

Syllabus

Course Description

Course Title	Work Experience 5
Course Code	13431
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Silvia Mussner, Silvia.Mussner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46059 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	5
CP	20
Teaching Hours	340 ores de practicum diret (170 tla scolina y 170 tla scora primara)
Lab Hours	30 ores de practicum indirect
Individual Study Hours	130
Planned Office Hours	60
Contents Summary	Internship activities The internship is structured into the following components: 1) Indirect internship before, during and after the direct internship (30 hours) • selection and application of tools useful for the planning and

	assessment of educational processes; • inclusive methodologies to be applied in practice; • Provincial and National Guidelines as a foundation for planning and assessment; • updating of the Personal and Professional Development Plan: - o revision of the educational biography; - o definition of development goals; - o self-assessment; • systematisation and application of the knowledge and competences acquired and experienced during previous years of study, and their operational implementation, in order to define one's professional profile with the aim of transitioning from the role of student to that of teacher; • design and sharing of learning units/projects; • reflection on the internship experience; • self-assessment of one's Personal and Professional Development Plan. 2) Direct internship in kindergarten/primary school (340 hours) The student: • carries out observation and analysis of the educational context in relation to its needs and educational provision; • plans inclusive educational processes in collaboration with the mentor teacher and other professionals within the educational setting; • implements educational projects and learning activities, paying particular attention to inclusion through the use of a variety of methodologies, forms of expression, teaching tools and educational materials; • evaluates the learning pathway with reference to students' learning outcomes; • applies self-observation, peer observation and reflective evaluation practices regarding their own teaching practice (observation sheets, video/audio recordings, etc.); • draws on the guidance and support of the internship coordinators to reflect on and further improve their practice; • uses the portfolio to document the internship pathway, reflect on the learning process, update the Personal and Professional Development Plan, and progressively develop their professional habitus.
Course Topics	- The teacher's professional competences

	- Tools for the design and evaluation of training paths - National and provincial regulations for the design of training programmes - The personal and professional development plan - Tools for documentation and reflection of the training experience (logbook and portfolio)
Keywords	planning; observation and self-observation; implementation and reflection of personal and professional practices, critical analysis, theory/practice
Recommended Prerequisites	
Propaedeutic Courses	According to the regulation
Teaching Format	The didactics will be characterised by activities that will see the student as an active protagonist of the course through: brainstorming, participative discussions, practical exercises, audio-video-analysis, case analysis, cooperative learning, reflections and monitoring in groups, in pairs, individuals, media-supported reports, individual counselling, presentations and media-supported interactions (videoconferencing, digital environment, interactive tools).
Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	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 and 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
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	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.
Specific Educational Objectives and Learning Outcomes (additional info.)	

Assessment	An oral examination is required, during which the student presents and analyses a significant situation from their internship experience, making reference to the evidence collected in the portfolio. The portfolio is written in Ladin, Italian, and German, ensuring a balanced and equivalent use of the three institutional languages. A positive evaluation of the direct internship is a prerequisite for the discussion of the portfolio during the oral examination. The examination concludes with the assignment of a final grade, which represents a synthesis of the evaluations of the two internship experiences documented in the portfolio and the result of the oral examination.
Evaluation Criteria	To obtain a positive assessment of the internship, all of the following components must be successfully completed: - Indirect internship (active participation); - Direct internship (completed internship activities, feedback from the mentor teacher, and observation visit by the internship coordinator); - Portfolio (documentation and reflection); - Oral examination (quality of argumentation and coherence). A final grade is awarded, representing a synthesis of the results achieved in the components described above. In the event of a negative assessment of the entire module, any components that have been successfully completed may be recognised in subsequent examination sessions. In the case of a negative assessment of the module three consecutive times, the student, in accordance with the Examination Regulations, is not permitted to register for this examination in the following three examination sessions (Art. 6, para. 4 of the Regulations governing examinations). To pass the course, students must achieve the intended learning outcomes, comply with the Internship Regulations, and adhere to the principles of intellectual property. Assessment Criteria Interest and participation in the learning process (6/30)

