Syllabus

Course Description

Course Title	Work Experience 3
Course Code	11419
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	Luisella Romano, luisella.romano@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2329 Stefania Ceciliato, Stefania.Ceciliato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39920 Nicoletta Zanella, Nicoletta.Zanella@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34955 Cecilia Devigili, CeDevigili@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44613
Teaching Assistant	
Semester	All semesters
Course Year/s	3
CP	10
Teaching Hours	150 ore tirocinio diretto
Lab Hours	30 ore tirocinio indiretto
Individual Study Hours	70

Planned Office Hours	30
Contents Summary	The remodelled third-year traineeship is characterised by the fact that it builds knowledge and skills carried out in the professional environment, concerning a) to the person (the student) who gets to know the learning environment and the actors involved in a deeper way and undertakes actions of personal responsibility within the environment itself b) to the inter-actions between the components of the environment itself (teachers, children, parents, experts, etc.) c) the specific dimensions of the teaching profession with the possibility of experimenting with one's own skills. It is characterised by an observational/operational approach focusing on the tutor teacher's competences in action and his own, from the perspective of the inclusive teacher. own, in the perspective of the inclusive teacher according to the European Indications (see Profile of Inclusive Teachers). The aim is to observe and analyse the expert practices of the teachers and to experiment the implementation of short training paths training, in which to analyse and verify one's own level of competence. The work placement becomes an effective moment of linking theoretical knowledge with active/experiential knowledge, allowing an initial self-assessment of one's own skills, thus contributing to the development of the professional profile professional profile. The student's portfolio will be the main tool for connecting knowledge (teaching), practices (laboratories and designed and experienced pathways), analysis and reflections on the teaching action, allowing the student's own development plan to be monitored and implemented.
Course Topics	List of topics: - teacher competences - planning and assessment - teaching strategies - inclusion - observational tools - documentary and reflective tools (portfolio) - personal and professional development plan

	- national and provincial (TN and BZ) normative documents
Keywords	Planning, reflection on action, best practices, teacher competencies, self-evaluation
Recommended Prerequisites	
Propaedeutic Courses	See regulation
Teaching Format	The teaching will be characterized by activities in which the student will be an active protagonist of the course through: brainstorming, participatory discussions, practical exercises, video analysis, case analysis, Cooperative Learning, reflections and monitoring in groups, pairs, individuals, media-supported reports, and individual counseling.
Mandatory Attendance	See regulation
Specific Educational Objectives and Learning Outcomes	Educational objectives of the reshaped 3rd year internship 1. to monitor and strengthen one's personal and professional motivation through action in real-life situations 2. use the skills profile to observe and analyse one's own and others' professional practices and translate them into actions 3. to hone observational and self-observational skills also with the audio-video-analysis technique, where possible 4. to experiment and share planning and assessment methodologies on the basis of Provincial and National regulations 5. to experiment inclusive practices and paths 6. to reflect on one's own and others' practices using feedback and professional exchanges 7. to connect and use the theoretical knowledge learned in the different teachings to reflect on practices 8. to document and self-monitor one's own professional development in the portfolio by linking it with the competence profile The expected learning outcomes and competences refer to the Dublin descriptors Knowledge and understanding - of national and provincial institutional regulations - of some planning models considering inclusive tools and

	strategies - of some observation/analysis/self-analysis tools and techniques - of elements of continuity and specificity of the two grades/school orders Ability to apply knowledge and understanding - application of design models in/for a short situational learning pathway - application of inclusive teaching strategies in a real situation - application of observation and feedback techniques in the analysis of practice (audio- video-recording) - implementation of the portfolio with documentation and reflection of the pathway followed and updating of the personal and professional development plan Autonomy of judgement - consolidation of the ability to self-monitor one's own professional identity - consolidation of the ability to support and motivate one's own pedagogical vision and teaching choices Communication skills: - expansion of specific professional vocabulary - use of a multiplicity of languages (gestural, visual, verbal, iconic, digital, etc.) - ability to collaborate and negotiate with different interlocutors - use of techniques and tools for effective documentation in the portfolio Learning skills - use self-assessment and evaluation of different interlocutors (tutors, traineeship coordinators, colleagues, etc.) to refine and develop one's skills
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Successful completion of direct placements is preparatory to portfolio discussion in the oral examination. In the case of a negative assessment for the entire module, any

	partial examinations successfully taken will be considered as already passed in the next attempt to take the entire Module examination. It should be kept in mind that, again, a negative grade for the entire module will be counted for the purpose of counting the number of attempts available to take an examination. According to the Regulations of Examinations, if a student fails to pass an examination in three consecutive attempts, he/she may not register for the same examination in the three sessions following the last attempt (Art. 6, Paragraph 4 of the current Regulations of Proficiency Examinations). The module includes an oral interview with the referring coordinating tutors with presentation of the student's portfolio. The examination will conclude with the awarding of a single final grade by means of a synthesis of the evaluations of the two experiences carried out and documented in the portfolio and the outcome of the joint oral test.
Evaluation Criteria	Development of ethics skills (4 points out of 30): -compliance with internship regulations and adherence to anti-plagiarism rules. -compliance with set deadlines for delivery of documents. Development of professional skills (6 points out of 30): - acting professionally by implementing observational, planning and self-assessment skills. Development of communication and interpersonal skills (6 points out of 30): - relevance and coherence of documentation, topics and issues covered - clarity of exposition and argumentative coherence - spelling and grammatical correctness - active and cooperative participation in the internship. Development of critical thinking (6 points out of 30): - ability to critically analyze in relation to lived and documented experiences - ability to reframe and reflect related to the internship pathway - ability to integrate and expand one's personal and professional development plan - ability to integrate theory and practice.

