Syllabus

Course Description

Course Title	Work Experience 2
Course Code	12413
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	Dott. Mag. Cornelia Aschbacher, Cornelia.Aschbacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49068 Christine Abram, Christine.Abram@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50433 Silvia Helfer, Silvia.Helfer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50434 Astrid Leiter, Astrid.Leiter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47473
Teaching Assistant	
Semester	All semesters
Course Year/s	2
CP	5
Teaching Hours	0
Lab Hours	70 Std. Laboratorium (Indirektes Praktikum)
Individual Study Hours	55

Planned Office Hours	15
Contents Summary	Internship 2 provides a close link between the degree programme at the Faculty of Education and the educational landscape: - to familiarise yourself with the educational offer; - to observe and familiarise yourself with concepts, educational models and learning environments. The content of the indirect internship is coordinated with the modules (1-7) of the curriculum. They support the active linking of previously acquired theoretical knowledge and research-based exploration during excursions and observations and promote the development of reflective theoretical and experiential knowledge. An important instrument for supporting a reflective theory-practice transfer is the students' portfolio, in which their own professionalisation process is documented.
Course Topics	- Competences of kindergarten and primary school teachers - Shaping their own professionalisation - Diversity and complexity of the educational landscape in kindergartens and primary schools - Educational system in the network of services and offers in the environment - Forms and instruments of documentation - Framework guidelines for kindergarten and primary school - Designing the educational space and place of learning - Education for sustainable development - Inclusive didactics - Pedagogy and didactics to strengthen life skills
Keywords	Specific requirements and topics of the profession, diversity of educational concepts/educational models and realities of kindergartens and primary schools, an overview of the educational offerings in the region of South Tyrol and the network of services and institutions cooperating with kindergartens and primary schools.
Recommended Prerequisites	
Propaedeutic Courses	according to the study programme regulations
Teaching Format	Students take centre stage as active creators of their educational process. The importance of individual learning and co-operation with others is taken into account in the design of the courses.

	Indirect practical course in presence: cooperative forms of learning, presentations with media support, analyses and reflections in groups, individually and/or in partner work, readings, observations.
Mandatory Attendance	according to the study programme regulations
Specific Educational Objectives and Learning Outcomes	Internship 2 is aimed at acquiring knowledge and developing competences related to - the desired job profiles, - the complexity of the kindergarten and primary school educational levels and their networking with the environment, - the specific requirements and topics of the profession, - the framework guidelines for kindergarten: Chapters 1.1, 1.2, 3.1, 3.3, 2.1.2, 2.2.1, 2.2.4, 2.2.5; - the framework guidelines for primary school: Part A p. 9-15, Part B p. 18-23, 25-35, p.37-44. As part of the indirect work placement, acquired knowledge and experience gained in the extended professional field are brought together and integrated into the personal professional profile. The students - take an in-depth look at their own motivation and professional attitude in order to consciously shape their professional development; - gain an insight into the variety of concepts/educational models and realities of kindergartens and primary schools; - gain an overview of the educational programmes offered by the province of South Tyrol and the network of services and institutions that cooperate with kindergartens and primary schools; - shape their personal professionalisation process through the targeted selection of different educational offers; - reflect on and document findings from the theory-practice transfer and the development of competences in the portfolio. Knowledge and understanding: - Familiarisation with the competency model used in the BIWI internship

	- Knowledge of the complexity and interconnectedness of the primary school and kindergarten educational levels - Basic knowledge of chapters from the framework guidelines that relate to the content focus For kindergarten: Chapters 1.1, 1.2, 3.1, 3.3, 2.1.2 / 2.2.1 / 2.2.4 / 2.2.5 - For primary school: Part A p. 9-15, Part B p. 18-23, 25-35, p.37-44 - Knowledge of the diversity of pedagogical realities Applying knowledge and understanding: - Reflect on own professionalisation process with the competency model used in the BIWI internship - Set observation priorities and select suitable methods - Applying suitable forms of documentation - Combining theory and practice on the basis of the content taught up to the second year of study - Keeping the portfolio Making judgements: - Self-assessment in relation to the competences acquired - Developing the ability to critically analyse and reflect - Taking responsibility for one's own learning process Communication: - Ability to use specialised pedagogical and professional language - Express themselves in various formats and exchange ideas (portfolio, group work, presentations); - Ability to work constructively with the internship coordinator, experts in the educational field and fellow students - Ability to write orthographically and grammatically correct, clear and comprehensible texts - Ability to express yourself clearly and correctly orally Learning strategies: Students are aware that subject-specific, pedagogical and methodological-didactic skills are developed and expanded in a lifelong learning process and recognise the importance of this: - Personal responsibility - personal initiative

	- metacognition - Observation, documentation, analysis, reflection - Linking theory and practice - Self-assessment and external assessment
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final oral examination interview on the basis of the complete portfolio previously submitted on time (see Art. 9, Para. 5 to 6 of the current internship regulations of the revised curriculum). In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited when the next module examination is taken. A negative assessment also counts towards the number of exam attempts in this case. examination attempts. According to the examination regulations, three attempts without passing will result in a block for three examination dates (see also Article 6, Paragraph 4 of the current examination regulations).
Evaluation Criteria	The assessment for internship 2 is based on 3 parts: - Indirect internship (including presentation in a small group) (12 out of 30 points) - portfolio (12 out of 30 points) - Examination interview (6 out of 30 points) For a positive overall assessment of the internship, each of these parts must be be assessed positively. The overall assessment takes into account - Compliance with the internship regulations - Interest shown and constructive cooperation - Commitment and proactive behaviour - Communication and co-operation skills - Ability to present work results in accordance with the standards - Clarity and coherence in argumentation and presentation - Ability to critically analyse and reflect orally and in writing - Ability to think about theory, research findings and practice in a productive context - Ability to organise their own professional development process and document it in a portfolio

	- Ability to select relevant goals from the competency model of the internship office that are appropriate to their own development needs and to define measures for achieving these goals - Ability to write logically structured, orthographically and grammatically correct, clear and comprehensible texts - Ability to express oneself orally in a precise and differentiated manner - Compliance with standards in the field of intellectual property Failure to fulfil the assessment criteria will result in points being deducted or even failure of the examination. Students are usually accompanied by several internship coordinators. The assigned internship coordinator conducts the final examination interview and the subsequent overall assessment. He or she will base this on the portfolio and all other documents relevant to the grade determination.
Required Readings	Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien für die deutschsprachigen Kindergärten* . Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). *Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol* (Aktualisierte Ausg.). Autonome Provinz Bozen-Südtirol. https://tinyurl.com/y24yt5pp
Supplementary Readings	Further literature will be announced in the courses of the indirect practical training.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Partnerships fot the goals, Peace, justice and strong institutions, Reduced inequalities