student</li> <li>- I prefer empirical thesis applying qualitative methods over theoretic theses which nevertheless can be of interest</li> <li>- Students have to show competences on techniques of data collection and analysis as well in scientific writing (search and use of academic literature)</li> </ul>	Deutsch English
<b>Antonella Brighi</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Bullying and cyberbullying (risk and protective factors, validation of programmes for prevention and intervention)</li> <li>- Development of socio-emotional competencies from infancy to school age (validation of intervention programmes)</li> <li>- Peer conflicts in early infancy and Preschool age</li> <li>- Promotion of psychological well-being from infancy to adolescence</li> <li>- Coping and resilience in face of violence and bullying</li> <li>- Juvenile in detention settings and violence</li> </ul>	<p>The themes can include specific research questions to be defined depending upon student's interest; I may proposals for both experimental and theoretical theses; students have to show competencies about research on scientific databases (e.g., Scopus, Scholar Google, OVID, or Pubmed) and be fluent in English (written); If students do consider to undertake an experimental thesis, it is strongly recommended they have at least a basic understanding of statistics. I cannot manage more than 5 thesis in a given period but students will be informed right from the first contact if there would be free slots.</p>	Italiano, English
<b>Graham Francis Burton</b> (RTD)	<ul style="list-style-type: none"> <li>- language teaching methodology and curriculum design, including in multilingual educational contexts</li> <li>- acquisition of L2/L3/L4 ...</li> <li>- academic writing and communication (written and spoken)</li> </ul>	<p>I am interested in both quantitative and qualitative research. Students should be interested in working with linguistic data or other empirical data (e.g. survey responses, interview data). I particularly welcome projects using corpus linguistics tools. Please note that I can only accept a limited number of theses in a given period.</p>	English, Italiano
<b>Michele Cagol</b> (RTD)	<ul style="list-style-type: none"> <li>- Pedagogia delle emozioni; Pedagogia della comunicazione e dei media;</li> <li>- Tecnologie per la didattica (focus su musica e video)</li> </ul>	<ul style="list-style-type: none"> <li>- I temi sono di carattere generale: possono includere domande di ricerca specifiche da definire in base all'interesse dello studente;</li> <li>- Accetto proposte di tesi sia teoriche sia sperimentali</li> </ul>	Italiano
<b>Barbara Caprara</b> (Forscherin auf Planstelle/Ricercatrice di ruolo)	<ul style="list-style-type: none"> <li>- Ambienti di apprendimento</li> <li>- Sistema formativo integrato</li> <li>- Natura e educazione</li> <li>- Metodo Montessori</li> </ul>	<p>Posso leggere tesi anche in inglese e tedesco ma non posso assicurare le correzioni degli errori di lingua (grammatica, sintassi...)</p>	Italiano

<p><b>Attilio Carraro</b>        (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)</p>	<ul style="list-style-type: none"> <li>- Physical activity promotion in kindergarten and primary school children and teachers.</li> <li>- Facilitators and barriers to children and/or university students' physical activity.</li> <li>- The effects of active breaks on wellbeing, cognitive performance and accumulated physical activity.</li> <li>- Children and/or university students' participation in out-of-school sport.</li> <li>- Parenting and children physical activity.</li> </ul>	<p><i>All the proposed topics require an experimental approach based on primary data collection (field-based data collection). Dissertation based on secondary data research (review) only will be not considered.</i></p> <p>The first one is a general topic that can include different approaches, research questions and methods, to be defined according to student's interest and motives.</p> <p>The second one aims to study the role of diverse facilitators (e.g. access to sport areas, individual abilities, individual attitudes, ...) and barriers (e.g. SES, body perception, ...) on extra-school time sport participation.</p> <p>The aim of the third proposed topic is evaluating/comparing the effectiveness of different active breaks (brain breaks) during school time.</p> <p>The fourth is also a general topic, the experimental design is cross-sectional. The aim is exploring the participation in extra-school time sport and the relationships with perceived wellbeing and academic performance in primary school children and/or university students.</p> <p>The last topic can be both related to a cross-sectional or an intervention study. It focuses on the role of significant adults (parents, teachers, sport coaches) on children lifestyle and physical activity.</p> <p><i>I can manage 8 to 10 dissertations in a given academic year. Students will be informed from the first contact if there are free slots.</i></p>	<p>Italiano, English</p>
<p><b>Giulia Cavrini</b>        (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)</p>	<ul style="list-style-type: none"> <li>- Quality of life in elderly people</li> <li>- Perceived health</li> <li>- Obesity in children</li> <li>- The social role of grandparents</li> <li>- Issues correlated with health</li> <li>- Immigrations and other demographic issues</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> <li>- I manage proposals for experimental theses.</li> </ul>	<p>Italiano, English</p>
<p><b>Elisa Cisotto</b>        (RTD)</p>	<ul style="list-style-type: none"> <li>- Population structure and dynamics (e.g. migration flows, couple and family formation, transition to adulthood, fertility and survival patterns in developed and developing countries);</li> <li>- Objective/subjective health and subjective well-being in elderly people;</li> <li>- The social role of grandparents;</li> <li>- Quantitative methods in social science research.</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> <li>- I manage proposals for experimental theses.</li> </ul>	<p>Italiano, English</p>
<p><b>Francesca Condorelli</b>        (RTD)</p>	<ul style="list-style-type: none"> <li>- Pedagogy and didactics of art</li> <li>- Digital technology for cultural heritage visualization and fruition (AR, VR, Artificial Intelligence, photogrammetry, 3D modelling)</li> </ul>		<p>Italiano, English</p>
<p><b>Alessandro Efrem Colombi</b>        (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)</p>	<ul style="list-style-type: none"> <li>- Impact of technologies and media on learning and teaching processes;</li> <li>- Personal and social consequences of digital technologies diffusion;</li> <li>- Hypertext, Web and contemporary approaches to publishing and editorial market;</li> <li>- Media studies, digital ecology and critical methods to communications patterns and usage models.</li> </ul>	<ul style="list-style-type: none"> <li>- Proposed themes should be considered as starting points and are liable to student's personal requests, specific questions and ideas;</li> <li>- Experimental and theoretical thesis proposals are equally welcome;</li> </ul>	<p>Italiano, English</p>
