

Syllabus

Course Description

Course Title	Competence-Oriented Lesson Planning: Ladin Language and Culture (lab)
Course Code	83042
Course Title Additional	
Scientific-Disciplinary Sector	PAED-02/A
Language	Ladin
Degree Course	University course for initial training of secondary school teachers in the Ladin language - 60CP
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Paul Videsott, Paul.Videsott@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/24
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 course provides an overview of the parallels and structural differences between the languages Ladin, Italian, German and where relevant also English. It also addresses the characteristics and consequences of local language contact, which often causes

	grammar structure upheaval in the example of majority languages. The workshop consists of a presentation of grammatical topics which, in a comparative context (ELI), highlight the distinctive features of the Ladin language.
Keywords	Ladin Linguistics, Comparative Grammar, Descriptive vs. Prescriptive Approach
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.)	Students should gain an insight into the most important structural similarities and differences between the Ladin, Italian and German languages. Students should gain an overview of the possibilities and didactic means of dealing with these in Ladin schools. Knowledge and Understanding: Solid knowledge of the topics covered in the courses; understanding of the underlying general phenomena Applying Knowledge and Understanding: Ability to implement what has been learnt in concrete professional practice Making Judgments: Independent judgement expressed through the ability to reflect on, discuss and deepen the content covered and through the use of appropriate and scientifically rigorous language in oral and written statements Learning strategies: Being able to find answers to related and further questions on the basis of acquired knowledge and competences.
Assessment	Written examination on the topics covered
Evaluation Criteria	Completeness of the answers Deepening and reflection Clarity of argumentation Correctness of content and language
Required Readings	Salvi, Giampaolo: Il ladino e le sue caratteristiche. In: Sb. Videsott, Paul; Videsott, Ruth; Casalicchio, Jan [Manuale linguistica ladina] (2020) 67-108. Casalicchio, Jan: Il ladino e i suoi idiomi. In: Sb. Videsott, Paul; Videsott, Ruth; Casalicchio, Jan [Manuale linguistica ladina] (2020) 144-201.
Supplementary Readings	Gallmann, Peter; Siller-Runggaldier, Heidi; Sitta, Horst (unter Mitarbeit von Giovanni Mischì und Marco Forni): Sprachen im Vergleich: Deutsch - Italienisch - Ladinisch. Vol. I: Das Verb. Bozen: Institut Pedagogisch Ladin (2008) 222 S.; Vol. II: Determinanten und Pronomen. Bozen: Institut Pedagogisch Ladin (2010) 230 S.; Vol. III: Der einfache Satz. Bozen: Innovation und Beratung im Ladinischen Bildungs- und Kulturressort (2013) 183 S.; Vol. IV: Der komplexe Satz. Bozen: Innovation und Beratung im Ladinischen Bildungs- und Kulturressort (2018) 320 S; Vol. V:

	Substantiv, Adjektiv, Adverb, Präposition, Konjunktion. Bozen: Pädagogischer Bereich in der Ladinischen Bildungs- und Kulturdirektion (2021) 224 S.
Further Information	
Sustainable Development Goals (SDGs)	Quality education