Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Praktikum 5
Code der Lehrveranstaltung	11431
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Studiengang	Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565 Dr. Giovanna Malusà, Giovanna.Malusa@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46054 Irene Marzano, Irene.Marzano2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47476 Cristina Borsato, Cristina.Borsato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52695
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
Studienjahr/e	5
KP	20

Vorlesungsstunden	340 ore tirocinio diretto
Laboratoriumsstunden	30 ore tirocinio indiretto
Stunden für individuelles Studium	130
Vorgesehene Sprechzeiten	60
Inhaltsangabe	Development In particular, the traineeship pathway will be articulated as follows Indirect traineeship (15 h) - identification and application of useful tools for the design and evaluation of training programmes - identification and structuring of a range of inclusive methodologies to be used in practice - use of Provincial/National Indications as a function of design and assessment - updating of the personal and professional development plan: revision of the training biography, self-assessment, identification of development goals - systematisation and application of knowledge and skills acquired/experimented in previous years, with a view to consciously defining one's own professional profile in the transition from being a student to being a teacher professional; - self-assessment with respect to one's personal and professional development plan - policy lines for continuous improvement (professional development plan) Direct traineeship (170 h) Provides that the trainee - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal; - design, in cooperation with the tutor and other figures involved, inclusive training paths; - implements the project with a special focus on inclusion aspects, making use of a variety of methodologies, languages, tools and teaching materials; - verifies the learning impact of the proposed pathway; - envisages and prepares methods for self-/self-observation and

	monitoring of one's own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to optimise and reflect on the practice - uses the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and makes it a professional habitus.
Themen der Lehrveranstaltung	
Stichwörter	
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	see regulation
Unterrichtsform	
Anwesenheitspflicht	see regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	Apprenticeship 5 is characterised by its predominantly practical features of implementing the skills of the future professional teacher who knows how to govern complexity, proposing a didactic-educational model suited to the specific contexts of pre-school and primary schools. It is characterised by a predominantly operational/reflective approach focused on the conscious implementation of the skills of the inclusive teacher in a real situation. The aim is to design, implement and test inclusive training paths in which the levels of competence indicated in the professional profile are implemented. Training objectives of the work placement 5: - independently manage one's own professional skills in both school orders through educational-didactic activities; - designing and implementing training paths consistent with the Provincial and National Indications: a) adopting functional and effective methodologies based on active, laboratory, collaborative and inclusive teaching; b) paying attention to the elements of specificity and continuity of the two school orders; - sharing choices and interventions with the tutor, the other teachers and other figures involved;

	- analysing and self-assessing their own professional skills (relational-communicative, methodological-didactic, inclusive, reflective, assessment, digital and deontological), also taking into account the tutor's feedback; - reflecting on practice in order to make connections with theories in a critical/aware manner; - outlining one's own professional development plan with a view to continuous learning; - using the portfolio as a form of documentation of training and practice and as a place for reflection and self-assessment; - develop a holistic view of teaching that takes into account the person in all his/her aspects, resources and specificities. Knowledge and understanding - of national and provincial institutional regulations - of teacher competence models - of planning models ¿ of observation, analysis and evaluation tools and techniques - of inclusive strategies - of elements of continuity and specificity of the two grades/school orders - of the systemic vision of the school and the profession. Ability to apply knowledge and understanding - application of design models in/for a situational learning pathway, organised and consistent with section/class design - flexible and contextually adapted application of practices and methodologies - application of observation and feedback techniques in the analysis of practice (e.g. audio-video-recording) - implementation of the portfolio with documentation of the course undertaken and updating of the personal and professional development plan Autonomy of judgement - ability to self- -monitoring of one's own professional identity - analysis and metacognition with respect to one's own knowledge/know-how/being - ability to support and motivate one's own pedagogical vision and

	teaching choices - critical evaluation of different methodological approaches, tools and teaching materials with reference to the real situation. Communication skills: - active participation in the professional community -ability to collaborate and negotiate in agreed activities with placement coordinators, tutors, experts, teaching team and fellow students - use of specific vocabulary in professional contexts ¿ use of communication techniques and codes appropriate to different contexts and interlocutors - adoption of active listening and empathic communication practices - use of communication methods appropriate to digital communication - 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 deepen and evaluate one's own competences - assume awareness and responsibility for the teaching role - to critically connect theoretical input to professional practice and use it to seek theoretical support - acquire flexibility, adaptation, management of workload and complexity of the profession - develop lifelong learning perspectives of continuous learning, striving for improvement and innovation.
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	
Bewertungskriterien	
Pflichtliteratur	/

