

Syllabus

Course Description

Course Title	Work Experience 3
Course Code	13419
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	3
CP	10
Teaching Hours	150 ore de practicum diret
Lab Hours	30 ore de practicum indiret (labors)
Individual Study Hours	70
Planned Office Hours	30
Contents Summary	Indirect Placement (30 hours) Preparation for the direct placement - tools for observation and self-observation; - tools for the planning and assessment of educational processes; - definition of the competence profile, including the specification of observable actions;

	- of the personal and professional development plan; - expansion of the educational biography; - self-assessment; - identification of development pathways. Reflection before and after the direct placement - case analysis; - reflection on observations and experiences, linked to the competence categories; - self-assessment of the learning pathway undertaken, with reference to personal and professional development. Direct Placement (150 hours) The student: - observes the context of the placement institution in all its dimensions: physical, emotional and relational, cognitive and methodological, with particular attention to elements of inclusion; - observes the practice of teachers, individual children and the group, using appropriate observation tools (observation grids, audio/video recordings, descriptive protocols, sociograms, etc.); - relates observations to the teacher competence profile; - participates in educational activities and collegial meetings.
Course Topics	- teachers' skills - planning and evaluation - didactic strategies - inclusion - observation instruments - documentation and reflection tools (portfolio) - personal and professional development plans - national and provincial regulatory documents
Keywords	Planning; observation and self-observation; implementation and reflection of personal and professional practices
Recommended Prerequisites	
Propaedeutic Courses	According to the regulation
Teaching Format	Didactic is characterized by activities that make the student the active protagonist of the course. With: brainstorming, discussions, practical exercises, video-analyses, analysis of cases, cooperative learning, individual reflections in person or groups, presentation with media support, personal counselling.

Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	The third-year placement is a learning pathway through which knowledge and competences are developed in a professional environment, with reference to: • the student, who gains a deeper understanding of the educational setting and its actors and assumes personal responsibility within that environment through their actions; • the interactions among the people involved in the setting (teachers, children, parents, specialists, and others); • the specific dimensions of the teaching profession, with opportunities to experience and develop personal competences. The third-year placement is characterized by observation and teaching activities, with a focus on the students' practical competences as well as those of teachers, from an inclusive perspective and in accordance with the European Guidelines (see the profile of the inclusive teacher). Its aim is to observe and analyse the professional practices of experienced teachers and to actively engage in educational processes in order to assess and further develop personal competences. The placement provides an opportunity to connect theoretical knowledge with practical experiences, fostering self-assessment of competences and the development of a professional identity. The main tool for linking knowledge (courses), practice (planned and implemented activities and learning pathways), analyses, and reflections on educational practice is the student portfolio, which allows students to continuously review and update their personal development plan. Learning Objectives of Placement 3 • to evaluate and strengthen personal and professional motivations through teaching practice in authentic educational settings; • to use the competence profile to observe and analyse one's own professional practice and that of others, and to translate competences into observable actions; • to improve observation and self-observation skills, including, where possible, through video-analysis techniques; • to experiment with planning and assessment methods based on provincial and national regulations and to engage in professional dialogue with others (fellow students, tutors, etc.);

	• to experiment with inclusive teaching practices and learning pathways; • to reflect on one's own practice and that of others through feedback and professional exchange; • to apply and connect the theoretical knowledge acquired in different courses in order to critically reflect on practice; • to document the personal professional learning journey in the portfolio, continuously updating it and relating it to the competence profile.
Specific Educational Objectives and Learning Outcomes (additional info.)	(The learning outcomes and intended competences are aligned with the Dublin Descriptors.) Knowledge and Understanding - knowledge of provincial and national institutional regulations; - knowledge of planning models that incorporate inclusive tools and techniques; - knowledge of selected observation, analysis, and self-analysis tools and techniques; - knowledge of the elements of continuity and specificity of the two educational levels (kindergarten and primary school). Applying Knowledge and Understanding - of educational planning models in authentic learning contexts; - application of inclusive teaching practices in authentic educational settings; - application of observation and feedback techniques in the analysis of practice (including audio and video recordings); - development of the portfolio through the documentation of the placement experience and the updating of the personal and professional -development plan. Making Judgements - strengthening the ability to evaluate and continuously refine one's professional identity; - strengthening the ability to communicate and justify one's educational vision and teaching decisions. Communication Skills - expansion of discipline-specific professional vocabulary; - use of different communication techniques and forms (gestural,