<p><b>Federico Corni</b>        (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)</p>	<ul style="list-style-type: none"> <li>- Educazione scientifica nella scuola dell'infanzia e primaria.</li> <li>- Approccio narrativo alle scienze.</li> <li>- Utilizzo di storie nell'educazione scientifica.</li> <li>- Embodied cognition e educazione scientifica.</li> <li>- Percorsi analogici e verticali con le valigie di Max</li> <li>- Giochi di ruolo e drammatizzazione nell'apprendimento dei concetti scientifici.</li> </ul>	<p>Le tesi possono essere sia di tipo teorico che sperimentale. Auspicabilmente, possono coinvolgere l'attività di tirocinio diretto. Possono essere forniti materiali didattici (es. valigie di Max, storie, ecc.) da sperimentare o da sviluppare e adattare.</p>	<p>Italiano, English</p>

<b>Milvia Cottini</b> (RTD)	<ul style="list-style-type: none"> <li>- Development of cognitive processes (memory, metacognition, executive functions, attention, language) and their impact on learning and school success as well as on social and emotional competences.</li> <li>- Impact of bilingualism and bilingual education on cognitive, social and emotional development.</li> <li>- Impact of education, interventions, trainings on cognitive, social and emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>- The suggested topics are general issues and can be adapted to student's interests.</li> <li>- Similar topics are well accepted.</li> <li>- Both experimental and theoretical theses are accepted.</li> <li>- Students should have competences in literature search (e.g., Google Scholar, Scopus, PubMed) and in academic writing.</li> </ul>	Deutsch, Italiano, English
<b>Silvia Dal Negro</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Didattica della grammatica e riflessione sulla lingua (ad esempio: grammatica valenziale; funzioni sintattiche; classi di parole; lingua parlata);</li> <li>- Analisi (linguistica e sociolinguistica) della lingua parlata e/o scritta di bambini e adolescenti;</li> <li>- Analisi di contesti plurilingui e apprendimento della lingua;</li> <li>- Analisi del contatto linguistico (italiano e dialetto, tedesco e dialetto, italiano e tedesco, lingue di minoranza, lingue immigrate)</li> </ul>	<p>Tutte le tesi in linguistica devono prevedere una parte empirica originale di raccolta e analisi di dati linguistici.</p> <p>Accetto proposte relative allo studio di temi e/o contesti specifici di particolare Interesse per lo studente.</p>	Italiano, English, Deutsch
<b>Silvia Dell'Anna</b> (RTD)	<p>School inclusion:</p> <ul style="list-style-type: none"> <li>- policies for inclusive education in comparative perspective;</li> <li>- (self-)evaluation and improvement of the quality of inclusive schools;</li> <li>- disability studies and disability-related issues (e.g. self-determination, self-advocacy, portrayal of disability in children literature and school books)</li> <li>- impact of inclusion on students with and without Special educational Needs and/or Disabilities;</li> <li>- discrimination, marginalization, stigmatization and exclusion mechanisms in schools;</li> <li>- teaching strategies for inclusion (e.g. differentiation strategies, individualization and personalization)</li> <li>- Systematic reviews and mapping reviews in the field of inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>- Research questions and methodology will be defined according to the student's interest in one of the broad thematic areas listed on the left;</li> <li>- I can accept both experimental and theoretical theses.</li> </ul>	Italiano, English
<b>Heidrun Demo</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Inclusive teaching and learning</li> <li>- Inclusive culture and class climate</li> <li>- Children with disabilities in kindergarten and primary school</li> <li>- Inclusive school development</li> </ul>	<p>The themes on the left are general issues: they need to be defined in specific research questions depending on student's interest;</p> <p>Examples of some specific issues that could be/have been developed:</p> <ol style="list-style-type: none"> <li>1) Vorurteilsbewusste Bildung: Kinder im Umgang mit einer Pluralisierung der Familienformen</li> <li>2) In-book: la lettura ad alta voce con la Comunicazione Aumentativa Alternativa per bambini con bisogni comunicativi complessi</li> <li>3) Offener Unterricht: eine inklusive Organisationsform des Lernens?</li> </ol>	Italiano, Deutsch
<b>Andrea Di Michele</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	<ul style="list-style-type: none"> <li>- Elaborazione critica di unità di apprendimento di argomento storico per la scuola dell'infanzia o per la scuola primaria</li> <li>- Storia delle istituzioni scolastiche (di singole scuole o di singole personalità attive in ambito educativo)</li> </ul>		Italiano, English, Deutsch
<b>Mita Drius</b> (RTD)	<ul style="list-style-type: none"> <li>- Biology education</li> <li>- Cultural ecosystem services</li> <li>- Nature conservation planning</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest</li> <li>- I manage proposals for both experimental and theoretical theses</li> <li>- I cannot manage more than 10 theses in each period; students will be informed right from the first contact if there would be free slots.</li> </ul>	Italiano, English, Deutsch
<b>Giulia Gabrielli</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Voce e canto – Stimme und Gesang</li> <li>- Musica e scuola nella regione del Tirolo Storico - Musik und Schule im alt-Tiroler Raum</li> <li>- Musica e movimento, ballo, danza – Musik, Bewegung und Tanz</li> </ul>		Italiano, Deutsch
<b>Michael Gaidoschik</b> (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)	Grundsätzliche alle für die spätere berufliche Tätigkeit der/des Studierenden relevanten Themen aus dem großen Bereich der Fachdidaktik der Mathematik in der Altersstufe 3 bis 11		Deutsch, English

<b>Maria Cristina Gatti</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Discourse analysis</li> <li>- Business discourse/communication</li> <li>- Sociolinguistics</li> <li>- Multilingualism, English as Lingua Franca (ELF)</li> <li>- Intercultural communication</li> <li>- Language variety</li> <li>- Metaphors/Cognitive linguistics</li> </ul>	I am keen to work with candidates who take a discourse analytic/linguistic approach, with a clear idea of practical relevance of their work.	English, Italian
<b>Bianca Gaudenzi</b> (RTD)	<ul style="list-style-type: none"> <li>- history of Nazism; comparative Fascist studies</li> <li>- material culture; cultural heritage; restitution of looted cultural property</li> <li>- women's history; media history (19th- and 20th-century)</li> <li>- social and cultural history of modern Europe (19th- and 20th-century).</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left refer to a number of research macro areas; specific research questions will be defined according to the student's interests;</li> <li>- students need to be able to master research on scientific databases (e.g. Google scholar, JSTOR etc) and have basic bibliographical skills;</li> <li>- I cannot manage more than 10 thesis at a time; students will be informed right from the start re availability.</li> </ul>	Italiano, English, Deutsch
<b>Alexander Glück</b> (RTD)	<ul style="list-style-type: none"> <li>- grammatische oder lexikalische Variation in deutschen Varietäten (Standard und/oder Dialekt)</li> <li>- grammatischer oder lexikalischer Kontakt zwischen deutschen und italienischen Varietäten (Standard und/oder Dialekt)</li> </ul> (Innerhalb dieser weiten Themenfelder ist ein konkretes Thema zu vereinbaren.)	Voraussetzungen: <ul style="list-style-type: none"> <li>- Vorhandensein linguistischer Grundkenntnisse</li> <li>- Bereitschaft zum Studium linguistischer Literatur</li> <li>- Bereitschaft zur Erhebung und Analyse von Daten</li> </ul>	Deutsch (English)