	compliance with the Internship Regulations; level of interest and participation in the learning process; active and responsible participation in the indirect internship. Development of personal and professional competences (10/30) ability to act professionally by applying the competences outlined in the professional profile; pedagogical and educational competence in promoting learning; ability to design and implement educational content and learning activities. Development of communication competences (6/30) clarity in the presentation and elaboration of content, and coherence in argumentation; orthographic and grammatical accuracy in Ladin, Italian, and German. Development of critical thinking (8/30) ability to engage in critical analysis and reflection, and to integrate theory and practice; ability to develop and critically examine the Personal and Professional Development Plan with coherence, awareness, and reference to the experiences undertaken and documented.
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provincia Autonoma de Balsan - Südtirol, Balsan 2013 • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provincia Autonoma de Balsan Südtirol, Balsan 2024 • Intendënza y Cultura Ladina, Manajé y svilupé inant deboriada le sistem formatif tles valades ladines, Provincia Autonoma de Balsan - Südtirol, Balsan 2024 https://ladinische-bildung.provinz.bz.it/de/schule/nosc-profil • Linee guida per La formulazione dei giudizi descrittivi nella valutazione periodica e finale della scuola primaria – MIUR 2020 Materiai metüs a desposiziun tratan les incuntades de practicum indiret.
Supplementary Readings	• Dipartimënt Educazion y Cultura Ladina Servisc per la consulënza psicopedagogica y l'integrazion Orientamënc por

	l'inclujun dles mitans/di mituns y dles scolares/di scholars cun background de migraziun tl sistem formatif ladin https://assets-eu-01.kc-usercontent.com/89457b41-dac1-01fd-0beb-8826b2e70567/22e1e1d3-90c5-4408-b562-c73127590ce5/399887_Orientamenti_brossura_finale.pdf • La formazione docente per l'inclusione. Profilo dei Docenti Inclusivi - Agenzia Europea per lo sviluppo degli Alunni disabili • Repertorio BES della Scuola Italiana della Provincia di Bolzano – Servizio Inclusione del Dipartimento Istruzione e Formazione Italiana – 2018 • Leteratöra spezifika en coliamënt cun i cursc frequentá
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals, Quality education

Course Module

Course Constituent Title	Work Experience 5 - Work Experience Kindergarten
Course Code	13431A
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	
Teaching Assistant	
Semester	All semesters
CP	10
Responsible Lecturer	
Teaching Hours	170 tla scolina
Lab Hours	30 ores de practicum indirect
Individual Study Hours	65
Planned Office Hours	30
Contents Summary	1) Indirect internship before, during and after the direct internship (15 hours) • selection and application of tools useful for the planning and assessment of educational processes;

	• inclusive methodologies to be applied in practice; • Provincial and National Guidelines as a foundation for planning and assessment; • updating of the Personal and Professional Development Plan: - o revision of the educational biography; - o definition of development goals; - o self-assessment; • systematisation and application of the knowledge and competences acquired and experienced during previous years of study, and their operational implementation, in order to define one's professional profile with the aim of transitioning from the role of student to that of teacher; • design and sharing of learning units/projects; • reflection on the internship experience; • self-assessment of one's Personal and Professional Development Plan. 2) Direct internship in kindergarten (170 hours) The student: • carries out observation and analysis of the educational context in relation to its needs and educational provision; • plans inclusive educational processes in collaboration with the mentor teacher and other professionals within the educational setting; • implements educational projects and learning activities, paying particular attention to inclusion through the use of a variety of methodologies, forms of expression, teaching tools and educational materials; • evaluates the learning pathway with reference to students' learning outcomes; • applies self-observation, peer observation and reflective evaluation practices regarding their own teaching practice (observation sheets, video/audio recordings, etc.); • draws on the guidance and support of the internship coordinators to reflect on and further improve their practice; • uses the portfolio to document the internship pathway, reflect on the learning process, update the Personal and Professional Development Plan, and progressively develop their professional habitus.
Course Topics	• the professional competences of the teacher; • tools for the planning and assessment of educational

	pathways; • national and provincial regulations governing the planning of educational pathways; • the Personal and Professional Development Plan; • tools for documenting and reflecting on the internship experience (internship diary and portfolio).
Teaching Format	Teaching is characterised by activities that place the student at the centre of the learning process as an active participant, including: brainstorming, discussions, practical exercises, audio/video analysis, case study analysis, cooperative learning, individual, pair and group reflection activities, individual consultations, presentations, and interactions supported by digital media (e.g. videoconferencing, digital learning environments, and interactive tools).
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provincia Autonoma de Balsan - Südtirol, Balsan 2013 • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provincia Autonoma de Balsan Südtirol, Balsan 2024 • Intendënza y Cultura Ladina, Manajé y svilupé inant deboriada le sistem formatif tles valades ladines, Provincia Autonoma de Balsan - Südtirol, Balsan 2024 https://ladinische-bildung.provinz.bz.it/de/schule/nosc-profil • Linee guida per La formulazione dei giudizi descrittivi nella valutazione periodica e finale della scuola primaria – MIUR 2020 • Materiali metüs a desposiziun tratan les incuntades de practicum indiret.
Supplementary Readings	• Dipartimënt Educazion y Cultura Ladina Servisc per la consulënza psicopedagogica y l'integrazion Orientamënc por l'inclujun dles mitans/di mituns y dles scolares/di scolars cun background de migraziun tl sistem formatif ladin https://assets-eu-01.kc-usercontent.com/89457b41-dac1-01fd-0beb-8826b2e70567/22e1e1d3-90c5-4408-b562-c73127590ce5/399887_Orientamenti_brossura_finale.pdf • La formazione docente per l'inclusione. Profilo dei Docenti Inclusivi - Agenzia Europea per lo sviluppo degli Alunni disabili

