Syllabus

Course Description

Course Title	Work Experience 1 - Early Childhood Education and Primary School
Course Code	500006
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Dott. Maria Elena Picone, MariaElena.Picone2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/18723 Stefania Ceciliato, Stefania.Ceciliato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39920 Katia Stedile, Katia.Stedile@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44605 Cristina Borsato, Cristina.Borsato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52695 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565
Teaching Assistant	
Semester	All semesters
Course Year/s	1
CP	4

Teaching Hours	40h (Tirocinio diretto: 20h nella scuola dell'infanzia, 20h nella scuola primaria)
Lab Hours	20h (Tirocinio indiretto, 10h riferite alla scuola dell'infanzia, 10h riferite alla scuola primaria)
Individual Study Hours	40h (20h per la scuola dell'infanzia e 20h per la scuola primaria)
Planned Office Hours	in base al regolamento
Contents Summary	The first year includes the direct internship in presence in the educational institutions of kindergarten and primary school and the indirect internship which, as a rule, takes place at the Faculty of Education in Bressanone. The contents of the indirect internship are linked, where possible, to the modules of the study plan, to ensure the link between scientific theory and practical experience in the professional context. An important tool for linking theory and practice and for documenting professional studies is the students' portfolio. It makes visible the development of students' skills during the the entire course of study. 1. Indirect Internship: The indirect internship serves the preparation, mid-term reflection and reworking of the direct internship. Internship Preparation: - introduction to the content objectives and information on the legal conditions of the internship (internship regulations, internship agreement, guidelines and more); - in-depth study of one's educational and training biography: pedagogical experiences, interests and motivations for the professional choice; - first overview of the educational institutions of kindergarten and primary school; - presentation of observation tools; - introduction to the structure and function of the student portfolio; - National, provincial (TN and BZ) indications for kindergarten and primary school. Mid-term reflection after the first direct internship (kindergarten or

	primary school): - dialogue and reflection on observations and documented experiences. Final reflection of the internship for each part and module of the Course: - guided comparison of the experiences collected with reference to didactic-pedagogical theories; - self-assessment with reference to the progress of the internship and personal and professional development, with identification of subsequent objectives. 2. Direct Internship: The direct internship takes place equally in kindergarten and primary school. Students are introduced to the respective institution and group or class by the tutors and accompanied in their training process. As a rule, the internship takes place in pairs, so that different points of view and experiences can be compared, analyzed and interpreted together.
Course Topics	- Biography and career guidance; - the image of the teacher, the child and the school; - professional competences: key aspects; - the school system; - observation tools; - documentation tools; - reflection tools; - references to national and provincial guidelines (TN and BZ). Where possible, the topics are linked to the content and knowledge acquired in the first-year modules.
Keywords	Observation, documentation, reflection, motivation, personal and professional development.
Recommended Prerequisites	
Propaedeutic Courses	According to the regulations of the course of study.
Teaching Format	Students play an active role in their own learning process. The importance of individual learning and cooperation with others is emphasised through the way activities are organised. Indirect placement (laboratory):

	cooperative learning methods, practical exercises, presentations using multimedia resources, group analysis and reflection, individual and/or pair work, readings and discussions, case studies, presentations, portfolio work, and individual support. Translated with DeepL.com (free version)
Mandatory Attendance	Participation in the work placement is compulsory; the requirements regarding attendance and the assessment procedures are determined by the STGR.
Specific Educational Objectives and Learning Outcomes	The first-year internship is characterized by a cognitive and orientation approach, analysis and self-analysis of the student's study and professional choices, through paths of observation of the kindergarten and primary school systems. It is necessarily integrated with the theoretical and experiential knowledge acquired in the various courses and laboratories. Students: - develop an initial vision of the school system (with a focus on kindergarten and primary school); - establish links between theory and practice, relating the experiences and observations of the direct internship with the contents of the lessons and laboratories, with the guidelines and with any further literature; - know the vision of the national and provincial guidelines and indications for kindergarten and primary school. Comparison with one's own personal educational biography and with the motivation for the professional choice. Students: - know the competence profile of the profession to which they aspire through the skills model used in the internship of Education Sciences; - reflect on personal motivation, on their attitudes and values in relation to those indicated in the guidelines and on their suitability for the profession; - develop and document their personal and professional training plan, defining the objectives; - use observational methodologies to read some aspects of the

