

Syllabus

Course Description

Course Title	Work Experience 1 - Early Childhood Education and Primary School
Course Code	300002
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	<p>Silvia Mussner, Silvia.Mussner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46059</p> <p>Dott. Mag. Ilaria Noci, Ilaria.Noci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42625</p>
Teaching Assistant	
Semester	All semesters
Course Year/s	1
CP	4
Teaching Hours	40 ores de practicum diret (20 tla scolina y 20 tla scora primara)/40 ore tirocinio diretto (20 ore scuola primaria, 20 ore scuola dell'infanzia)/40 hours direct placement (20 hours primary school, 20 hours kindergarten)
Lab Hours	20 ores de practicum indiret/20 ore tirocinio indiretto/20 hours indiret placement
Individual Study Hours	40 ores/ore/hours
Planned Office Hours	Dal lönesc al vëndres sön domanda/Da lunedì al venerdì su richiesta/Monday to Friday, upon request
Contents Summary	Placement1 includes the direct placement with in-person attendance at educational institutions like kindergartens and

primary schools, as well as the indirect placement, which usually takes place at the Faculty of Education in Brixen. The content of the indirect placement is, wherever possible, linked with the courses in the study plan to ensure a connection between academic theory and practical experience in the professional field. An important tool for connecting theory and practice and for documenting practical study experience is the students' portfolio. It shows the development of students' skills throughout the entire course of their studies.

1. Placement Preparation

The placement preparation sessions aim to prepare students for and support reflection on their school placement experience. As preparation for the school placement, the following topics will be addressed:

- Regulatory aspects, rights and responsibilities of student teachers/trainees (relevant regulations, placement agreement, and placement handbook)
- Personal and educational biography: educational background, interests and motivations for the profession; deeper reflection on one's own educational biography and learning experiences; experiences with education and pedagogy within the family, kindergarten, and school; interests and motivations for choosing this field of study
- Formulation of a personal and professional development plan
- Introduction to the placement tasks and activities
- Student portfolio
- Provincial guidelines for kindergarten and primary school
- Dialogue and reflection on observations and experiences gained during the placement
- Self-assessment of the learning path undertaken, with reference to personal and professional development

2. School Placement

The school placement takes place mainly in kindergarten and primary school settings.

A tutor within the placement institution introduces students to the kindergarten or school environment, as well as to the group of children or class, and supports them throughout their learning

	<p>journey.</p> <p>Students normally undertake the placement in pairs in order to compare, analyse and interpret different perspectives and experiences together. This collaborative approach encourages discussion, reflection and the development of professional competences through shared observation and practice.</p>
Course Topics	<ul style="list-style-type: none"> - personal educational biography - professional profile of the kindergarten teacher/teacher - approaching the own role and responsibilities as a kindergarten teacher/teacher - educating or teaching and learning in the kindergarten and elementary school levels - professional skills (basics) - teaching activities - practical testing of observation and documentation methods - student portfolio - framework guidelines for kindergarten and elementary school <p>Topics are, where possible, linked with content and knowledge gained from the courses in the first year of the Study Plan.</p>
Keywords	<p>Placement Orientation, Professional Identity Development, Educational and Learning Biography, Observation and Reflection, Personal and Professional Development</p>
Recommended Prerequisites	
Propaedeutic Courses	<p>See the regulations</p>
Teaching Format	<p>Students are at the center as active participants shaping their own learning process. The importance of individual learning and cooperation with others is reflected in how the courses are designed.</p> <p>Indirect Internship (Laboratory):</p> <p>Cooperative learning formats, practical exercises, presentations with media support, analyses and reflections in groups, individually and/or with a partner, reading and discussions, case studies, presentations, portfolio work, individual guidance.</p>
Mandatory Attendance	<p>Participation in the work placement is compulsory; the requirements regarding attendance and the assessment procedures are determined by the STGR.</p>
Specific Educational Objectives and Learning	<p>Orientation Internship: The internship in the first year of study is meant to help students check their personal career choice.</p>