	The return of mentor teachers in relation to direct internships (8 points out of 30).
Required Readings	National and Provincial Indications (TN and BZ) for Kindergartens and Primary Schools in the Italian Language. Materials provided during the internship meetings. Specific literature in connection with the courses attended.
Supplementary Readings	Materials given during indirect internship meetings.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Kindergarten
Course Code	11419A
Scientific-Disciplinary Sector	NN
Language	Italian
Lecturers	Nicoletta Zanella, Nicoletta.Zanella@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/34955 Stefania Ceciliato, Stefania.Ceciliato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39920
Teaching Assistant	
Semester	All semesters
CP	5
Responsible Lecturer	
Teaching Hours	75 ore di tirocinio diretto
Lab Hours	15 ore di tirocinio indiretto
Individual Study Hours	35
Planned Office Hours	15

Contents Summary	Development Indirect traineeship (15 h) Preparation for the placement - identification and organisation of tools for self-observation - identification and organisation of useful tools for the design and evaluation of training courses - definition of the profile of the inclusive teacher's competences with declination of the observable actions - updating of the personal and professional development plan: enrichment of the training biography, self-assessment, identification of development objectives. Monitoring and reflection at the end of the training: - case analysis - reflection on the evidence gathered and their connection with the categories of a) knowing (what I knew and now what I know) b) doing (what I observed/experienced) c) being (how I feel about aspects of the profession) - self-assessment with respect to one's personal and professional development plan. Direct internship (75 h) It involves the trainee - observe the context in which he/she is placed: physical, cognitive, emotional-relational, methodological and with special attention to inclusive aspects/elements - observe teachers' practices, the class group and individual children through effective observational tools (tables audio/video recordings, narrative protocols, sociogram, etc.) - links the observations to the teacher's skills profile - participates in collegial moments - structure and share a project in which certain skills are implemented - envisages and prepares methods for self-/self-observation and monitoring of one's own practice (observation sheets video/audio recordings, etc.) - analyse, together with the tutor, the training course followed, identifying its strengths and development points.

Course Topics	List of topics: - teacher competences - planning and assessment - teaching strategies - inclusion - observational tools - documentary and reflective tools (portfolio) - personal and professional development plan - national and provincial (TN and BZ) regulatory documents
Teaching Format	The didactics will be characterised by activities that will see the student as an active protagonist of the course through: brainstorming, participatory discussions, practical exercises, video-analysis, case analysis, Cooperative Learning, reflections and monitoring in groups, pairs, individuals, media-supported reports, individual counselling.
Required Readings	National and Provincial Indications (TN and BZ) for Kindergartens and Primary Schools in the Italian Language. Materials provided during the internship meetings. Specific literature in connection with the courses attended.
Supplementary Readings	Materials given during indirect internship meetings.

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Primary School
Course Code	11419B
Scientific-Disciplinary Sector	NN
Language	Italian
Lecturers	Luisella Romano, luisella.romano@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2329 Cecilia Devigili, CeDevigili@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44613
Teaching Assistant	

Semester	All semesters
CP	5
Responsible Lecturer	
Teaching Hours	75 ore di tirocinio diretto
Lab Hours	15 ore di tirocinio indiretto
Individual Study Hours	35
Planned Office Hours	15
Contents Summary	Development Indirect traineeship (15 h) Preparation for the placement - identification and organisation of tools for self-observation - identification and organisation of useful tools for the design and evaluation of training courses - definition of the profile of the inclusive teacher's competences with declination of the observable actions - updating of the personal and professional development plan: enrichment of the training biography self-assessment, identification of development objectives. Monitoring and reflection at the end of the training: - case analysis - reflection on the evidence gathered and their connection with the categories of a) knowing (what I knew and now what I know) b) doing (what I observed/experienced) c) being (how I feel about aspects of the profession) - self-assessment with respect to one's personal and professional development plan. Direct internship (75 h) It involves the trainee - observe the context in which he/she is placed: physical, cognitive, emotional-relational, methodological and with special attention to inclusive aspects/elements - observe teachers' practices, the class group and individual children through effective observational tools (tables audio/video recordings, narrative protocols, sociogram, etc.) - link observations to the teacher's competence profile

	- participates in collegial moments - structure and share a project in which certain skills are implemented - envisages and prepares methods for self-/self-observation and monitoring of one's own practice (observation sheets video/audio recordings, etc.) - analyse, together with the tutor, the training course followed, identifying its strengths and development points.
Course Topics	List of topics: - teacher competences - planning and assessment - teaching strategies - inclusion - observational tools - documentary and reflective tools (portfolio) - personal and professional development plan - national and provincial (TN and BZ) regulatory documents
Teaching Format	The didactics will be characterised by activities that will see the student as an active protagonist of the course through: brainstorming, participatory discussions, practical exercises, video-analysis, case analysis, Cooperative Learning, reflections and monitoring in groups, pairs, individuals, media-supported reports, individual counselling.
Required Readings	National and Provincial Indications (TN and BZ) for Kindergartens and Primary Schools in the Italian Language. Materials provided during the internship meetings. Specific literature in connection with the courses attended.
Supplementary Readings	Materials given during indirect internship meetings.