<b>Jeanette Hoffmann</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Grafisches Erzählen, Literarisches Lernen und Sprachbildung</li> <li>- Kinder- und Jugendliteratur und ihre Didaktik</li> <li>- Lese- und Mediensozialisation</li> <li>- Interkulturelles Lernen und Mehrsprachigkeit</li> <li>- Empirische Rezeptions-, Unterrichts- und Professionsforschung</li> </ul>	<ul style="list-style-type: none"> <li>- Innerhalb der Themengebiete der Professur können die Studierenden eigene Themen finden, Fragestellungen formulieren und diesen auf einer breiten Literaturbasis nachgehen.</li> <li>- Es sind sowohl theoretische Arbeiten mit literaturdidaktischer Ausrichtung als auch bei entsprechenden Vorerfahrungen in der rekonstruktiven Sozialforschung – empirische Arbeiten möglich.</li> <li>- Pro Studienjahr können max. 10 Arbeiten angenommen werden.</li> </ul>	Deutsch
<b>Daniele Ietri</b> (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)	<ul style="list-style-type: none"> <li>- Trasformazioni urbane in città/paesi/quartieri</li> <li>- Casi studio di politiche di sviluppo locale</li> <li>- La declinazione locale delle Politiche di Coesione dell'Unione europea</li> <li>- Esperienze di cooperazione transfrontaliera nell'ambito (e non) delle Politiche UE</li> <li>- Conduzione/analisi di laboratori geografici in classe</li> <li>- Conduzione/analisi di uscite sul terreno con la classe</li> <li>- La scoperta e l'esperienza del territorio da parte del bambino</li> <li>- Contributi a una "mappa profonda" del territorio</li> </ul>	<ul style="list-style-type: none"> <li>- È sempre preferibile fare riferimento a casi concreti, soprattutto se legati al/ai territorio/i di riferimento del/la tesista</li> <li>- La tesi di laurea in geografia comprende sempre attività di ricerca sul campo: inchiesta sul terreno, sopralluoghi, interviste, etc.</li> </ul>	Italiano, English
<b>Martina Irsara</b> (Forscherin auf Planstelle/Ricercatrice di ruolo)	Various topics related to: <ul style="list-style-type: none"> <li>- Comparative linguistics with a focus on English;</li> <li>- English language acquisition in multilingual contexts;</li> <li>- Analyses of texts written in English by learners who speak different L1s (with didactic implications);</li> <li>- the teaching of English as an L3 and L4.</li> </ul>	Language level: Students (wishing to write in English in particular) need to make sure their level of academic competence is appropriate. I will provide linguistic support, but I will not paraphrase whole theses.	English, Ladin, Italian, German
<b>Doris Kofler</b> (Forscherin auf Planstelle/Ricercatrice di ruolo)	<ul style="list-style-type: none"> <li>- interkulturelles Lernen/ interkultureller Dialog (im Kindergarten, in der Schule und in den sozialpädagogischen Arbeitsfeldern);</li> <li>- Inklusions- und Integrationstheorien (in der Gesellschaft, in den Bildungsinstitutionen, im internationalen Vergleich);</li> <li>- LLL (Lifelong, Lifewide and Life-deep Learning – con particolare attenzione alla mediazione culturale);</li> <li>- Altern in der Gesellschaft;</li> <li>- Die Rolle der Großeltern.</li> </ul>	The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest; per salvaguardare la qualità delle tesi, si accetta un numero limitato;	Deutsch, Italiano, English
<b>Joachim Henri Kokkelmans</b> (RTD)	<ul style="list-style-type: none"> <li>- Phonetik, Phonologie und Graphematik</li> <li>- Aussprache, Akustik, Wahrnehmung und Schrift</li> <li>- Alle germanischen und romanischen Varietäten (mit oder ohne Sprachkontakt)</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> </ul>	Ladin, Deutsch, English,

	<ul style="list-style-type: none"> <li>- Dialekte und Variation in Zeit und Raum</li> <li>- Diachroner Sprachwandel (z.B. Lautverschiebungen)</li> <li>- Skandinavistik</li> <li>- Experimentelle Methoden, Programmierung und Statistik</li> </ul>	<ul style="list-style-type: none"> <li>- Although I wrote the themes on the left in German, I am very flexible w.r.t. the language.</li> </ul>	Italiano
<b>Matteo Largaioli</b> (RTD)	<ul style="list-style-type: none"> <li>- Storia della lingua italiana, con particolare riferimento al XIX-XX secolo (ad es. lingua, scuola e letteratura: Pasolini, Zanzotto, Caproni)</li> <li>- La lingua dei cartoni animati (costruzione di corpora, analisi)</li> <li>- Lingua politica (del Novecento o contemporanea)</li> </ul>		Italiano, English
<b>Cecilia Lazzeretti</b> (RTD)	<ul style="list-style-type: none"> <li>- Professional Communication</li> <li>- Museum Discourse</li> <li>- Tourism Discourse</li> <li>- Corpus Linguistics</li> <li>- Genre Analysis</li> <li>- Discourse Analysis</li> <li>- Multimodal Analysis</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> <li>- I manage proposals for both experimental and theoretical theses;</li> <li>- students have to show competences about research on scientific databases (e.g., Scholar Google, OVID, or Pubmed);</li> <li>- I cannot manage more than 3 thesis in a year; students will be informed right from the first contact if there would be free slots.</li> </ul>	Italiano, English
<b>Mara Maya Victoria Leonardi</b> (RTD)	<ul style="list-style-type: none"> <li>- Language biographies and language repertoires of multilingual children and adults in South Tyrol,</li> <li>- Language acquisition/learning in a multilingual context.</li> </ul>	<ul style="list-style-type: none"> <li>- Specific arguments and topics can be agreed with the students.</li> <li>- Both experimental and theoretical theses are accepted.</li> <li>- Students should have competences in literature search and in academic writing.</li> </ul>	English, Deutsch
<b>Ulrike Loch</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Kinder- und Jugendhilfe;</li> <li>- Theorien und Methoden der Sozialarbeit und der Sozialpädagogik;</li> <li>- Trauma- und Gewalt-forschung</li> <li>- Familien- und Generationenforschung</li> <li>- Professionelles Handeln</li> <li>- Soziale Bildung</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> <li>- I manage proposals for both qualitative (empirical grounded) and theoretical theses;</li> <li>- I cannot manage more than 10 thesis in a given period; students will be informed right from the first contact if there would be free slots.</li> </ul>	Deutsch
<b>Alessandro Luigini</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	<ul style="list-style-type: none"> <li>- <b>Didattica dell'arte</b> in contesti scolastici e museali;</li> <li>- <b>Didattica "CON" l'arte</b> in contesti scolastici (insegnare altro usando l'arte)</li> <li>- <b>Didattica visuale</b>, Iconologia didattica, studio dell'uso dell'immagine nei processi pedagogici;</li> <li>- <b>Visual Storytelling</b>, utilizzo della narrazione visuale per la didattica;</li> <li>- Ambienti digitali per l'educazione all'arte e al patrimonio (<b>Virtual Reality, Augmented Reality</b>) in contesti scolastici e museali;</li> <li>- Strumenti digitali per la didattica dell'arte;</li> <li>- <b>Morfologia degli artefatti didattici</b> (studio, progettazione e realizzazione artefatti con <b>stampa 3d</b>)</li> <li>- <b>Storia dell'arte e dell'architettura</b> propedeutiche all'educazione primaria.</li> </ul>	<ul style="list-style-type: none"> <li>- I temi indicati sono indicativi e possono essere ulteriormente declinati;</li> <li>- Propongo attività di ricerca di base e applicata a casi studio;</li> <li>- I candidati devono dimostrare competenze di base per affrontare una tesi in uno dei temi elencati;</li> <li>- Non gestisco più di 10 tesi contemporaneamente. Ogni anno accademico mi riservo di acquisire tutte le proposte dei candidati e selezionare i tesisti per ordine di domanda, salvo casi di proposte particolarmente interessanti.</li> </ul>	Italiano, English
