Syllabus

Course Description

Course Title	Competence-Oriented Lesson Planning: Natural, Agricultural and Food Sciences in Upper Secondary Education (lab)
Course Code	83027
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	
Lecturers	Dr. rer. nat. Michael Frischmann, Michael.Frischmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/20255
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	4
Teaching Hours	0
Lab Hours	32
Individual Study Hours	68
Planned Office Hours	
Contents Summary	In the laboratory, participants develop competence-oriented lesson plans and tasks. These are subsequently analyzed and further developed, implemented in their own classrooms where possible, evaluated, and readjusted.
Course Topics	The laboratory consists of brief inputs on relevant topics, followed by practice-oriented exercises in individual and small group work, with subsequent reflection. The following topics will be covered:

	- Planning models - Competence stages and requirement levels - Framework guidelines for the respective competition class - Curriculum development - Translating competences into learning objectives - Scaffolding - Reflective use of digital tools and of AI for lesson planning
Keywords	Competence-oriented planning; Backward design / Constructive alignment; Learning tasks; Scaffolding
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	On-site laboratory
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and Understanding: Teachers - know the essential components of competence-oriented lesson planning - know the framework guidelines for the respective subject and for cross-curricular competence goals - understand scaffolding strategies - understand the taxonomy of educational objectives according to Bloom/Anderson-Krathwohl Applying Knowledge and Understanding: Teachers - can plan lessons in a competence-oriented manner - can develop a curriculum and a yearly syllabus based on the framework guidelines - can design tasks that accommodate different requirement levels and competence stages - can structure lessons and instructional sequences clearly, efficiently, and with appropriate consideration of the available teaching time; - can implement adaptive measures - can use digital tools in a meaningful way Making Judgments: Teachers - can analyze lesson plans in a theory- guided manner and adapt them flexibly to the respective needs

	Learning Strategies: Teachers - independently deepen specific aspects of the laboratory - reflect on and process the covered areas in a portfolio created with reference to their own school environment - utilize what has been tested and discussed for their continuous professional development
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Development, presentation, and reflection of a teaching unit
Evaluation Criteria	- Subject-matter knowledge - Capacity for reflection - Judgment and quality of innovation - Practical applicability - Presentation skills - Accuracy
Required Readings	Meyer, Hilbert. (2024). Was ist guter Unterricht? Cornelsen. Zierer, K. (Hg.) (2023). Hattie für gestresste Lehrer 2.0. wvb Publikationen. Städeli, Christoph; Caduff, Claudio (2026) *Unterrichten. Ein Leitfaden für die Praxis* .hep KI-Didaktik: Eine Planungsvorlage zur Aufgabenkultur – IQES
Supplementary Readings	Falck, Joscha. *Effektiv unterrichten mit Künstlicher Intelligenz. Wie Lehrkräfte und Lernende ChatGPT und andere KI-Tools in der Schule erfolgreich einsetzen können.* (2024). Persen.
Further Information	
Sustainable Development Goals (SDGs)	Quality education