

Syllabus

Course Description

Course Title	Work Experience 2
Course Code	13413
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin; Italian
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Dott. Mag. Ilaria Noci, Ilaria.Noci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42625
Teaching Assistant	
Semester	All semesters
Course Year/s	2
CP	5
Teaching Hours	0
Lab Hours	70 ore de practicum indiret
Individual Study Hours	55
Planned Office Hours	15
Contents Summary	The second-year internship is characterized by a strong connection with the local community and educational landscape in order to: • become familiar with and understand the educational opportunities available in the area; • get to know and observe specific educational practices and/or learning environments; • develop a holistic perspective on educational planning. Visits to and placements within various educational institutions in the local area are envisaged. To ensure a close link between educational theory and practical experience, the internship content is connected to the modules of

	the degree programme. The student portfolio serves as the central tool for integrating theoretical knowledge, laboratory activities, field observations, the exploration of educational opportunities, as well as analysis and reflection.
Course Topics	• teacher professional competencies • the personal and professional development plan • forms of expression (art, music, languages, and psychomotor activities) • personalization, inclusion, and workshop-based teaching methodologies • the early childhood education and school system, as well as local educational services and educational opportunities • national and provincial policy and regulatory documents • forms and tools for documentation and reflection
Keywords	• the integrated education system • observation • experimentation • critical reflection • awareness-raising and the development of a professional teacher identity
Recommended Prerequisites	
Propaedeutic Courses	According to the regulation
Teaching Format	Teaching and learning activities are based on active learning methodologies that place students at the centre of the learning process through brainstorming, discussions, practical exercises, individual and group reflection, documentation and presentation activities using a variety of media, individual consultations, and visits to local educational institutions.
Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	The second-year internship aims to support the development of knowledge and competencies related to the following areas: • the student, who progressively develops a deeper understanding of the education system (early childhood education and primary school) and of the local context as a networked ecosystem in which human, organizational, and professional dimensions interact; • the interactions between individuals and the system; • the specific dimensions of the teaching profession;

	• knowledge of regulatory and policy documents as a basis for educational and teaching practice. The internship promotes the integration of theoretical knowledge and practical experience, thereby contributing to the construction and progressive development of the student's professional profile. Educational Objectives of Internship 2 • to strengthen personal and professional motivation in order to develop an increasingly conscious personal and professional development plan; • to gain an understanding of the early childhood and primary education system within the network of local services and educational opportunities; • to become familiar with and explore the educational opportunities available in the local area (museums, educational and cultural associations, conferences, etc.); • to become familiar with and observe specific teaching practices and/or diverse learning environments; • to reflect, individually and collaboratively, on observed and analysed aspects and relate them to relevant theoretical frameworks; • to use observation and reflection on teaching practices and learning environments to design possible educational and teaching activities for early childhood and primary education; • to take initiative and actively contribute to the construction of one's own learning pathway; • to document and progressively analyse one's professional learning journey in the portfolio, linking it to the personal and professional development plan.
Specific Educational Objectives and Learning Outcomes (additional info.)	Knowledge and Understanding • Understand the complexity of early childhood education and primary education within a networked educational system. • Understand the key dimensions that characterize the teaching profession. • Demonstrate knowledge of teachers' professional competencies. • Demonstrate knowledge of local educational services and learning opportunities. • Demonstrate knowledge of a variety of educational and teaching practices. • Demonstrate knowledge of the main regulatory and

	institutional documents. Applying Knowledge and Understanding • Selection of meaningful observation focuses. • Application of effective documentation practices. Making Judgements • Ability to regulate one's own learning process in a responsible manner. • Ability to engage in in-depth inquiry, reflection, metacognition, and critical thinking. • Ability to analyse and evaluate one's own professional development and professional identity. Communication Skills • Production of coherent, clear, and accurate texts with regard to spelling, grammar, and content. • Appropriate use of professional terminology. • Ability to document and present one's learning journey through a variety of expressive and communicative modes. • Ability to collaborate and negotiate in shared activities with internship coordinators, experts, and fellow students. Learning Skills • Use of self-assessment and peer assessment to support personal learning and development. • Commitment to lifelong learning and personal and professional development, with openness to educational innovation. • Ability to link theory and professional practice. • Initiative and organisational skills in managing one's personal learning plan and developing the portfolio.
Assessment	Oral examination based on a portfolio of written assignments produced in the two languages of instruction, Ladin and Italian.
Evaluation Criteria	To successfully complete the practicum, students must obtain a positive assessment in all of the following components: • Indirect practicum (active participation in the learning and training activities); • Portfolio (documentation, analysis, and reflection on the experiences undertaken); • Oral examination (argumentation skills and coherence of presentation). The final grade is awarded on a 30-point scale and reflects the extent to which the intended learning outcomes have been

	achieved, based on the assessment criteria outlined below. Development of Professional Ethics Competence (4/30) • compliance with the practicum regulations; • active, responsible, and constructive participation in the learning and training process. Development of Communication Competence (6/30) • orthographic and grammatical accuracy; • clarity of presentation and coherence of argumentation; • relevance and coherence of the content developed. Development of Critical Thinking (10/30) • ability to critically analyse experiences; • ability to reflect on and reinterpret experiences; • ability to integrate theory and practice. Development of the Personal and Professional Profile (10/30) • ability to present one's learning journey through personal contributions and creative input; • ability to consciously develop and maintain a portfolio and a personal and professional development plan, drawing on and valuing documented experiences.
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), <i>Indicaziuns Provinziales por les scolines ladines</i>, Provincia Autonoma de Balsan - Südtirol, Balsan 2013 • Intendënza Ladina (ed.), <i>Indicaziuns Provinziales por les scores elementares y mesanes</i>, Provincia Autonoma de Balsan Südtirol, Balsan 2024 • Intendënza y Cultura Ladina, <i>Manajé y svilupé inant deboriada le sistem formatif tles valades ladines</i>, Provincia Autonoma de Balsan - Südtirol, Balsan 2024 https://ladinische-bildung.provinz.bz.it/de/schule/nosc-profil
Supplementary Readings	Any literature supplements are communicated during the course; specific literature related to the courses attended.
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals, Quality education