

Syllabus

Descrizione corso

Titolo insegnamento	Tirocinio 1
Codice insegnamento	12406
Titolo aggiuntivo	
Settore Scientifico-Disciplinare	NN
Lingua	Tedesco
Corso di Studio	Corso di laurea magistrale a ciclo unico in Scienze della Formazione primaria - sezione in lingua tedesca
Altri Corsi di Studio (mutuati)	
Docenti	<p>Dott. mag. Evi Priller, Evi.Priller@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37114</p> <p>Dott. mag. Angelica Priller, Angelica.Priller2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38893</p> <p>Astrid Leiter, Astrid.Leiter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47473</p> <p>Christine Abram, Christine.Abram@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50433</p> <p>Silvia Helfer, Silvia.Helfer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50434</p> <p>Susanne Tischler, Susanne.Tischler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50434</p>

	staff/person/52694
Assistente	
Semestre	Tutti i semestri
Anno/i di corso	1
CFU	5
Ore didattica frontale	60 (direktes Praktikum: 30 Std. im Kindergarten, 30 Std. in der Grundschule)
Ore di laboratorio	40 (indirektes Praktikum)
Ore di studio individuale	25
Ore di ricevimento previste	gemäß Regelung
Sintesi contenuti	<p>The first internship comprises the direct internship with presence in the educational institutions and the indirect internship, which usually takes place at the Faculty of Education in Bressanone/Brixen.</p> <p>The content of the indirect internship is linked to the modules of the curriculum in order to ensure the connection between academic theory and practical experience in the professional field. An important instrument for linking theory and practice and for documenting the practical work experience is the student's portfolio. It makes the students' skills development visible the entire course of study.</p> <p>1. indirect internship:</p> <p>The indirect internship serves as preparation, interim reflection and follow-up to the direct internship.</p> <p>Preparation for the work placement:</p> <ul style="list-style-type: none"> - Occupational safety course (prerequisite for the direct internship) - Introduction to the content-related objectives and the legal conditions of the internship (internship regulations, internship agreement, handout, etc.) - In-depth examination of your own educational biography: experiences with pedagogy in the family, daycare centre/kindergarten and school, interests and career choice motives, etc. - First formulation of personal and professional educational vision (my image of a kindergarten teacher, a teacher) - First insight into the educational institutions kindergarten and

	<p>primary school</p> <ul style="list-style-type: none"> - Introduction to the work assignments - Introduction to the structure and function of the student portfolio - Framework guidelines for kindergarten and primary school: <ul style="list-style-type: none"> (a) kindergarten: overview of Part 1 (understanding and philosophy of education, pp. 11-23) and Part 2 (educational visions, fields and goals, pp. 25-44); b) Primary school: Overview of organisational, interdisciplinary (p. 9-31) and subject-specific guidelines (p. 36-109) <p>Intermediate reflection after the first direct work placement (kindergarten or primary school):</p> <ul style="list-style-type: none"> - Dialogue and reflection on the documented observations and experiences. Final reflection on the work placement: - Exchange on collected data and experiences - Self-assessment in relation to the internship and personal and professional development with derivation of further goals. <p>2. direct internship:</p> <p>The direct internship takes place in equal parts in the kindergarten and in the primary school. Students are introduced to the respective institution and group or class by tutors and accompanied in their educational process. Students usually complete the internship in pairs so that they can compare, analyse and interpret different perspectives and experiences together.</p>
Argomenti dell'insegnamento	<ul style="list-style-type: none"> - occupational safety - Personal educational biography - Job description of the kindergarten teacher or teacher - Approaching your own role and tasks as a nursery school teacher - Educating, teaching and learning in kindergarten and primary school - Professional competences (basics) - Didactic activities - Exemplary testing of observation and documentation methods in the first direct practical placement and in the portfolio through the assignment to observe and document interaction(s) in the educational process of kindergarten and primary school - Give and receive feedback - Portfolio of the students - Framework guidelines for kindergarten and primary school

	<p>(overview of parts 1 and 2, or A and B, as well as the "Education Act", LG of 16 July 2008, No. 5, cited at the end of the RRL of the GS)</p> <p>The topics are linked to content and acquired knowledge from the courses in the 1st year of the degree programme.</p>
Parole chiave	Orientation internship, personal and professional educational vision and development, organizational and content guidelines, educational biography, observation
Prerequisiti	-
Insegnamenti propedeutici	according to the study programme regulations
Modalità di insegnamento	<p>The students take centre stage as active creators of their educational process. The importance of individual learning and co-operation with others is taken into account in the design of the courses.</p> <p>Indirect practical course (laboratory):</p> <p>Cooperative forms of learning, practical exercises, presentations with media support, analyses and reflections in groups, in individual and/or partner work, readings and discussions, case discussions, presentations, video analyses, portfolio work, individual supervision.</p>
Obbligo di frequenza	according to the study programme regulations
Obiettivi formativi specifici e risultati di apprendimento attesi	<p>Orientation internship: The internship in the first year of study helps students to review their personal career choices. Targeted observations and experiences in the professional field, analyses and critical reflections form the basis for the design of their personal and professional education plan.</p> <p>A key aim of the work placement is to:</p> <p>1. to review the choice of study by acquiring knowledge about the educational levels of kindergarten and primary school:</p> <p>Students - know the regulations and measures for safety in the workplace (occupational safety course);</p> <ul style="list-style-type: none"> - gain an initial insight into the country's education system (focus: kindergarten and primary school) with regard to normative, communicative, pedagogical, didactic and organisational aspects; - establish theory-practice connections by linking their experiences and observations in the direct practical placement with the content of the lectures and laboratories, the framework guidelines and