	facial, verbal, visual, iconic, digital, etc.); - ability to cooperate and negotiate with different interlocutors; - use of techniques and tools for effective portfolio documentation. Learning Skills - use of self-assessment and assessment by others (tutor, placement coordinator, fellow students, etc.) to further develop personal competences.
Assessment	The module provides for an oral interview with the referring coordinating tutors with presentation of the student's portfolio. The portfolio is written in equal parts in the three languages: Ladin, Italian and German. The positive evaluation of the direct practicum is propaedeutic to the discussion of the portfolio by the outgoing exam. The examination will conclude with the awarding of a single final mark by summarizing the assessments of the two experiences carried out and documented in the portfolio and the result of the common oral test. In the event of a failing grade for the entire module, any components that have been successfully completed will be recognised in subsequent examination sessions. In the event of a failing grade for the module on three consecutive occasions, the student shall not be permitted, in accordance with the Examination Regulations, to register for this examination in the following three examination sessions (Art. 6, para. 4 of the Regulations governing examinations and assessments).
Evaluation Criteria	To successfully complete the placement, all of the following components must receive a positive evaluation: Indirect placement (active participation); Direct placement (activities carried out, feedback from the tutor, and placement visit conducted by the placement coordinator); Portfolio (documentation and reflection); Final examination interview (quality of argumentation and coherence). A final grade will be awarded, representing a synthesis of the results achieved in the components described above.

	Assessment Criteria Interest, Participation, and Professional Engagement (6/30) - compliance with the placement regulations; - active and responsible participation during the indirect placement. Development of Personal and Professional Competences (10/30) - ability to act professionally by applying the competences outlined in the professional competence profile; - pedagogical and didactic competence that promotes 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 critically analyse, reflect upon, and integrate theory and practice; - ability to develop and critically review the personal and professional development plan with coherence, awareness, and in relation 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 · Materials provided during the indirect placement sessions.
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 • Specific literature related to the courses attended.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Gender equality, Quality education

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Kindergarten
Course Code	13419A
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	Silvia Mussner, Silvia.Mussner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46059
Teaching Assistant	
Semester	First semester
CP	5
Responsible Lecturer	
Teaching Hours	75 ores de practicum diret
Lab Hours	15 ores de practicum indiret (labors)
Individual Study Hours	35
Planned Office Hours	15
Contents Summary	Indirect Placement (15 hours) Preparation for the direct placement

	- tools for observation and self-observation; - tools for the planning and assessment of educational processes; - definition of the competence profile, including the specification of observable actions; - of the personal and professional development plan: - expansion of the educational biography; - self-assessment; - identification of development pathways. Reflection before and after the direct placement - case analysis; - reflection on observations and experiences, linked to the competence categories; - self-assessment of the learning pathway undertaken, with reference to personal and professional development. Direct Placement (75 hours) The student: - observes the context of the placement institution in all its dimensions: physical, emotional and relational, cognitive and methodological, with particular attention to elements of inclusion; - observes the practice of teachers, individual children and the group, using appropriate observation tools (observation grids, audio/video recordings, descriptive protocols, sociograms, etc.); - relates observations to the teacher competence profile; - participates in educational activities and collegial meetings.
Course Topics	- Teachers' skills - planning and evaluation - didactic strategies - inclusion - observation instruments - documentation and reflection tools (portfolio) - personal and professional development plans - national and provincial regulatory documents
Teaching Format	Didactic is characterized by activities that make the student the active protagonist of the course. With: brainstorming, discussions, practical exercises, video-analyses, analysis of cases, cooperative learning, individual reflections in person or small/large groups, presentation with

	media support, personal counselling.
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 • Materials made available during indirect traineeship meetings.
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 • Specific literature in connection with the courses attended.

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Primary School
Course Code	13419B
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	Dott. Mag. Ilaria Noci,

	Ilaria.Noci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42625
Teaching Assistant	
Semester	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	75 ore de practicum direct
Lab Hours	15 ore de practicum indirect (labors)
Individual Study Hours	35
Planned Office Hours	15
Contents Summary	Indirect Placement (15 hours) Preparation for the direct placement - tools for observation and self-observation; - tools for the planning and assessment of educational processes; - definition of the competence profile, including the specification of observable actions; - of the personal and professional development plan; - expansion of the educational biography; - self-assessment; - identification of development pathways. Reflection before and after the direct placement - case analysis; - reflection on observations and experiences, linked to the competence categories; - self-assessment of the learning pathway undertaken, with reference to personal and professional development. Direct Placement (75 hours) The student: - observes the context of the placement institution in all its dimensions: physical, emotional and relational, cognitive and methodological, with particular attention to elements of inclusion; - observes the practice of teachers, individual children and the group, using appropriate observation tools (observation grids, audio/video recordings, descriptive protocols, sociograms, etc.); - relates observations to the teacher competence profile;

	- participates in educational activities and collegial meetings.
Course Topics	- Teachers' skills - planning and evaluation - didactic strategies - inclusion - observation instruments - documentation and reflection tools (portfolio) - personal and professional development plans - national and provincial regulatory documents
Teaching Format	Didactic is characterized by activities that make the student the active protagonist of the course. With: brainstorming, discussions, practical exercises, video-analyses, analysis of cases, cooperative learning, individual reflections in person or small/large groups, presentation with media support, personal counselling
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 • Materials made available during indirect traineeship meetings.
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 • Specific literature in connection with the courses attended.
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