<b>Vanessa Macchia</b> (Forscherin auf Planstelle/Ricercatrice di ruolo)	<ul style="list-style-type: none"> <li>- Inclusive Education/Pedagogy</li> <li>- Inclusive learning and teaching strategies and Special Educational Needs in Kindergarten and School</li> <li>- Early Childhood Education and Care (0-7)</li> <li>- Differences, Disability and social Inclusion</li> <li>- Participation and social Integration</li> </ul>	The themes on the left are general issues: they need to be defined in specific research questions depending on student's interest	Deutsch, Italiano
<b>Stephanie Mian</b> (RTD)	<ul style="list-style-type: none"> <li>- Phänomenologische Erziehungswissenschaft</li> <li>- Lernen, Erziehen, Lehren als Erfahrung</li> <li>- Professionalisierung</li> <li>- Arbeit mit phänomenologisch orientierten Vignetten und Lektüren</li> </ul>	The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;	Deutsch, English
<b>Salvatore Monaco</b> (RTD)	<ul style="list-style-type: none"> <li>- Identità sessuali (generi, identità di genere, orientamenti sessuali);</li> <li>- Comunità LGBT;</li> <li>- Accessibilità;</li> </ul>	Per richiedere la tesi, è necessario inviare al docente un progetto scritto così strutturato: a. Tema principale	Italiano

	<ul style="list-style-type: none"> <li>- Turismo;</li> <li>- Mobilità spazio-temporale;</li> <li>- Turnover generazionale.</li> </ul>	<ul style="list-style-type: none"> <li>b. Stato dell'arte relativo alla issue (Cosa si sa dell'argomento)</li> <li>c. Obiettivo/i della ricerca e risultati attesi (Cosa di nuovo/originali si intende aggiungere all'argomento)</li> <li>d. Approccio teorico e metodologico, con presentazione di un disegno di ricerca comprese le tecniche di ricerca e di analisi da utilizzare</li> <li>e. Bibliografia essenziale (3-4 testi)</li> </ul>	
<b>Daniele Morselli</b> (RTD)	<ul style="list-style-type: none"> <li>- Theories of Curriculum (for example Constructive Alignment, Competence Based Education)</li> <li>- European Key Competences for Lifelong Learning</li> <li>- Teacher in-service training</li> <li>- Entrepreneurship/enterprise education</li> <li>- Work Based Learning (work alternance, internships, etc ...)</li> </ul>	<ul style="list-style-type: none"> <li>- These themes are general research topics, and can include specific research questions to be defined upon the student's interest;</li> <li>- The approach should be experimental with qualitative and/or quantitative methods;</li> <li>- The students should already have basic research skills in terms of academic writing, research methods, and ability to use research software (Endnote Web, Google Scholar, and University's library database);</li> <li>- Upon first contact students will be informed if I can help them in their research and thesis.</li> </ul>	Italiano, English
<b>Andrea Nagy</b> (RTD)	<ul style="list-style-type: none"> <li>- Care leaver, child- and youthcare, social services in South Tyrol</li> <li>- Community work and participatory research</li> <li>- 'knowledge'- cultures and learning connected to social work and social pedagogy (international comparisons, gender- knowledge, organisational knowledge and skills, community based knowledge and skills, intergenerational knowledge and skills, norm-based knowledge and skills (hetero/homosexuality), in some cases youth- cultures (social media, internet))</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest and practicability;</li> <li>- I manage proposals for qualitative empirical research theses embedded in a sociological-pedagogical perspective (as distinguished to a psychological perspective);</li> <li>- students have to hand in their research interest in written form (1 page including a connection to two relevant literature -one methodological, one professional) by first contact and be open for discussion and learning to develop the question further;</li> <li>- I can only accompany a limited amount of theses in a given time period.</li> </ul>	English, Deutsch
<b>Carlo Alessandro Nardi</b> (RTD)	<ul style="list-style-type: none"> <li>- popular music (music and technology, music production, community music, music and labour, music copyright, music scenes, music for the moving image, funk and soul music);</li> <li>- sociology of culture (cultural study of the senses, sound studies, alienation, sociology of knowledge, creativity);</li> <li>- media studies (media theory, identities and representation, critical race theory, moral panic, documentary, educational media);</li> <li>- methodology (research methods for the social sciences, research design, qualitative approaches, ethnography, research methods in education).</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest; students are invited to propose a theme of their interest that does not correspond to the listed themes as long as it has some congruity;</li> <li>- I manage proposals for both experimental and theoretical theses;</li> <li>- students have to show competences about research on scientific databases (e.g., Scholar Google, OVID, or Pubmed);</li> </ul>	Italiano, English
<b>Iris Nentwig-Gesemann</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Erziehung und Bildung in der Kindheit mit dem Schwerpunkt 0 bis 6 Jahre</li> <li>- Gesprächskultur im Kindergarten, Sprachbildung</li> <li>- Qualität der Interaktionen zwischen Fachkräften und Kindern</li> <li>- Kinderspiel &amp; Peer-Interaktionen</li> <li>- Kinder und Natur</li> <li>- Qualitätsentwicklung und Professionalisierung</li> </ul>	<b>Spezialgebiete in der Forschung:</b> <ul style="list-style-type: none"> <li>- Forschung mit Kindern</li> <li>- Forschungsethik</li> <li>- Praxeologische Wissenssoziologie und Dokumentarische Methode</li> <li>- Videobasierte Interaktionsanalysen</li> </ul>	Deutsch, English
<b>Sven Andreas Jens Nickel</b> (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)	<ul style="list-style-type: none"> <li>- Schriftspracherwerb, Orthographierwerb, Leseförderung</li> <li>- Lesesozialisation, Home Literacy Environment, Family Literacy, Literale Praxen</li> <li>- Early Literacy, Vorlesen &amp; Dialogisches Lesen</li> <li>- Lese-Rechtschreibschwierigkeiten, Funktionaler Analphabetismus</li> </ul>	<ul style="list-style-type: none"> <li>- Abschlussarbeiten sollen vorwiegend empirischen Charakter haben, können aber im Einzelfall auch theoretische Ausarbeitungen sein.</li> <li>- Die Fähigkeit zur eigenständigen Recherche in fachlich eigenständigen Datenbanken wird erwartet.</li> </ul>	Deutsch
