Syllabus

Course Description

Course Title	Indirect Internship
Course Code	83013
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	German
Degree Course	University course for initial training of secondary school teachers in the German language - 60CP
Other Degree Courses (Loaned)	
Lecturers	Dott. Mag. Carmen Pedevilla, Carmen.Pedevilla@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/55132 Dott. Mag. Margit Egger, Margit.Egger@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/55133 Dott. Mag. Birgit Oberkofler, Birgit.Oberkofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/55134 Dott. Mag. Evi Frötscher, Evi.Froetscher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/55136 Dott. Mag. Irene Mottironi, Irene.Mottironi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/55137
Teaching Assistant	
Semester	All semesters
Course Year/s	1

CP	5
Teaching Hours	60
Lab Hours	0
Individual Study Hours	65
Planned Office Hours	
Contents Summary	The students learn to perceive, reflect and assess the effectiveness of their actions, to recognize the need for development and to react to them professionally. On the basis of theoretical knowledge from the lectures, they analyze their teaching experiences and critically examine the quality of their teaching. The students set personal development goals and thus actively and independently shape their professionalization process.
Course Topics	- Basics of reflection and observation - Communication, Relationship and Dealing with Diversity, - Inclusion - Language in subject teaching - Competence-oriented planning - Methods and quality of teaching - Feedback, monitoring of learning processes and assessment - Class management and challenging situations - Digitality and Artificial Intelligence in Practice Project work
Keywords	Reflection, competency-based planning, feedback and assessment, classroom room management, inclusion
Recommended Prerequisites	In the regular course, the indirect internship is completed parallel to the direct internship.
Propaedeutic Courses	
Teaching Format	Work in a group with a high proportion of testing and reflection under the guidance and supervision of the internship coordinators. In detail: – collegial case consultation and systematic reflection on practical experience and dilemma situations; – short technical inputs; – work in small groups on lesson planning, tasks, observation and assessment tools; – Simulations and hands-on exercises; – Peer feedback and peer tutoring in professional learning

	communities;
Mandatory Attendance	According to the course regulations
Specific Educational Objectives and Learning Outcomes	The aim of the indirect internship is to prepare students for the diverse demands of the teaching profession. Students develop a reflective professional attitude and expand their pedagogical, didactic and communicative skills. Knowledge and Understanding Students will be able to... • Explain criteria for value-free classroom observation. • Describe and explain characteristics of teaching quality. • Present criteria for language-sensitive teaching. • Identify steps for competence-oriented lesson planning as well as suitable methods and task formats. • Explain criteria of constructive feedback as well as different forms of performance assessment. • describe central strategies of class management. • Explain the opportunities and challenges of using AI in the classroom. Applying knowledge and understanding Students will be able to... • apply professional, didactic and pedagogical knowledge in the planning, implementation and evaluation of lessons. • Analyze teaching and practical experiences with the help of theoretical foundations. • Derive development priorities and suitable action steps from observations and reflections. • Professionally design communication and cooperation processes. • deepen a development focus in the context of a project work. • document and reflect on their learning and development processes in a portfolio.
Specific Educational Objectives and Learning Outcomes (additional info.)	The aim of the indirect internship is to prepare students for the diverse demands of the teaching profession. Students develop a reflective professional attitude and expand their pedagogical, didactic and communicative skills. Knowledge and Understanding Students will be able to... • Explain criteria for value-free classroom observation. • Describe and explain characteristics of teaching quality. • Present criteria for language-sensitive teaching.

	• Identify steps for competence-oriented lesson planning as well as suitable methods and task formats. • Explain criteria of constructive feedback as well as different forms of performance assessment. • describe central strategies of class management. • Explain the opportunities and challenges of using AI in the classroom. Applying knowledge and understanding Students will be able to... • apply professional, didactic and pedagogical knowledge in the planning, implementation and evaluation of lessons. • Analyze teaching and practical experiences with the help of theoretical foundations. • Derive development priorities and suitable action steps from observations and reflections. • Professionally design communication and cooperation processes. • deepen a development focus in the context of a project work. • document and reflect on their learning and development processes in a portfolio. Judging Students will be able to... • Reflect on teaching and practical experiences based on criteria. • Distinguish and justify observations from interpretations. • Assess the suitability of teaching materials, methods and digital tools. • weigh up pedagogical options for action from different perspectives. Communication Students will be able to... • justify pedagogical decisions from multiple perspectives. • communicate appreciatively and constructively with various actors in the school environment. • To exchange and develop teaching concepts and practical experiences collaboratively. • use professional pedagogical language appropriate to the situation and addressee. • Give feedback, accept it and use it for your own professionalization. Learning strategies Students will be able to...

	• constructively use the tension between theory and practice for their professional development. • systematically reflect on and document the content and experiences covered. • Independently deepen focal points and design further learning processes. • Proactively obtain feedback and use it to achieve their development goals. • Contribute constructively to professional learning communities and help shape them.
Assessment	Oral
Evaluation Criteria	– Compliance with the internship regulation [UE1.1]as well as active and reliable cooperation. – Quality of processing and implementation of work orders. – Analytical and reflective skills with regard to practical experience and professional development. – Ability to link theory, research findings and practice and to justify pedagogical decisions. – Communication, cooperation and feedback skills. – Quality of the project work, the e-portfolio as well as the presentation and discussion in the examination interview.
Required Readings	– Autonome Provinz Bozen – Südtirol, Deutsche Bildungsdirektion (Hrsg.). Rahmenrichtlinien des Landes für die Festlegung der Curricula der Oberschulen bzw. der Grund- und Mittelschule in Südtirol (in geltender Fassung). Supplementary reading materials will be announced during the sessions.
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Further Information	SECTION 1 Competition Class A028 Pedevilla Carmen SECTION 2-3 Competition Class A026, A027 and A047 Competition Class A020, A042 (Mechanics), A037, B014, B015 and B017 Egger Margit SECTION 4 Competition Class A031, A034, A050, A051, B011 and B012 Oberkofler Birgit SECTION 5 Competition Class A045 and A046 Frötscher Evi

Sustainable Development Goals (SDGs)	Reduced inequalities, Quality education