

Syllabus

Course Description

Course Title	Work Experience 1 - Early Childhood Education and Primary School
Course Code	400006
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	<p>Dott. Mag. Evi Priller, Evi.Priller@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37114</p> <p>Dott. Mag. Sabina Fischnaller, Sabina.Fischnaller@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38348</p> <p>Dott. Mag. Kerstin Hilde Maria Schultz, Kerstin.Schultz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47474</p> <p>Silvia Helfer, Silvia.Helfer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50434</p> <p>Susanne Tischler, Susanne.Tischler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52694</p> <p>Dott. Mag. Angelica Priller, Angelica.Priller2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38893</p>
Teaching Assistant	

Semester	All semesters
Course Year/s	1
CP	4
Teaching Hours	40 (direktes Praktikum)
Lab Hours	20 (indirektes Praktikum)
Individual Study Hours	40 (Eigenstudium)
Planned Office Hours	gemäß Regelung
Contents Summary	<p>Internship 1 includes the direct internship with in-person attendance at educational institutions like kindergartens and primary schools, as well as the indirect internship, which usually takes place at the Faculty of Education in Brixen. The content of the indirect internship is, wherever possible, linked with the courses in the study plan to ensure a connection between academic theory and practical experience in the professional field. An important tool for connecting theory and practice and for documenting practical study experience is the students' portfolio. It shows the development of students' skills throughout the entire course of their studies.</p> <p>1. Indirect Internship: The indirect internship serves to prepare for, reflect during, and follow up on the direct internship.</p> <p>Preparation for the internship:</p> <ul style="list-style-type: none"> - Goals and information about the legal conditions of the internship (internship regulations, internship agreement, guidelines, etc.) - In-depth engagement with the own educational and upbringing biography: experiences with education in the family, daycare/kindergarten and school, interests, and career choice motives etc. - first formulation of personal and professional educational vision - introduction to the assignments - student portfolio - framework guidelines for kindergarten and primary school <p>Mid-term reflection (kindergarten or primary school):</p> <ul style="list-style-type: none"> - dialogue and reflection on the documented observations and experiences

	<p>Final internship reflection per module:</p> <ul style="list-style-type: none"> - theory-based discussion on collected data and experiences - self-assessment regarding the course of the internship and personal and professional development, including setting further goals <p>2. Direct internship:</p> <p>The direct internship takes place equally in both kindergarten and primary school. During this, students are introduced to the respective institution and group or class by tutors and are supported in their educational process. Students usually do the internship in pairs so they can compare, analyse, and interpret different perspectives and experiences together.</p>
Course Topics	<p>The content of the two modules "Internship 1 Kindergarten" and "Internship 1 Primary School" is aligned with the respective educational level.</p> <ul style="list-style-type: none"> - personal educational biography - professional profile of the kindergarten teacher/teacher - approaching the own role and responsibilities as a kindergarten teacher/teacher - educating or teaching and learning in the kindergarten and elementary school levels - professional skills (basics) - didactic activities - practical testing of observation and documentation methods - student portfolio - framework guidelines for kindergarten and elementary school <p>Topics are, where possible, linked with content and knowledge gained from the courses in the first year of the program.</p>
Keywords	<p>Orientation internship, personal and professional educational vision and development, organizational and content guidelines, educational and learning biography, observation</p>
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	<p>Students are at the center as active participants shaping their own learning process. The importance of individual learning and cooperation with others is reflected in how the courses are</p>

	<p>designed.</p> <p>Indirect Internship (Laboratory):</p> <p>Cooperative learning formats, practical exercises, presentations with media support, analyses and reflections in groups, individually and/or with a partner, reading and discussions, case studies, presentations, portfolio work, individual guidance.</p>
Mandatory Attendance	<p>Participation in the work placement is compulsory; the requirements regarding attendance and the assessment procedures are determined by the STGR.</p>
Specific Educational Objectives and Learning Outcomes	<p>Orientation internship: The internship in the first year of study serves the students to check their personal career choice. Targeted observations and experiences in the professional field, analyses and critical reflections are the basis for the design of their personal and professional education plan.</p> <p>A key goal of the internship is:</p> <p>1.the review of the choice of study by acquiring knowledge about the educational levels of kindergarten and primary school:</p> <p>The students</p> <ul style="list-style-type: none"> - get a first insight into the education system of the state (focus: kindergarten and primary school); - establish theory-practice connections by combining the experiences and observations in the direct internship with the contents of the lectures and laboratories, the framework guidelines and possibly further literature; - know the philosophy of the framework guidelines for kindergarten and the interdisciplinary guidelines for primary school. <p>2. the examination of the personal educational biography and the motivation for choosing a career:</p> <p>The students</p> <ul style="list-style-type: none"> - get to know the competence profile of the desired professions on the basis of the competence model used in the BIWI internship; - reflect personal motivation, own attitudes and values in connection with those listed in the RRL and suitability for the profession; - design and document the personal and professional education plan and set initial goals;

