# Syllabus

## *Course Description*

| | |
|---|---|
| **Course Title** | Work Experience 5 |
| **Course Code** | 12431 |
| **Course Title Additional** | |
| **Scientific-Disciplinary Sector** | NN |
| **Language** | German |
| **Degree Course** | 5 year master degree in Primary Education - German section |
| **Other Degree Courses (Loaned)** | |
| **Lecturers** | Gertrud Fischnaller,<br>Gertrud.Fischnaller@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/31687<br>Dott. Mag. Cordula Oberhuber,<br>CoOberhuber@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/33997<br>Dott. Mag. Sabina Fischnaller,<br>Sabina.Fischnaller@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/38348<br>Dott. Mag. Wolfgang Weithaler,<br>Wolfgang.Weithaler@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/38354<br>Dott. Mag. Angelica Priller,<br>Angelica.Priller2@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/38893<br>Alexandra Schrott,<br>Alexandra.Schrott@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/42512<br>Dott. Mag. Elisabeth Oberhollenzer, |

| | |
|---|---|
| | Elisabeth.Oberhollenzer@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/44611<br>Dott. Mag. Gabriela Seeber,<br>Gabriela.Seeber@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/46050<br>Dott. Mag. Melanie Pöhl,<br>Melanie.Poehl@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/49070 |
| **Teaching Assistant** | |
| **Semester** | All semesters |
| **Course Year/s** | 5 |
| **CP** | 20 |
| **Teaching Hours** | 340 Stunden (direktes Praktikum: je 170 Std. im Kindergarten und 170 Std. in der Grundschule) |
| **Lab Hours** | 30 Stunden (indirektes Praktikum: je 15 Std. bezogen auf das Direkte Praktikum im Kindergarten und in der Grundschule) |
| **Individual Study Hours** | 130 Stunden (je 65 Std. bezogen auf das Praktikum im Kindergarten und in der Grundschule) |
| **Planned Office Hours** | gemäß Regelung |
| **Contents Summary** | Indirect internship:<br>The indirect internship usually takes place at the faculty and serves as preparation, interim reflection and follow-up to the direct internship. Students are introduced to the assignments of the direct internship and the associated portfolio assignments. Independent and self-directed learning is supported, promoted and participatively organised through thematically selected inputs by the internship coordinator and through topics that the students themselves bring to the courses from their internship.<br><br>Direct internship:<br>The 5th year of study is considered the final year of study and enables in-depth practical experience in the professional field. Students are introduced to the respective institution and group/class by tutors and supported in their learning process. |

| | |
|---|---|
| | Students complete the internship individually and use it to gain experience in the planning, implementation and evaluation of (multi-part) educational activities in as many educational fields and learning areas as possible. They pay particular attention to the initiation and support of educational processes and the management/leadership of groups. In doing so, they always take into account the philosophy of the framework guidelines and act holistically in the sense of inclusive pedagogy and didactics, which recognise and focus on the individual and social needs of all children in their diversity. |
| Course Topics | Internship Kindergarten<br>- Competences and tasks of a kindergarten teacher<br>- Personal development plan for their own professionalisation<br>- Inclusion, appreciation of diversity, pedagogy of diversity<br>- Observation methods and procedures, pedagogical diagnostics<br>- Development and educational support<br>- Planning, implementation and evaluation of educational activities and processes<br>- Process orientation, didactics and methodology<br>- Dialogue-based, language-aware and language-sensitive educational design<br>- Design of learning environments<br>- Documentation - portfolio work (for children/with children, for families/caregivers)<br>- Transitions: Family - kindergarten, kindergarten - primary school<br>- Framework guidelines for the kindergarten (focussing on part 3)<br>The topics are linked to the knowledge and competences acquired during the course of study.<br><br>Internship Primary School<br>- Competences and tasks of a primary school teacher<br>- Personal development plan for own professionalisation<br>- Inclusion, appreciation of diversity, pedagogy of diversity<br>- Lesson observation<br>- Pedagogical diagnostics<br>- Planning, implementation and evaluation of lessons (subject-specific and interdisciplinary educational activities)<br>- Didactics and methodology, e.g. designing learning environments, open forms of learning/teaching<br>- Dialogue-based, language-aware and language-sensitive design |

| | |
|---|---|
| | of lessons<br>- Classroom management, learning support - learning documentation, portfolio work, feedback, learning counselling, assessment<br>- Transition: kindergarten - primary school, primary school - secondary school<br>- Cooperation with parents/families<br>- Framework guidelines for primary school<br>The topics are linked to the knowledge acquired during the course of study |
| **Keywords** | Professionalization of pedagogical action competencies, child as an active co-designer of their development and educational processes, recognizing, initiating, and accompanying educational processes, differentiation, process orientation, open/interdisciplinary teaching |
| **Recommended Prerequisites** | |
| **Propaedeutic Courses** | According to the study programme regulations |
| **Teaching Format** | 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.<br><br>In the indirect practical course: 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, systematic reflection on dilemma situations, presentations, video analyses, portfolio work, individual support.<br><br>In the direct work placement, students deepen, refine and expand their practical skills under the supervision of a tutor to such an extent that they are able to take on the role of kindergarten teacher to a large extent independently during the course of the placement. In line with the educational understanding of the framework guidelines for kindergarten, the educational work is practised and documented in a circular manner (analysis, planning, implementation, evaluation) and in its complexity.<br>complexity is practised and documented.<br><br>Opportunity for counselling sessions with lecturers to clarify, |