Outcomes	<p>Targeted observations and experiences in the professional field, analyses, and critical reflections are the basis for shaping their personal and professional education plan.</p> <p>Important goals of the internship are:</p> <ol style="list-style-type: none"> 1. to review the choice of study by gaining knowledge about the educational stages of kindergarten and primary school <p>The students</p> <ul style="list-style-type: none"> • get a first insight into the country's education system (focus: kindergarten and primary school); • make connections between theory and practice by linking their experiences and observations in the hands-on internship with the content of lectures and labs, the framework guidelines, and possibly additional literature; • become familiar with the philosophy of the framework guidelines for kindergarten and the cross-curricular guidelines for primary school. <ol style="list-style-type: none"> 2. Dealing with personal educational biography and career choice motivation: <p>The Students</p> <ul style="list-style-type: none"> • get to know the competency profile of the desired job roles based on the competency model used in the BIWI internship; • reflect on their personal motivation, own attitudes and values in connection with those listed in the "RRL", and the suitability for the job; • design and document the personal and professional education plan and set initial goals; • carry out initial didactic activities under the guidance of and together with the tutor.
Specific Educational Objectives and Learning Outcomes (additional info.)	<p>(The expected learning outcomes and competencies are aligned with the Dublin Descriptors.)</p> <p>Knowledge and Understanding:</p> <p>Knowledge about</p> <ul style="list-style-type: none"> - basic organizational structures of the educational levels kindergarten and elementary school and knowing the

	<p>corresponding job profiles</p> <ul style="list-style-type: none"> - the importance of the framework guidelines for kindergarten and elementary school - the importance of observation, documentation, and reflection - the importance of relationships, communication, and cooperation <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - first experiences with observation methods - creating a personal portfolio in which the professionalization process for the roles of kindergarten teacher and school teacher is documented with regard to a reflective theory-practice transfer - connecting theory-related considerations with practical experiences <p>Judging:</p> <ul style="list-style-type: none"> - Development of the competence for observation, analysis, and meta-cognition - Ability to critically question, analyze, and assess career choices and career suitability - Ability to question and reflect on values and attitudes - Taking responsibility for one's own learning and educational process - Development of awareness of the responsibility of a kindergarten teacher and a school teacher <p>Communication:</p> <p>Ability to</p> <ul style="list-style-type: none"> - use educational and professional-specific terminology - express oneself clearly and in a nuanced way - write texts that are orthographically and grammatically correct as well as clearly and understandably formulated - express oneself in different formats and exchange ideas through them - cooperate with internship coordinators, education experts, and fellow students - maintain clarity and coherence in arguments and presentations - engage in critical oral and written analysis and reflection - listen actively - relate to children and adults with empathy and respect
--	---

	<p>Learning strategies:</p> <p>Willingness for continuous and independent learning and further development and innovation through:</p> <ul style="list-style-type: none"> - metacognition - observation, documentation, analysis - reflection, - linking theory, research, and practice - self-assessment and external assessment
Assessment	<p>Oral assessment based on written assignments.</p> <p>An intermediate oral examination will take place for each module of Placement 1: the Placement 1 Kindergarten and the Placement 2 Primary School.</p> <p>The portfolio must be written in equal parts in Ladin, Italian, and German. It may be submitted only after the successful completion of the direct placement in both modules.</p> <p>For the purposes of the Faculty's examination regulations, the direct placement is considered a partial examination component.</p> <p>The evaluation of the direct placement is carried out by the assigned Placement Coordinator, taking into account the feedback provided by the tutor.</p> <p>The oral examination is conducted by the Placement Coordinator. It is based on all available assessment documentation, including documented observations from the placement, preparation sessions and individual supervision, tutor feedback, written assignments, and, where applicable, other relevant assessment elements.</p> <p>Following the final exam, which focuses on the entire Placement 1 experience, the overall assessment is communicated to the student.</p> <p>In the case of a negative assessment of the course, any components that have already been successfully completed will be taken into account in subsequent examination sessions.</p> <p>In the case of a negative assessment of a module on three consecutive occasions, the student is not permitted, in accordance with the examination regulations, to register for that examination in the following three examination sessions (Art. 6, paragraph 4 of</p>

	the Examination Regulations)
Evaluation Criteria	<p>The overall assessment of the Placement 1 course is based on the performance achieved in the two modules: Placement 1 – Kindergarten and Placement 1 – Primary School.</p> <p>The assessment of each module is based on the following four components:</p> <p>Placement Preparation (4 points out of 30) School Placement (10 points out of 30) Portfolio/Written Assignment (8 points out of 30) Oral Examination (8 points out of 30)</p> <p>To obtain a positive assessment for the course, all four assessment components must be successfully completed in both modules.</p> <p>In the overall assessment, the following are taken into account:</p> <ul style="list-style-type: none"> - the level of achieved learning outcomes of the educational goals (see above) - compliance with the internship regulations - demonstrated interest and constructive participation - commitment and proactive behavior - adherence to intellectual property standards <p>Failure to meet assessment criteria may result in point deductions, up to failing the exam.</p>
Required Readings	<ul style="list-style-type: none"> • 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 • Course materials provided during the placement preparation sessions.

Supplementary Readings	<ul style="list-style-type: none">• Materials provided during the course; selected literature related to the courses attended.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education