<b>Benjamin Niederkofler</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	<p>Grundsätzlich alle Themen, die sich mit Fragen zur Bildung, Erziehung, Entwicklung, Sozialisation und dem Lernen von Kindern im Sportunterricht beschäftigen.</p> <p>Allgemeine Themen:</p> <ul style="list-style-type: none"> <li>- Ziele, Methoden und Inhalte im Sportunterricht</li> <li>- Vermittlungs- und Aneignungsprozesse im Sportunterricht</li> </ul>	<p>Es können auch projektbezogene Themen zu folgenden Projekten der Professur gewählt werden. Bei Interesse bitte direkt anfragen.</p> <ul style="list-style-type: none"> <li>- Handeln und Erleben im Sportunterricht der Grundschule</li> <li>- Basic Motor Competencies in Europe - Digital Promotion (BMC-EU DigPro)</li> <li>- Entwicklung selbstbezogener Konzepte im Grundschullehramt durch Bewegung und Sport</li> </ul>	Deutsch, English

	<ul style="list-style-type: none"> <li>- Bildungsforschung im Fach Bewegung und Sport (z. B. Bewegungsformen und deren Beitrag zur Entwicklung von Schulkindern)</li> <li>- Profession und Berufsfeld von Lehrkräften im Fach Bewegung und Sport (z. B. Wissen, Können und Wollen von Lehrkräften zur Bewegungserziehung)</li> </ul>	<ul style="list-style-type: none"> <li>- Entwicklung und Förderung von motorischen Basiskompetenzen in der Kindheit</li> <li>- Curriculum Making im Sportunterricht</li> </ul>	
<b>Urban Nothdurfter</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	Themenbereich 1: <b>Sozialpolitische Entwicklungen und Soziale Arbeit</b> <b>Politiche sociali e servizio sociale</b> <b>Social policy and social work</b> keywords: street-level research, activation, discretion, policy practice  Themenbereich 2: <b>Geschichte der Sozialen Arbeit</b> <b>Storia del servizio sociale</b> <b>Social work history</b>  Themenbereich 2: <b>Forschung und Professionalisierung in der Sozialen Arbeit</b> <b>Ricerca e professionalizzazione nel servizio sociale</b> <b>Social work research and professionalisation</b> keywords: knowledge production, practice research, reflexive professionalism  Themenbereich 4: <b>Queer studies</b> <b>Sexuelle und geschlechtliche Vielfalt (in der Sozialen Arbeit)</b> <b>Diversità sessuali e di genere (nel servizio sociale)</b> <b>Sexual and gender diversity (in social work)</b>	Studierende müssen grundlegende Kompetenzen in den Bereichen Literaturrecherche und wissenschaftliches Schreiben mitbringen.  Anfragen müssen einen ersten (auch vorläufigen) Themenvorschlag innerhalb der genannten Themenbereiche enthalten.  Es können maximal acht Arbeiten gleichzeitig betreut werden.	Deutsch, Italiano, English
<b>Angelika Pahl</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Didaktik der Naturwissenschaften mit Schwerpunkt unbelebte Natur</li> <li>- Naturwissenschaftliches Experimentieren in Kindergarten und Grundschule</li> <li>- SchülerInnenvorstellungen zu Naturphänomen</li> <li>- Herausforderungen im naturwissenschaftlichen Unterricht</li> </ul>	Individuelle Schwerpunktsetzung anhand der Themenvorschläge; Voraussetzungen: <ul style="list-style-type: none"> <li>- Bereitschaft zur selbständigen Auseinandersetzung mit Fachliteratur</li> <li>- Bereitschaft zum empirischen Arbeiten</li> </ul>	Deutsch
<b>Monica Parricchi</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	Possibili tematiche declinabili nei seguenti ambiti: <ul style="list-style-type: none"> <li>- Educazione alla cittadinanza;</li> <li>- Educazione al benessere;</li> <li>- Educazione finanziaria;</li> <li>- Educazione al consumo;</li> <li>- Approcci educativi tra relazioni, corporeità, alimentazione e natura;</li> <li>- Differenze di genere in diversi ambiti esperienziali;</li> <li>- Approccio pedagogico alle tecnologie;</li> <li>- Spazio e apprendimento;</li> <li>- Gemellarità e specificità educative.</li> </ul>	Gli studenti possono proporre anche temi qui non elencati, nell'ambito della pedagogia generale e sociale.	Italiano, English
<b>Norbert Parschalk</b> (RTD)	<ul style="list-style-type: none"> <li>- Digitale und analoge Medien im Bereich Geschichtsvermittlung in KG und GS</li> <li>- Geschichtsquellen im Geschichtsunterricht in der GS</li> <li>- Zeitzeugen in der GS</li> <li>- Integration und Inklusion durch Geschichte</li> <li>- Historische Persönlichkeiten im Geschichtsunterricht (GS)</li> <li>- Förderung von Zeitbewusstsein in KG und GS</li> <li>- Produkte der Geschichtskultur in KG und GS</li> <li>- Lokalgeschichte (Dorf- bzw. Stadtgeschichte) in der GS</li> </ul>	Die schriftliche Erarbeitung der Themen baut auf den theoretischen Grundlagen auf, die in der Vorlesung zur Geschichtsdidaktik vermittelt worden sind.	Deutsch
<b>Annemarie Profanter</b>	<ul style="list-style-type: none"> <li>- intercultural issues</li> <li>- immigration and integration</li> <li>- immigration flows to Europe</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are based on my research experience resulting from numerous trips to the Arab world; Students with an interest in these issues will be provided with personal material (movies, scientific research</li> </ul>	English, Deutsch, Italiano



(Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- topics related to gender</li> <li>- educational issues related to the Arab world</li> <li>- Arab women and education</li> <li>- Arab family structure (e.g. polygyny)</li> <li>- female fashion in the Arab Gulf</li> <li>- Muslim immigrants</li> <li>- topics related to Saudi Arabia, Oman and Pakistan</li> </ul>	<p>outcomes etc.)</p> <ul style="list-style-type: none"> <li>- I have extensive experience with quantitative and qualitative research as I hold Doctorates in both Psychology and Education; therefore, proposals considering both approaches will be accepted;</li> <li>- students should have experience with scientific databases and read English literature as most of my publications are in English;</li> </ul>	
<b>Iliaria Riccioni</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Interpretation of social phenomena from social theory and/or everyday life observations;</li> <li>- Social dynamics in groups or Institutions;</li> <li>- Research by means of qualitative methods (Interviews, focus groups, ethnographic approach).</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis or ideas willing to develop themes and observations of phenomena from a sociological perspective are welcome;</li> <li>- I will accompany development of sociological issues out of private reflections;</li> <li>- All students interested in presenting an idea of thesis can contact me: <a href="mailto:Iliaria.Riccioni@unibz.it">Iliaria.Riccioni@unibz.it</a></li> </ul>	Italiano, English, Deutsch
<b>Stephanie Risse</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	Deutsche Sprache und Mehrsprachigkeit: Pragmatik, Diskursanalyse Institutionelle Kommunikation	Ich betreue bevorzugt Arbeiten, die auf empirisch gewonnenen Sprachdaten basieren.	Deutsch, Englisch, Italienisch
<b>Giorgia Ruzzante</b> (RTD)	<ul style="list-style-type: none"> <li>- Inclusive Education</li> <li>- Philosophy for Children</li> <li>- Teaching in Nursery and Primary schools</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;</li> <li>- I manage proposals for both experimental and theoretical thesis</li> </ul>	Italiano, English