| | |
|---|---|
| | deepen and support subject-specific issues during the internship. |
| **Mandatory Attendance** | According to the study programme regulations |
| **Specific Educational Objectives and Learning Outcomes** | Internship 5 focuses on the expansion, development and consolidation of competences in the professional field. Students demonstrate their professional competences through largely independent action in the professional field and continuously expand them by<br>- setting personal goals and pursuing them with determination<br>- consciously recognising and shaping the tension between theory and practice through reflective exchange with the tutor<br>- increasingly taking on functions and tasks in the desired professional field at the respective educational level<br>- analyse and reflect on personnel, structural and content-related aspects of the two educational levels kindergarten and primary school<br>reflect on<br>- use their communicative and cooperative skills in their relationships with children, educational professionals/teachers and families<br>teachers and families<br>- recognise the child as an active co-creator of their development, their educational processes and the respective educational institution<br>value the child<br>- observe using selected methods and systematically analyse the observations<br>- recognise the needs and requirements of children and families in all their diversity and support educational processes accordingly<br>- ensure that children's rights are respected, especially their right to be heard and to participate<br>- actively and inclusively help to shape the educational process in kindergarten and primary school, contributing professional impulses and ideas.<br>ideas<br>- take on responsibility and act independently and as a colleague in the professional field<br>- Organise educational work/lessons with a particular focus on internal differentiation and appropriate choice of methods<br>- Independently plan, implement, document and evaluate multi- |

| | |
|---|---|
| | part educational activities/projects/subject-specific and interdisciplinary teaching units and, if necessary, present them in the indirect work placement and/or as part of the examination discussion for the respective module part.<br>- participate in team and planning meetings and demonstrate commitment, creativity, flexibility, organisational and critical thinking skills.<br>organisation and critical faculties<br>- recognise the special features and characteristics of kindergarten and primary school and take them into account in their work, as well as the similarities and interlinkages between the two educational institutions<br><br>The work placement enables students to actively combine theoretical background knowledge, research findings, practical experience and knowledge gained in the professional field. The prerequisite for this is a research-based, reflective attitude. The critical self-assessment of personal competences, together with the external assessment by the tutor and internship coordinator, contributes to the development of the personal educational plan and reinforces the conviction that lifelong learning is necessary in order to be able to act professionally and competently.<br>act professionally and competently. The most important instrument for linking theory and practice and for reflection is the student's portfolio, in which their own professionalisation process is documented and reflected upon.<br><br>Knowledge and understanding:<br>- In-depth knowledge of the framework guidelines (kindergarten and primary school) and their critical reflection<br>- Knowledge of the importance of various observation methods and pedagogical diagnostics<br>- Understanding of the application of circular planning procedures<br>- Knowledge of open forms of teaching<br>- Knowledge of the similarities and special features of kindergarten and primary school and aspects of continuity<br>- Expanded knowledge of the complexity of the kindergarten and primary school educational levels and the corresponding professional fields |

| | |
|---|---|
| | Application of knowledge and understanding:<br>- Ability to perceive children's issues, interests and needs and to interact with them<br>- Selection and application of (standardised and open) observation methods as well as analysis and reflection of the data collected collected data<br>- Planning, analysing and documenting educational processes and providing feedback<br>- Leading and accompanying multi-part educational activities and educational processes based on the framework guidelines of kindergarten and primary school<br>- Organising participatory processes with children<br>- Professionally shaping relationships and supporting group processes<br>- Appreciative cooperation with parents/families<br>- Reflective management and leadership of groups/classes<br>- portfolio work<br><br>Judgement:<br>- Self-assessment with regard to professional competences, personal strengths and own development needs development needs<br>- Ability to justify own pedagogical objectives and pedagogical and didactic decisions<br>- Ability to evaluate planning and pedagogical and didactic actions based on theory<br>- Ability to critically analyse and assess one's own and observed practice<br>- Ability to use a differentiated, profession-specific technical language<br><br>Communication:<br>- Ability to give and accept constructive feedback<br>- Ability to listen actively<br>- Ability to empathise with children and adults and to communicate in a way that is relevant to the target group<br>- Ability to work in a team<br>- Ability to use digital media for communication Learning strategies: |