	• Repertorio BES della Scuola Italiana della Provincia di Bolzano – Servizio Inclusione del Dipartimento Istruzione e Formazione Italiana – 2018 • Leteratöra spezifika en coliamënt cun i cursc frequentá
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Course Module

Course Constituent Title	Work Experience 5 - Work Experience Primary School
Course Code	13431B
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	
Teaching Assistant	
Semester	All semesters
CP	10
Responsible Lecturer	
Teaching Hours	170 tla scora primara
Lab Hours	30 ores de practicum indiret
Individual Study Hours	65
Planned Office Hours	30
Contents Summary	1) Indirect internship before, during and after the direct internship (15 hours) • selection and application of tools useful for the planning and assessment of educational processes; • inclusive methodologies to be applied in practice; • Provincial and National Guidelines as a foundation for planning and assessment; • updating of the Personal and Professional Development Plan: - o revision of the educational biography; - o definition of development goals; - o self-assessment; • systematisation and application of the knowledge and competences acquired and experienced during previous years of study, and their operational implementation, in order to define one's professional profile with the aim of transitioning from the role of student to that of teacher;

	• design and sharing of learning units/projects; • reflection on the internship experience; • self-assessment of one's Personal and Professional Development Plan. 2) Direct internship in primary school (170 hours) The student: • carries out observation and analysis of the educational context in relation to its needs and educational provision; • plans inclusive educational processes in collaboration with the mentor teacher and other professionals within the educational setting; • implements educational projects and learning activities, paying particular attention to inclusion through the use of a variety of methodologies, forms of expression, teaching tools and educational materials; • evaluates the learning pathway with reference to students' learning outcomes; • applies self-observation, peer observation and reflective evaluation practices regarding their own teaching practice (observation sheets, video/audio recordings, etc.); • draws on the guidance and support of the internship coordinators to reflect on and further improve their practice; • uses the portfolio to document the internship pathway, reflect on the learning process, update the Personal and Professional Development Plan, and progressively develop their professional habitus.
Course Topics	• the professional competences of the teacher; • tools for the planning and assessment of educational pathways; • national and provincial regulations governing the planning of educational pathways; • the Personal and Professional Development Plan; • tools for documenting and reflecting on the internship experience (internship diary and portfolio).
Teaching Format	Teaching is characterised by activities that place the student at the centre of the learning process as an active participant, including: brainstorming, discussions, practical exercises, audio/video analysis, case study analysis, cooperative learning, individual, pair and group reflection activities, individual consultations,

	presentations, and interactions supported by digital media (e.g. videoconferencing, digital learning environments, and interactive tools).
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provincia Autonoma de Balsan - Südtirol, Balsan 2013 • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provincia Autonoma de Balsan Südtirol, Balsan 2024 • Intendënza y Cultura Ladina, Manajé y svilupé inant deboriada le sistem formatif tles valades ladines, Provincia Autonoma de Balsan - Südtirol, Balsan 2024 https://ladinische-bildung.provinz.bz.it/de/schule/nosc-profil • Linee guida per La formulazione dei giudizi descrittivi nella valutazione periodica e finale della scuola primaria – MIUR 2020 • Materiali metüs a desposiziun tratan les incuntades de practicum indiret.
Supplementary Readings	• Dipartimënt Educazion y Cultura Ladina Servisc per la consulënza psicopedagogica y l'integrazion Orientamënc por l'incluiun dles mitans/di mituns y dles scolares/di scholars cun background de migraziun tl sistem formatif ladin https://assets-eu-01.kc-usercontent.com/89457b41-dac1-01fd-0beb-8826b2e70567/22e1e1d3-90c5-4408-b562-c73127590ce5/399887_Orientamenti_brossura_finale.pdf • La formazione docente per l'inclusione. Profilo dei Docenti Inclusivi - Agenzia Europea per lo sviluppo degli Alunni disabili • Repertorio BES della Scuola Italiana della Provincia di Bolzano – Servizio Inclusione del Dipartimento Istruzione e Formazione Italiana – 2018 • Leteratöra specifica en coliamënt cun i cursc frequentá