

# Syllabus

## *Course Description*

Course Title	Individualized support for portfolio development
Course Code	84008
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	Italian
Degree Course	Training Course for the teaching qualification procedure
Other Degree Courses (Loaned)	
Lecturers	
Teaching Assistant	PhD Francesca Ravanelli
Semester	All semesters
Course Year/s	1
CP	0
Teaching Hours	40
Lab Hours	0
Individual Study Hours	0
Planned Office Hours	0
Contents Summary	<p>The course aims to support the creation of a digital portfolio that includes - starting from a reflection on both one's strengths and areas for potential personal development - documentation, reflection, and a reworking of one's professional practice, including critical reflection on selected classroom activities.</p> <p>The digital portfolio will be developed using the Mahara platform, which is already used by Education students at Unibz and will be made available to vocational education teachers. On this platform, teachers will find a portfolio layout specifically designed to meet their needs and activities. Throughout the course, they will use it to produce:</p> <p>(a) the development of their personal and professional identity,</p> <p>(b) evidence of the classroom application of principles learned during the course,</p>

	<p>(c) their personal reflections.</p> <p>Ongoing support will be provided for the creation, updating, and guidance in the writing of the digital portfolio.</p>
<b>Course Topics</b>	<ul style="list-style-type: none"> <li>- Personal and professional identity (from memory to future vision): implementation and development.</li> <li>- Teaching practice: reflection on one's own teaching in relation to the theoretical insights gathered.</li> <li>- Teacher competences: reflection particularly on the inclusive and innovative dimensions.</li> <li>- Self-assessment and final reflection: based on external evaluation, peer evaluation, and students' evaluation.</li> </ul>
<b>Keywords</b>	Professional identity, Teaching practice, Inclusion, Innovation, Self-assessment
<b>Recommended Prerequisites</b>	Access to the previous portfolio
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Individual and/or small group meetings to analyse the work produced and support its development towards the objectives of the programme.
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>At the end of the course, provided they have participated consistently, teachers/students will be able to:</p> <ul style="list-style-type: none"> <li>- Reflect on their personal and professional identity, their talents and competencies, as well as areas for development.</li> <li>- Produce effective documentation of a teaching activity, following the triad: context analysis / planning / assessment, and indicating the activities and (innovative) teaching strategies implemented.</li> <li>- Create, at the end of the course, an effective summary of their growth by reflecting on strengths and critical issues, using the SWOT matrix (Strengths, Weaknesses, Opportunities, Threats) for analysis and reflection.</li> <li>- Build a professional portfolio that documents personal and professional growth and the distinctive competencies of the teaching profession.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	not provided

<b>Evaluation Criteria</b>	not provided
<b>Required Readings</b>	<p>Extracts provided during the course in the form of a handout:</p> <p>lanes, D., Cramerotti, S., Biancato, L., &amp; Demo, H. (2019). <i>Il manuale dell'Expert Teacher: 16 competenze chiave per 4 nuovi profili docente</i>. Erickson.</p> <p>Gordon, T. (2013) <i>Insegnanti efficaci</i>. Giunti editore.</p> <p>Rivoltella, P.C. (2025). <i>Dire la scuola. Lessico minimo</i>. Scholé</p>
<b>Supplementary Readings</b>	
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Reduced inequalities, Quality education