# Syllabus

## *Descrizione corso*

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| **Titolo insegnamento** | Orientamento alle competenze e pianificazione: scienze naturali, agrarie e alimenti scuola secondaria di II grado (lab) |
| **Codice insegnamento** | 83027 |
| **Titolo aggiuntivo** | |
| **Settore Scientifico-Disciplinare** | PAED-02/A |
| **Lingua** | Tedesco |
| **Corso di Studio** | Percorso universitario di formazione iniziale dei docenti della scuola secondaria di primo e secondo grado in lingua tedesca - 60CP |
| **Altri Corsi di Studio (mutuati)** | |
| **Docenti** | Dr. rer. nat. Michael Frischmann, Michael.Frischmann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/20255 |
| **Assistente** | |
| **Semestre** | Secondo semestre |
| **Anno/i di corso** | 1 |
| **CFU** | 4 |
| **Ore didattica frontale** | 0 |
| **Ore di laboratorio** | 32 |
| **Ore di studio individuale** | 68 |
| **Ore di ricevimento previste** | |
| **Sintesi contenuti** | 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. |
| **Argomenti dell'insegnamento** | The laboratory consists of brief inputs on relevant topics, followed by practice-oriented exercises in individual and small group work, with subsequent reflection. |

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| | The following topics will be covered:<br>- Planning models<br>- Competence stages and requirement levels<br>- Framework guidelines for the respective competition class<br>- Curriculum development<br>- Translating competences into learning objectives<br>- Scaffolding<br>- Reflective use of digital tools and of AI for lesson planning |
| **Parole chiave** | Competence-oriented planning; Backward design / Constructive alignment; Learning tasks; Scaffolding |
| **Prerequisiti** | |
| **Insegnamenti propedeutici** | |
| **Modalità di insegnamento** | On-site laboratory |
| **Obbligo di frequenza** | In accordance with the regulation |
| **Obiettivi formativi specifici e risultati di apprendimento attesi** | Knowledge and Understanding: Teachers<br>- know the essential components of competence-oriented lesson planning<br>- know the framework guidelines for the respective subject and for cross-curricular competence goals<br>- understand scaffolding strategies<br>- understand the taxonomy of educational objectives according to Bloom/Anderson-Krathwohl<br><br>Applying Knowledge and Understanding: Teachers<br>- can plan lessons in a competence-oriented manner<br>- can develop a curriculum and a yearly syllabus based on the framework guidelines<br>- can design tasks that accommodate different requirement levels and competence stages<br>- can structure lessons and instructional sequences clearly, efficiently, and with appropriate consideration of the available teaching time;<br>- can implement adaptive measures<br>- can use digital tools in a meaningful way<br><br>Making Judgments: Teachers<br>- can analyze lesson plans in a theory- guided manner and adapt them flexibly to the respective needs |

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| | Learning Strategies: Teachers<br>- independently deepen specific aspects of the laboratory<br>- reflect on and process the covered areas in a portfolio created with reference to their own school environment<br>- utilize what has been tested and discussed for their continuous professional development |
| **Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)** | |
| **Modalità di esame** | Development, presentation, and reflection of a teaching unit |
| **Criteri di valutazione** | - Subject-matter knowledge<br>- Capacity for reflection<br>- Judgment and quality of innovation<br>- Practical applicability<br>- Presentation skills<br>- Accuracy |
| **Bibliografia obbligatoria** | Meyer, Hilbert. (2024). Was ist guter Unterricht? Cornelsen.<br><br>Zierer, K. (Hg.) (2023). Hattie für gestresste Lehrer 2.0. wvb Publikationen.<br><br>Städeli, Christoph; Caduff, Claudio (2026) *Unterrichten. Ein Leitfaden für die Praxis* .hep<br><br>KI-Didaktik: Eine Planungsvorlage zur Aufgabenkultur – IQES |
| **Bibliografia facoltativa** | Falck, Joscha. *Effektiv unterrichten mit Künstlicher Intelligenz. Wie Lehrkräfte und Lernende ChatGPT und andere KI-Tools in der Schule erfolgreich einsetzen können*. (2024). Persen. |
| **Altre informazioni** | |
| **Obiettivi di Sviluppo Sostenibile (SDGs)** | Istruzione di qualità |