<b>Daniela Salvucci</b> (RTD)	<p>General themes:</p> <ul style="list-style-type: none"> <li>- Socio-cultural practices, meanings, experiences, processes, and environments.</li> <li>- Cultural difference, hegemonic/subaltern cultures, cross-cultural and transcultural social dynamics.</li> </ul> <p>Specific themes:</p> <ul style="list-style-type: none"> <li>- Cultures of people in mountain areas (Alps, Andes).</li> <li>- Social groups, communities, migraton networks and globalization.</li> <li>- Body, gender, family, and kinship- relatedness.</li> <li>- Festive and ritual practices.</li> <li>- History of socio-cultural anthropology.</li> <li>- Critical cultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>- Socio-cultural anthropology and Cultural Studies are the main disciplinary frameworks of the enlisted themes, even if interdisciplinary approaches are also welcome.</li> <li>- Thesis projects can be based on bibliographical and archival research, as well as on fieldwork research including ethnographic methods, participant observation, multi-sited ethnography, life stories and oral history.</li> </ul>	Italiano, English
<b>Francesca Sangiuliano Intra</b> (RTD)	<ul style="list-style-type: none"> <li>- Giftedness in children: psychological and educational perspective;</li> <li>- Social and emotional learning as a mile stone of adaptive development;</li> <li>- How do children make decision? Decision making process in a developmental perspective</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they must include specific research questions to be defined depending on student's interest;</li> <li>- I manage proposals for both experimental and theoretical theses;</li> <li>- Students have to show competences about research on scientific databases (e.g., Scholar Google, OVID, or Pubmed);</li> </ul>	Italian, English
<b>Loredana Schettino</b> (RTD)	<ul style="list-style-type: none"> <li>- Modelling and applications of speech features</li> <li>- Experimental phonetics</li> <li>- Pragmatic functions of linguistic structures</li> <li>- Phonetics-Pragmatics interface</li> <li>- Methods and technologies for foreign language teaching</li> </ul>	<ul style="list-style-type: none"> <li>- The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest</li> </ul>	Italiano, English, Deutsch
<b>Susanne Schumacher</b> (RTD)	<ul style="list-style-type: none"> <li>- School development (architecture &amp; interior design, organization development, teaching development and personnel development)</li> <li>- Media Pedagogy</li> <li>- Visualization of explanatory patterns of e.g. youngsters with the occupational orientation and study orientation</li> </ul>	<ul style="list-style-type: none"> <li>- proposal should include specific research questions to be defined depending on student's interest</li> <li>- a thesis can be a theoretical comparison as well as a theory-based case study (therefore students have to have acquired competences in empiric research before)</li> <li>- I can manage 3 up to 5 theses simultaneously. Please ask at first contact when there would be free slots.</li> </ul>	Deutsch

<b>Simone Seitz</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- Diversity education</li> <li>- Educational justice / Inclusion</li> <li>- Primary Education Research / Teaching and Learning in Primary Schools</li> <li>- Early Education / childhood Studies</li> <li>- School development / Organizational development / Education systems</li> </ul>	Specific research questions need to be defined in agreement.	English, German
<b>Paolo Somigli</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	<p><b>LM-85 bis:</b>          Problemi, strategie e metodi di didattica della musica, con particolare attenzione all'educazione all'ascolto e al rapporto musica/movimento.          La musica d'arte del Novecento: risorse e metodologie didattiche per la scuola primaria e dell'infanzia.          La popular music ("musica di consumo", "musica leggera", "populäre Musik") nella scuola: caratteri e finalità.</p> <p><b>LM-45:</b>          Strategie e tecniche della divulgazione musicale.          Aspetti della musica d'arte del Novecento (rapporto con la tradizione; atonalità e dodecafonìa in Italia; Seconda scuola di Vienna; Serialità; Alea ecc.).          Aspetti e temi relativi alla popular music italiana e internazionale.</p>	<p>Le studentesse/Gli studenti sono invitati a proporre argomenti specifici all'interno dei temi di ricerca indicati di fianco.</p> <p>Le studentesse/Gli studenti possono proporre anche argomenti relativi ad altri temi della pedagogia, didattica e storia della musica.</p>	Italiano, Deutsch, English
<b>Lorenzo Spreafico</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	<ul style="list-style-type: none"> <li>- Processi di formazione della competenza linguistica in L1, L2, LNº, con particolare riferimento ai livelli di fonetica, fonologia e lessico.</li> <li>- Glottodidattica e pedagogia naturale per L1, L2, LNº, con particolare riferimento ai livelli di fonetica, fonologia, e lessico.</li> </ul>	<p>L'elenco dettagliato degli argomenti può essere richiesto al docente.          Premessa per la richiesta di tesi di linguistica acquisizionale è lo studio preventivo del volume: Andorno C., Valentini A., Grassi R. (2017), <i>Verso una nuova lingua</i>, UTET.          Premessa per la richiesta di tesi di glottodidattica è lo studio preventivo del volume: Rastelli S. (2019) <i>Introduzione alla glottodidattica sperimentale</i>, I Mulino.          Tutte le tesi prevedono una parte di raccolta, trattamento e analisi di dati linguistici, nonché lo studio di testi scientifici in italiano e/o inglese e/o tedesco.</p>	Italiano (English, Deutsch)
<b>Kolis Summerer</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Strafrecht, Strafprozessrecht, Strafvollzug</li> <li>- Kinder- und Jugendrecht, Familienrecht</li> <li>- Bioethik und Biorecht</li> <li>- Diritto penale, diritto processuale penale, diritto dell'esecuzione penale</li> <li>- diritto minorile, diritto di famiglia</li> <li>- bioetica e biodiritto</li> </ul>		Italiano, Deutsch, English
<b>Luisa Tasca</b> (RTD)	<ul style="list-style-type: none"> <li>- Storia contemporanea (Ottocento e Novecento)</li> <li>- Storia della storiografia</li> <li>- Didattica della storia</li> </ul>		Italiano, Deutsch, English
<b>Livia Taverna</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- Development of motor skills in early infancy;</li> <li>- Acquisition of graphomotor competence;</li> <li>- Emergent literacy;</li> <li>- Methods and instruments to measure child's development;</li> <li>- Teacher-child relationships in educational context.</li> </ul>	Max 5 students each academic year	Italiano, Deutsch
<b>Barbara Tramelli</b> (RTD)	<ul style="list-style-type: none"> <li>- Pedagogy for the Arts</li> <li>- Cultural Heritage and Art Market Studies</li> <li>- Visual Studies</li> <li>- Digital Methodologies in Art History</li> <li>- Iconography and Art Theory</li> </ul>	<p>The themes on the left are general issues: they can include specific research questions to be defined depending on student's interest;          I manage proposals for both experimental and theoretical theses;          I cannot manage more than 5 thesis in a given period; students will be informed right from the first contact if there would be free slots.</p>	Italiano, English, Deutsch
<b>Maria Teresa Trisciuzzi</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- La storia culturale, sociale e pedagogica dell'infanzia vista e letta attraverso una delle opere più alte della letteratura per l'infanzia dall'Ottocento a oggi. Da definire con il docente.</li> <li>- Le fiabe ieri e oggi. Partendo dalla scelta di una fiaba, di un personaggio, di un autore.</li> <li>- Il Bildungsroman partendo dalla scelta di un autore/autrice,</li> </ul>		Italiano, Deutsch, English