	school system and the teaching profession. Knowledge and understanding: - fundamental organisational structures of kindergarten and primary school and knowledge of the related professional profiles; - National and provincial indications (TN and BZ) for kindergarten and primary school; - the importance of observation, documentation and reflection; - the importance of relationship, communication and cooperation. Application of knowledge and understanding: - development of a personal portfolio in which the professionalization process relating to the profiles of kindergarten and primary school teachers is documented, with reference to a reflective transfer between theory and practice; - connection between theoretical reflections and practical experiences. Judgment: - development of observation, analysis and metacognition skills; - ability to critically question, analyze and evaluate professional choice and suitability for the profession; - ability to question values and attitudes and to reflect on their contextual roots; - assumption of responsibility for one's own learning and training process; - development of awareness of the teacher's responsibilities. Communication: - use specific professional vocabulary; - express themselves clearly through different channels; - discuss with internship coordinators, experts in the educational landscape and fellow students; - expose and argue with clarity and coherence; - write texts that are spelling and grammatically correct, clear and formulated in an understandable way; - practice active listening; - establish relationships with children and adults in an empathetic and respectful way.

	Learning strategies: - willingness to continuous and autonomous learning; - further development of their learning strategies through: - metacognition; - observation, documentation, analysis, reflection; - connection between theory, research and practice.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The examination consists of an oral examination based on a written assignment. An interim assessment, in the form of an oral examination based on a written assignment, may be required for each module of the 'Practical Training Course 1' (the 'Practical Training 1: Nursery School/SI' module and the 'Practical Training 1: Primary School/SP' module). The portfolio may only be submitted if the direct teaching placement has been assessed positively; for the purposes of the Faculty's examination regulations, the direct teaching placement is considered a partial examination. The assessment of the direct teaching placement is carried out by the assigned placement coordinator, taking due account of the tutor's feedback. The interview is conducted by the assigned placement coordinator. It is based on all available documents relevant to the assessment (including documented observations of the indirect placement and individual supervision, feedback from the tutor, and the student's written work). The overall assessment is communicated immediately after the final interview covering the entire course. In the event of a fail for the entire course, any elements or modules that have been assessed as pass will be recognised in the next examination session for the course. In this case too, a fail is counted towards the number of examination attempts. According to the examination regulations, three unsuccessful attempts result in a suspension from sitting examinations for three examination sessions.
Evaluation Criteria	The assessment of Teaching Placement 1 for each part of the course is based on four elements. The marks available for each element are divided equally between the nursery school module and the primary school module:

	- Indirect teaching placement (4 marks out of 30) - Direct teaching placement (8 marks out of 30) - Portfolio/written assignment (8 marks out of 30) - Oral interview (10 points out of 30) The Teaching Practice 1 course as a whole is assessed positively only if all elements receive a positive assessment. The overall assessment takes into account the level of learning outcomes achieved in relation to the learning objectives (see above, section 'Specific learning objectives and expected learning outcomes'). The following are also assessed: - compliance with the placement regulations; - the interest shown and constructive collaboration; - commitment and proactive behaviour; - compliance with intellectual property rights and anti-plagiarism regulations.
Required Readings	National and Provincial Guidelines (TN and BZ) for Italian-language nursery and primary schools. Mitchel Resnick, *Like Children: Imagine, Create, Play and Share. Cultivating Creativity with MIT's Lifelong Kindergarten*. Published by Erickson (2017)
Supplementary Readings	Materials provided during the course. Any relevant reading material relating to the courses attended.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education