# Syllabus

## *Course Description*

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| **Course Title** | Orientation placement |
| **Course Code** | 64222 |
| **Course Title Additional** | |
| **Scientific-Disciplinary Sector** | NN |
| **Language** | German |
| **Degree Course** | Bachelor for Social Education |
| **Other Degree Courses (Loaned)** | |
| **Lecturers** | Prof. Dr. Iris Nentwig-Gesemann, Iris.NentwigGesemann@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41498 |
| **Teaching Assistant** | |
| **Semester** | Not defined |
| **Course Year/s** | 1 |
| **CP** | 4 |
| **Teaching Hours** | 100 |
| **Lab Hours** | 0 |
| **Individual Study Hours** | 0 |
| **Planned Office Hours** | 12 |
| **Contents Summary** | The 100-hour orientation internship offers first-year students the opportunity to gain practical experience in a field of social education and to get to know various network partners. Through observation, conversations, active participation in the workplace, and job shadowing with different network partners, they gain insights into diverse institutions and fields of practice as well as their interconnections. They become acquainted with different target groups, approaches to practice, and institutional frameworks.<br>In the accompanying courses, especially in the laboratory "Reflection on Socio-Educational Practice", students are prepared |

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| | and supported in reflecting on their professional experiences and experiences from the orientation internship in a theory-based, methodological, and biographical manner. They begin to establish initial theory-practice connections and critically examine their own professional perspectives. The orientation internship is supervised by an academic tutor. |
| **Course Topics** | - Getting to know a socio-educational field of practice and its network partners.<br>- Observation, shadowing, and supportive participation in institutions<br>- Analysis of target groups, tasks, methods, and institutional frameworks<br>- Introduction to observation and reflection methods (e.g., learning journal, field notes)<br>- Linking theory and practice based on subject-specific foundations and legal frameworks<br>- Biographical reflection on one's own professional and study motivation<br>- Comparative analysis of the visited fields of practice<br>- Preparation of a written reflection report |
| **Keywords** | Orientation internship, Practical experience,<br>social education fields of practice, Reflection (theory-based, methodological, biographical), Career perspective |
| **Recommended Prerequisites** | |
| **Propaedeutic Courses** | |
| **Teaching Format** | Field placement combined with reflective practice |
| **Mandatory Attendance** | In accordance with the regulation |
| **Specific Educational Objectives and Learning Outcomes** | Competencies<br><br>Knowledge and Understanding<br>- Students have basic knowledge of the structure, tasks, and target groups of selected social education fields of practice.<br>- They understand fundamental social education principles and methods.<br>- They are familiar with relevant legal and institutional frameworks.<br><br>Application of Knowledge and Understanding<br>- Students are able to carry out and document observations in |

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| | social education settings in a targeted manner.<br>- They are capable of performing simple social education tasks under guidance.<br>- They can link practical experiences with theoretical foundations.<br><br>Judgment<br>- Students are able to compare and assess different fields of work with regard to target group orientation, methods, and effectiveness.<br>- They reflect on their own professional suitability and interests.<br>- They critically evaluate the opportunities and challenges of various social education fields of practice.<br><br>Communication<br>- Students can present professional observations and reflections in a structured manner, both orally and in writing.<br>- They interact appropriately with professionals, clients, and other stakeholders.<br>- They participate constructively and cooperatively in reflection sessions.<br><br>Learning Strategies<br>- Students are able to independently research information about institutions, methods, and legal foundations.<br>- They systematically evaluate their own learning experiences and use them for further study planning.<br>- They develop strategies for the continuous integration of theory and practice. |
| **Specific Educational Objectives and Learning Outcomes (additional info.)** | |
| **Assessment** | written reflection report upon completion of the internship (structure and requirements will be provided at the beginning of the program). |
| **Evaluation Criteria** | reflective ability, theory-practice connection, structure and organization, self-reflection, observation and documentation methods, language and expression, formal requirements |
| **Required Readings** | Böhnisch, L. (2023). Sozialpädagogik der Lebensalter. Eine |

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| | Einführung. 9. Auflage. Beltz Juventa.<br><br>Spiegel, Hiltrud von (2021). Methodisches Handeln in der Sozialen Arbeit: Grundlagen und Arbeitshilfen für die Praxis (7. durchges. Aufl.). UTB; Ernst Reinhardt Verlag.<br><br>Cerrocchi L. & Dozza L. (2018) (Ed.) Contesti educativi per il sociale. Franco Angeli.<br><br>Spiegel, H. v. (2021). Methodisches Handeln in der Sozialen Arbeit: Grundlagen und Arbeitshilfen für die Praxis (7. durchges. Aufl.). UTB; Ernst Reinhardt Verlag. |
| **Supplementary Readings** | / |
| **Further Information** | The orientation internship is prepared in terms of content and methodology through the lab "Reflection on Social Pedagogical Action" and, on this basis, is accompanied by supervisors. |
| **Sustainable Development Goals (SDGs)** | No poverty, Gender equality, Good health and well-being |