	<ul style="list-style-type: none"> <li>- La narrativa contemporanea attraverso la scelta di un autore/autrice per l'infanzia o per ragazzi.</li> <li>- Il picturebook, le potenzialità artistiche, espressive e comunicative delle illustrazioni partendo dalla scelta di una tematica, di un autore/autrice, di una casa editrice.</li> <li>- La letteratura per l'infanzia e le sue contaminazioni (dal libro al videogame, alla serie tv, ai film, alle app, e viceversa)</li> <li>- Narrazioni filmiche: dai cartoon ai lungometraggi d'animazione giapponese del regista Hayao Miyazaki, a partire dalla scelta di una tematica, di un film...</li> <li>- Il piacere di leggere e l'importanza della lettura ad alta voce. Da definire con il docente.</li> <li>- <i>Visual Storytelling</i>: I wordlessbooks e le potenzialità artistiche, espressive e comunicative delle illustrazioni, partendo dalla scelta di una tematica, di una autore/autrice, di una casa editrice.</li> <li>- Le questioni di genere: ripartire dalle parole e dalle immagini per orientarsi sul tema.</li> <li>- La questione dell'interculturalità legata al tema della cittadinanza, della convivenza, del confronto: con particolare attenzione al tema delle infanzie migranti, attraverso storie di identità narrate</li> <li>- Il rapporto educativo tra infanzia e natura nella letteratura per l'infanzia: narrazioni che tendono a restituire l'infanzia direttamente al cuore del verde, racconti che rivendicano l'atavica appartenenza del bambino alla Natura.</li> <li>- Le rappresentazioni letterarie e filmiche di bullismo al femminile, la loro interpretazione pedagogica e la rilevanza nella letteratura per l'infanzia.</li> <li>- Esempi emblematici di orfananza, ovvero delle figure di infanzie incomprese, del loro cammino di crescita.</li> <li>- Le diverse rappresentazioni di famiglia nella letteratura per l'infanzia: da un romanzo o da una serie di albi illustrati scelti (quindi a partire dalla scelta del periodo storico) o dalle figure che la compongono (rapporto tra infanzia e madri e padri, sorelle e fratelli, nonne e nonni...). La ricerca si apre attraverso una chiave pedagogica che analizzi i cambiamenti ed i legami che coinvolgono le famiglie di ieri e di oggi.</li> <li>- L'autobiografia raccontata attraverso lo sguardo dell'infanzia. Dai romanzi ai film, dai picturebook ai graphic novel.</li> </ul>		
<p><b>Reinhard Tschiesner</b>        (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)</p>	<ul style="list-style-type: none"> <li>- Themenbereiche:</li> <li>- Entwicklungsverläufe (kognitiv, motorisch, sensorisch, sozial-emotional, ...)</li> <li>- Emotionserleben und Emotionsregulation</li> <li>- Interpersonelle Beziehungen</li> <li>- Frühkindliches Lernen</li> <li>- Entwicklungsaufgaben, Krisen und Psychische Störungen im Kindes-, Jugend- und Erwachsenenalter</li> <li>- Burnout</li> <li>- Sportpsychologie und Mentaltraining</li> <li>- Eine Fragestellung wird dann gemeinsam erarbeitet.</li> </ul>	<ul style="list-style-type: none"> <li>- Bevor das Verfassen der Laureatsarbeit beginnt, muss ein Exposé verfasst werden.</li> <li>- Bereitschaft zum Aufarbeiten englischsprachiger Fachliteratur.</li> <li>- Bereitschaft zum empirischen Arbeiten (Durchführen von Interviews, Befragungen, Experimenten, ...).</li> <li>- Leider können von mir nicht mehr als 10 Laureatsarbeiten betreut werden.</li> </ul>	<p>Deutsch</p>
<p><b>Johannes Theodorus van der Sandt</b>        (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)</p>	<p>All general aspects of music education.</p> <ul style="list-style-type: none"> <li>- Impact of singing and learning to play an instrument on the cognitive and social development of children.</li> <li>- Non-formal music activities and its potential for music education (Community music, Community singing).</li> <li>- Music activities and its potential for non-formal, life-long, life-deep, and life-wide learning.</li> <li>- Participation in musical activities and its potential for the development of, and the promotion of holistic well-being.</li> <li>- Evaluation of the impact of musical activity of children on aspects in daily life.</li> </ul>	<p>As I am more fluent in English than German, it must be noted that I can also accept and help students in German, but then not on a linguistic level, only content.</p>	<p>English, Deutsch</p>
<p><b>Cecilia Varcasia</b>        (RTD)</p>	<ul style="list-style-type: none"> <li>- Apprendimento dell'italiano come lingua seconda;</li> <li>- Sperimentazione di attività didattiche, in particolare per lo sviluppo della competenza pragmatica;</li> <li>- Valutazione delle competenze linguistiche, in particolare il parlato.</li> </ul>		<p>Italiano, inglese, tedesco.</p>

<p><b>Daniela Veronesi</b>          (Forscherin auf Planstelle/Ricercatrice di ruolo)</p>	<p>Interazione in classe in L1 o L2 (scuola primaria, scuola per l'infanzia) e analisi della comunicazione verbale tra docente e alunni e/o tra pari (ad es. strategie comunicative degli insegnanti a sostegno della partecipazione; il feedback valutativo; il lavoro sul lessico ordinario e specialistico; l'interazione tra bambini nel lavoro di gruppo; il rapporto tra comunicazione verbale e non verbale nella spiegazione di nuovi contenuti; la gestione dell'ordine).          Le biografie linguistiche: applicazioni didattiche per l'educazione linguistica nella scuola primaria.</p> <p>L'interazione in contesti musicali didattici o professionali (ad es. tecniche di insegnamento tra verbale e non verbale - gestualità, canto, uso di oggetti, ecc. -; la gestione delle lingue e della partecipazione in contesto multilingue; comunicazione radiofonica; i generi testuali della comunicazione musicale).</p> <p>La comunicazione scritta e orale nell'ambito del lavoro di servizio sociale e di educatore sociale (ad es. la comunicazione nelle riunioni di lavoro in contesto di L1 e multilingue e il ruolo del moderatore; aspetti linguistico-comunicativi del colloquio operatore-utente; la gestione delle asimmetrie linguistiche tra parlante nativo e non nativo; scrittura e generi testuali della comunicazione in campo sociale).</p> <p>Classroom interaction in L1 or L2 (primary school, kindergarten), analysis of teacher-student or peer communication (e.g. teachers' communicative strategies enhancing participation; evaluative feedback; working on the lexicon; children interaction in group work; the interplay between verbal and non verbal modalities; managing classroom discipline).</p> <p>Language biographies: didactic applications for language education in primary school.          Interaction in musical settings (didactic or professional), oral and written (for instance, verbal and non verbal teaching techniques; managing language use and participation in multilingual contexts; radio communication; written text genres for the musical domain).</p> <p>Oral and written communication in the field of social work and social education (e.g. work meetings in L1 and multilingual contexts and the role of the chairperson; communicative and linguistic aspects of social worker-service seeker encounters; linguistic asymmetries in native-non native interaction; writing practices and text genres in the social work domain).</p>	<p>Gli ambiti indicati sono di carattere generale, con esempi di specifiche domande di ricerca. Ulteriori tematiche possono essere definite in base all'interesse degli studenti.          Per le tematiche relative allo studio della comunicazione verbale si richiede agli studenti di raccogliere dati audio- e/o videoregistrati, e di acquisire competenze di trascrizione di lingua parlata.</p> <p>Themes on the left are general, with examples of specific research questions. Further research questions can be defined depending on students' interests. Students are expected to collect audio- and/or video data (recordings) and to gain familiarity with transcribing spoken language.</p>	<p>Italiano, English, Deutsch</p>