	<ul style="list-style-type: none"> - carry out initial didactic activities accompanied and together with the tutor. <p>Knowledge and understanding:</p> <p>Knowledge about</p> <ul style="list-style-type: none"> - Basic organizational structures of the educational levels kindergarten and primary school and knowledge of the corresponding job profiles - the significance of the framework guidelines for kindergartens and primary schools - the importance of observation, documentation and reflection - the importance of relationship, communication and cooperation <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - Initial experience with observation methods - Creation of a personal portfolio in which the professionalization process for the job profiles of the kindergarten teacher and the teacher is documented with regard to a reflected theory-practice transfer - Combination of theory-related considerations and practical experience <p>Independent judgment:</p> <ul style="list-style-type: none"> - Development of competence for observation, analysis and meta-cognition - Ability to critically question, analyse and assess career choice and suitability - Ability to question and reflect on values and attitudes - Taking responsibility for one's own learning and educational process - Developing awareness of the responsibilities of a kindergarten teacher and a teacher <p>Communication skills:</p> <p>Ability,</p> <ul style="list-style-type: none"> - Use pedagogical and job-specific technical language - express oneself orally clearly and in a differentiated way - Write orthographically and grammatically correct as well as clearly and comprehensibly formulated texts - express yourself in different formats and exchange ideas about
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	<p>them</p> <ul style="list-style-type: none"> - To cooperate with the internship coordinators, the experts in the educational landscape and fellow students - for clarity and coherence in argumentation and presentation - for oral and written critical analysis and reflection - To listen actively - Relate to children and adults in an empathetic and respectful way <p>Learning skills:</p> <ul style="list-style-type: none"> - Willingness to learn continuously and independently - Further development and innovation through: <ul style="list-style-type: none"> • Metacognition, • Observation, documentation, analysis, reflection, • Combining theory, research and practice • Self-assessment and external assessment
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	<p>Discussion for an interim assessment for each module "Internship 1 Kindergarten" and "Internship 1 Primary School": The discussion is based on a written assignment. The direct internship, according to the faculty's examination regulations, is considered a partial exam. The assessment of the direct internship is carried out by the assigned internship coordinator, taking into account the feedback from the tutor in an appropriate way. The portfolio can only be submitted after the direct internship has been positively assessed; The conversation is conducted by the assigned internship coordinator. They rely on all available exam-relevant documents (including documented observations from the indirect internship and individual supervision, feedback from the tutor, and the student's written work). Right after the final exam conversation for the entire course 'Internship 1,' the overall grade is communicated. In the case of a negative evaluation of the course, positively rated elements will be credited the next time you take the exam. A negative evaluation also counts toward the number of exam attempts. According to the exam regulations, taking the exam three times without passing results in a ban for three exam sessions (see Article 6, paragraph 4 of the valid exam regulations).</p>

Evaluation Criteria	<p>Assignment of an overall grade for the course "Practicum 1" based on the performances shown in both modules ("Practicum 1 Kindergarten" and "Practicum 1 Primary School").</p> <p>The grade for Practicum 1 per module is based on 4 elements:</p> <ul style="list-style-type: none"> ¿ - Indirect internship (4 out of 30 points) ¿ - Direct internship (10 out of 30 points) ¿ - Portfolio/Written work (8 out of 30 points) ¿ - Exam discussion for the module (8 out of 30 points) ¿ For a positive overall assessment of Internship 1, each of these elements must be rated positively. <p>In the overall assessment, the following are taken into account:</p> <ul style="list-style-type: none"> - the level of achieved learning outcomes of the educational goals (see above) - compliance with the internship regulations - demonstrated interest and constructive participation - commitment and proactive behavior - adherence to intellectual property standards <p>Failure to meet assessment criteria may result in point deductions, up to failing the exam.</p>
Required Readings	<p>Deutsches Schulamt (Hrsg.). (2008, Dezember). <i>Rahmenrichtlinien für die deutschsprachigen Kindergärten</i>. Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx</p> <p>Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). <i>Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol</i> (Aktualisierte Ausg.). Autonome Provinz Bozen- Südtirol. https://tinyurl.com/y24yt5pp</p>
Supplementary Readings	<p>Further reading will be announced in the indirect internship sessions.</p>
Further Information	
Sustainable Development Goals (SDGs)	<p>Quality education, Good health and well-being</p>