	<p>possibly further literature;</p> <ul style="list-style-type: none"> - are familiar with the philosophy of the framework guidelines for kindergarten (with a focus on pp. 11-23) and the interdisciplinary guidelines for primary school (with a focus on pp. 17-29). <p>2. analyse their personal educational biography and career choice motivation:</p> <p>Students</p> <ul style="list-style-type: none"> - familiarise themselves with the competence profile of the desired occupational profiles on the basis of the competence model used in the BIWI internship; - reflect on their personal motivation, their own attitudes/values in connection with those listed in the RRL and their suitability for the profession; - design and document their personal and professional education plan and set initial goals; - carry out initial didactic activities under the supervision of and together with the tutor. <p>Knowledge and understanding:</p> <p>Knowledge of</p> <ul style="list-style-type: none"> - basic organisational structures of the kindergarten and primary school educational levels and knowledge of the corresponding job profiles; - the significance of the framework guidelines for kindergarten and primary school; - the importance of observation, documentation and reflection; - the importance of relationships, communication and co-operation; - safety regulations in the workplace. <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - Initial experience with an observation procedure selected in consultation with lecturers, as well as analysing and reflecting on the data collected; - Creation of a personal portfolio in which the professionalisation process for the job profiles of kindergarten teacher and teacher is documented with regard to a reflected theory-practice transfer; - Combination of theory-related considerations and practical experience;
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	<ul style="list-style-type: none"> - Ability to recognise the importance of teamwork and to act accordingly. <p>Judgement:</p> <ul style="list-style-type: none"> - Ability to critically question, analyse and evaluate career choices and suitability; - Ability to scrutinise values and attitudes and to reflect on their connection to the location; - Taking responsibility for one's own learning and educational process. <p>Communication:</p> <p>Ability to,</p> <ul style="list-style-type: none"> - use pedagogical and profession-specific technical language; - express themselves verbally in a clear and differentiated manner; - express themselves in various formats and exchange ideas about them (portfolio, group work, presentations); - to cooperate with the internship coordinator, experts from the educational landscape and fellow students; - write orthographically and grammatically correct, clear and comprehensible texts - listen actively; - give and accept feedback; - relate to children and adults in an empathetic and respectful manner. <p>Learning strategies:</p> <p>Students are aware that professional, pedagogical and methodological-didactic competences are developed and expanded in a lifelong learning process and recognise the importance in this respect of</p> <p>of:</p> <ul style="list-style-type: none"> - Personal responsibility, - personal initiative, - metacognition, - observation, documentation, analysis, reflection, - Linking theory, research and practice, - self-assessment and external assessment.
Obiettivi formativi specifici e risultati di apprendimento	-

attesi (ulteriori info.)	
Modalità di esame	<p>Final oral examination interview based on the complete portfolio previously submitted on time (see Art. 9, Para. 4 and 6 of the current internship regulations of the revised curriculum).</p> <p>The portfolio can only be submitted after a positive assessment of the direct internship; this direct internship is considered a partial examination with regard to the examination regulations of the faculty. The assessment of the direct internship is carried out by the assigned internship coordinator, whereby the tutor's feedback is taken into account in an appropriate manner.</p> <p>will be taken into account.</p> <p>In the event of a negative assessment of the module, any positively assessed module parts will be credited the next time the module examination is taken.</p> <p>A negative assessment also counts towards the number of exam attempts in this case. According to the examination regulations, three attempts without passing will result in a block for three examination dates (see also article 6, paragraph 4 of the current examination regulations).</p>
Criteri di valutazione	<p>The assessment for internship 1 is based on 5 parts:</p> <ul style="list-style-type: none"> - Indirect internship - Direct internship in kindergarten - Direct internship in primary school - Portfolio - Examination interview <p>For a positive overall assessment of the internship, each of these parts must be assessed positively.</p> <p>The overall assessment takes into account</p> <ul style="list-style-type: none"> - Compliance with intellectual property standards - Interest shown and constructive cooperation - Commitment and proactive behaviour - Ability to assess and present one's own development appropriately - Clarity and coherence in argumentation and presentation - Ability to critically analyse and reflect orally and in writing - Ability to combine theory and practice as mutually enriching approaches - Communication and co-operation skills

	<ul style="list-style-type: none"> - Ability to select relevant goals from the competency model of the internship office that are appropriate to one's own development needs and to define measures - Ability to write logically structured, orthographically and grammatically correct, clear and comprehensible texts - Ability to express oneself clearly and precisely orally - Compliance with standards in the field of intellectual property <p>Failure to fulfil the assessment criteria will result in points being deducted or even failure of the examination.</p> <p>Students are usually accompanied by several internship coordinators during Internship 1, and the final examination interview and subsequent overall assessment is conducted by one of these accompanying internship coordinators. In doing so, he/she draws on all available documents (documented observations, tutor feedback from the direct internship, portfolio).</p>
Bibliografia obbligatoria	<p>Deutsches Schulamt (Hrsg.). (2008, Dezember). <i>Rahmenrichtlinien für die deutschsprachigen Kindergärten</i></p> <p>. Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx</p> <p>Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). <i>Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol</i> (Aktualisierte Ausg.). Autonome Provinz Bozen-Südtirol. https://tinyurl.com/y24yt5pp</p>
Bibliografia facoltativa	<p>Further literature will be announced in the courses of the indirect practical training.</p>
Altre informazioni	-
Obiettivi di Sviluppo Sostenibile (SDGs)	Buona salute, Pace e giustizia, Istruzione di qualità