<p><b>Paul Videsott</b>          (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)</p>	<p>Themen im Zusammenhang mit der ladinischen Sprache und Kultur und/oder mit dem ladinischen Gebiet          Linguistik und Mehrsprachigkeit</p> <p>Tematiche connesse a lingua e cultura ladina e/o all'area ladina          Linguistica e plurilinguismo</p>		<p>Ladin, Italiano, Deutsch</p>
<p><b>Ruth Videsott</b>          (RTD)</p>	<ul style="list-style-type: none"> <li>- Didaktische Fragen zu mehrsprachigen Schulkontexten (KiGa und Schule)</li> <li>- Erstspracherwerb und Zweitspracherwerb im ladinischen/mehrsprachigen Kontext</li> <li>- Ladinisch als Zweitsprache: theoretische und didaktische Ansätze</li> <li>- Theoretische Fragen und praktische Umsetzung zur Übersetzungstätigkeit in einer Minderheitensprache</li> <li>- Standardisierung und Normierung von Minderheitensprachen</li> <li>- Sprachkontaktphänomene im Ladinischen: synchron und diachron</li> <li>- Ladinisch als Mediensprache</li> </ul>	<ul style="list-style-type: none"> <li>- Bei den vorgegebenen Forschungsschwerpunkten handelt es sich um generelle Themen, die je nach Wunsch und Interesse der Studierenden besondere Fragestellungen enthalten können.</li> </ul>	<p>Ladin, Italiano, Deutsch</p>
<p><b>Alessandro Vietti</b>          (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)</p>	<ul style="list-style-type: none"> <li>- Language and society              Possible topics: ethnic identity in migratory setting, bilingual speech, individual language variation in interaction, age and gender differences in the use of the dialect, social networks and language choice etc.</li> <li>- Experimental phonetics              Possible topics: child phonology acquisition, phonological awareness in children, description of the sounds of a dialect or a language variety, speech production mechanisms etc.</li> </ul>	<p>The examples of topics provided represent an open set, this means that a wider range of research ideas could be put forward within the two main areas.</p> <p>All sorts of methods could be used to understand how we communicate: ethnographic observation, interviews, questionnaire surveys, experiments.</p> <p>The phonetics lab ALPS (Alpine Laboratory of Phonetic Sciences) in Bozen is equipped with instruments to deal with any research design.</p>	<p>Italiano, English, Deutsch</p>

		Any language or dialect could be the object of analysis!	
<b>Federica Viganò</b> (RTD)	<ul style="list-style-type: none"> <li>- Sustainability; Corporate Social Responsibility: case analysis or data analysis of companies with a responsible commitment (including responsible communication; marketing cases)</li> <li>- Cultural Economics: cultural institution strategies /planning for the development of cultural activities (event and project management)</li> <li>- Corporate welfare (data analysis and qualitative case analysis)</li> <li>- Sustainable consumption (data analysis and qualitative case studies)</li> </ul>	<ul style="list-style-type: none"> <li>- The students are required to conduct an extensive literature analysis and to develop very clear and well-cut Research Questions which can be operationalized into data analysis (both qualitative and quantitative);</li> <li>- Both theoretical and empirical thesis are accepted;</li> <li>- students who want to make data analysis are required to show competences on specific software. A collaboration with professors of Statistics (prof. Cavrini) is highly appreciated;</li> <li>- the max amount of thesis accepted are 10. I will communicate every time with the students at this regard and I will help them to find feasible solutions.</li> </ul>	Italiano, English
<b>Robert Philipp Wagensommer</b> (Prof. auf Planstelle der 2. Ebene/Prof. associato di ruolo)	<p>Grundsätzlich alle Themen im Bereich der Didaktik der Biologie. Themen im Rahmen der Botanik werden bevorzugt.</p> <p>Fondamentalmente tutti gli argomenti nel campo della Didattica della Biologia. Gli argomenti nell'ambito della Botanica vengono preferiti.</p>	<p>Abschlussarbeiten können sowohl theoretisch als auch experimentell ausgerichtet sein.</p> <p>Die Einbeziehung der Praktikumstätigkeit ist oft von Vorteil.</p> <p>Le tesi possono avere carattere sia teorico che sperimentale. Il coinvolgimento dell'attività di tirocinio è spesso vantaggioso.</p>	Deutsch, Italiano
<b>Gerwald Wallnöfer</b> (Prof. auf Planstelle der 1. Ebene/Prof. ordinario di ruolo)	<ul style="list-style-type: none"> <li>- Interkulturellen Pädagogik</li> </ul>		Deutsch
<b>Beate Weyland</b> (Prof. auf Planstelle der 2. Ebene/Prof.ssa associata di ruolo)	<ul style="list-style-type: none"> <li>- il rapporto tra spazi e didattica il dialogo tra pedagogia e architettura;</li> <li>- il tema del corpo e i cinque sensi per imparare;</li> <li>- tutti gli argomenti che si riferiscono all'innovazione didattica e allo sviluppo della scuola.</li> <li>- Die Beziehung zwischen Lernen und Raum;</li> <li>- Dialog zwischen Pädagogik und Architektur;</li> <li>- Lernen mit dem Körper und mit den fünf Sinnen;</li> <li>- Reformpädagogische Ansätze, Innovation und Schulentwicklung.</li> </ul>	<p>Le tesi possono spaziare da un approccio teorico a quello sperimentale ed esperienziale.</p> <p>Gli argomenti vengono circoscritti e specificati con più attenzione durante i primi colloqui.</p> <p>Non svolgo le consulenze sulla tesi a distanza. Preferisco incontri in presenza con una certa ritmicità.</p>	Italiano, English, Deutsch
<b>Cinzia Zadra</b> (RTD)	<ul style="list-style-type: none"> <li>- worked and experience-based learning;</li> <li>- collaborative and learning networks;</li> <li>- citizenship education;</li> <li>- extended learning environments.</li> </ul>	Students are not required to select a topic that is listed here, but the research proposal should be chosen by mutual agreement.	Italiano, English, Deutsch
<b>Renata Zanin Scaratti</b> (Forscherin auf Planstelle/Ricercatrice di ruolo)	<ul style="list-style-type: none"> <li>- DaZ, DaF;</li> <li>- bilingualer Sachfachunterricht, sprachsensibler Unterricht;</li> <li>- Aktionsforschung im Sprachunterricht;</li> <li>- Mehrsprachigkeit an Universitäten;</li> <li>- Language Testing;</li> <li>- Sprachpflege und Sprachaufmerksamkeit;</li> <li>- Sprache und Übersetzung.</li> </ul>		Deutsch
<b>Dorothy Louise Zinn</b> (Prof. auf Planstelle der 1. Ebene/Prof.ssa ordinaria di ruolo)	<ul style="list-style-type: none"> <li>- multiculturalism and superdiversity;</li> <li>- migration and refugee issues;</li> <li>- cultural heritage;</li> <li>- social movements;</li> <li>- political economy: unemployment, clientelism, corruption;</li> <li>- ethnographic research.</li> </ul>	<p>I am open to supervising theses that are related to anthropology.</p> <p>I am willing to follow experimental theses as well as bibliographic ones.</p>	Italiano, English, Deutsch