Weiterführende Literatur	/
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Gesundheit und Wohlergehen, Frieden, Gerechtigkeit und starke Institutionen, Menschenwürdige Arbeit und Wirtschaftswachstum, Geschlechter-Gleichheit

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Praktikum 5 - Praktikum Kindergarten
Code der Lehrveranstaltung	11431A
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Dozenten/Dozentinnen	Cristina Borsato, Cristina.Borsato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52695 Irene Marzano, Irene.Marzano2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47476
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
KP	10
Verantwortliche/r Dozent/in	
Vorlesungsstunden	170 ore di tirocinio diretto
Laboratoriumsstunden	15 ore di tirocinio indiretto
Stunden für individuelles Studium	65
Vorgesehene Sprechzeiten	30
Inhaltsangabe	Indirect traineeship (15 h) - identification and application of useful tools for the design and evaluation of training courses - identification and structuring of a range of inclusive

	methodologies to be used in practice - use of the Provincial/National Indications for design and evaluation - updating of the personal and professional development plan: revision of the training biography, self-assessment, identification of development goals - systematisation and application of knowledge and skills acquired/experimented in previous years, with a view to consciously defining one's own professional profile in the transition from being a student to being a teacher professional; - self-assessment with respect to one's personal and professional development plan - policy lines for continuous improvement (professional development plan) Direct traineeship (170 h) Provides that the trainee - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal; - design, in cooperation with the tutor and other figures involved, inclusive training paths; - implements the project with a focus on inclusion aspects, making use of the multiplicity of methodologies, languages, tools and teaching materials; - verifies the learning impact of the proposed pathway; - envisages and prepares methods for self-/self-observation and monitoring of one's own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to optimise and reflect on the practice - use the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and make it a professional habitus
Themen der Lehrveranstaltung	
Unterrichtsform	

Pflichtliteratur	
Weiterführende Literatur	

Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Praktikum 5 - Praktikum Grundschule
Code der Lehrveranstaltung	11431B
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Dozenten/Dozentinnen	Dr. Giovanna Malusà, Giovanna.Malusa@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46054 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
KP	10
Verantwortliche/r Dozent/in	
Vorlesungsstunden	170 ore di tirocini diretto

Laboratoriumsstunden	15 ore di tirocinio indiretto
Stunden für individuelles Studium	65
Vorgesehene Sprechzeiten	30
Inhaltsangabe	Indirect traineeship (15 h) - identification and organisation of useful tools for the design and evaluation of training courses - identification and structuring of a range of inclusive methodologies to be used in practice - use of Provincial/National Indications for planning and evaluation - updating of the personal and professional development plan: enrichment of the training biography, self-assessment, identification of development objectives - systematisation and operational translation of the skills acquired/experimented in the previous years, in view of the conscious definition of one's own professional profile in the transition from the formulation of the student profile to that of the professional teacher - programmatic lines for continuous improvement (professional development forecast plan) - self-assessment with respect to one's personal and professional development plan Direct traineeship (170 h) It involves the trainee - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal - design, in collaboration with the tutor and other figures involved, inclusive training paths - implement the project with particular attention to inclusion aspects, making use of a variety of methodologies, languages, tools and teaching materials - verify the learning impact of the proposed pathway - envisages and prepares methods for self-/self-observation and monitoring of own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to optimise and reflect on practice

	- use the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and make it a professional habitus
Themen der Lehrveranstaltung	
Unterrichtsform	
Pflichtliteratur	• • •
Weiterführende Literatur	• • •