| | |
|---|---|
| | Students are aware that professional, pedagogical and methodological-didactic skills are developed and expanded in a lifelong learning process and in this respect recognise the importance of<br>- metacognition<br>- Observation, documentation, analysis, reflection<br>- Linking theory, research and practice<br>- Self-assessment and external assessment |
| **Specific Educational Objectives and Learning Outcomes (additional info.)** | |
| **Assessment** | Oral examination in the form of a final examination interview for each module section: "Internship 5 Kindergarten" and "Internship 5 Primary School" In the interview, which is conducted on the basis of the portfolio previously submitted on time for the direct internship, students present relevant learning experiences and demonstrate skills in critical analysis and reflection in a professional dialogue, as well as the competence to think theory, research findings and practice in a productive context.<br>and practice in a productive context. The interview is conducted by the assigned internship coordinator. He/she draws on all available documents relevant to the examination (including portfolio, documented observations from the indirect internship and individual supervision, feedback from the tutor).<br><br>Both internship coordinators conduct the final examination interview for the entire module with the student. In this meeting, the student looks back on internships 1-5 and demonstrates their own professional competence development. In the event of a negative assessment of the overall module, any positively assessed parts of the module will be credited when the student next takes the module examination. A negative assessment also counts towards the number of exam attempts in this case. According to the examination regulations<br>three attempts without passing will result in a suspension for three examination dates (see also Article 6, Paragraph 4 of the current examination regulations). |
| **Evaluation Criteria** | Assignment of an overall assessment for the module based on the |

| | |
|---|---|
| | performance shown in both parts of the module ("Internship 5 Kindergarten" and "Internship 5 Primary School"). The overall assessment is carried out after the examination<br>assessment by both internship coordinators who accompanied the student in Internship 5.<br>The assessment of each part of the module is based on 4 elements:<br>- Indirect internship (3 out of 30 points)<br>- Direct internship (12 out of 30 points)<br>- Portfolio (10 out of 30 points)<br>- Examination interview for module part 1 or 2 (5 out of 30 points)<br><br>For a positive overall assessment of the internship, each of these parts must be assessed positively.<br>The assessment criteria are<br>- Compliance with the internship regulations<br>- Interest and constructive cooperation<br>- Commitment and proactive behaviour<br>- Ability to select relevant goals from the competency model used in the BIWI internship that are appropriate to one's own development needs and<br>competency model used in the BIWI internship and to define measures to achieve these goals<br>- Communication and co-operation skills<br>- Ability to initiate, accompany, document, and evaluate an educational process for children/with children and for families/educational responsibility holders<br>- Ability to plan, implement, and evaluate open teaching/open teaching forms<br>- Clarity and coherence in argumentation and presentation<br>- Ability to critically analyse and reflect orally and in writing<br>- Ability to think about theory, research findings and practice in a productive context<br>- Ability to organise one's own professional development process and document it in a portfolio<br>- Ability to write orthographically and grammatically correct, clear and comprehensible texts<br>- Ability to express oneself orally in a precise and differentiated manner<br>- Compliance with standards in the field of intellectual property |

| | |
|---|---|
| | Failure to fulfil the assessment criteria will result in points being deducted or even failure of the examination.<br>In accordance with the faculty's examination regulations, each module section must be completed successfully for a positive overall assessment of the module. In the event of a negative assessment of the overall module, positively assessed module parts will be credited the next time the module examination is taken. A negative assessment is counted in the number of examination attempts. Attempting the module examination three times without passing will result in a suspension for three examination dates. |
| **Required Readings** | Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien fu¨r die deutschsprachigen Kindergärten*G. Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx<br><br>Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). *Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol* (Aktualisierte Ausg.). Autonome Provinz Bozen-Südtirol. https://tinyurl.com/y24yt5pp<br><br>Deutsches Bildungsressort/Kindergarteninspektorat (2017). *Qualitätsrahmen für den Kindergarten.* Autonome Provinz Bozen-Südtirol. https://tinyurl.com/mryae7ht |
| **Supplementary Readings** | Further literature will be announced in the courses of the indirect practical training. |
| **Further Information** | |
| **Sustainable Development Goals (SDGs)** | Good health and well-being, Peace, justice and strong institutions, Reduced inequalities, Quality education |

# *Course Module*

| | |
|---|---|
| **Course Constituent Title** | Work Experience 5 - Work Experience Kindergarten |
| **Course Code** | 12431A |
| **Scientific-Disciplinary Sector** | NN |
| **Language** | German |
| **Lecturers** | Dott. Mag. Cordula Oberhuber,<br>CoOberhuber@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/33997 |

| | |
|---|---|
| | Dott. Mag. Sabina Fischnaller,<br>Sabina.Fischnaller@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/38348<br>Dott. Mag. Gabriela Seeber,<br>Gabriela.Seeber@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/46050<br>Dott. Mag. Melanie Pöhl,<br>Melanie.Poehl@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/49070 |
| **Teaching Assistant** | |
| **Semester** | All semesters |
| **CP** | 10 |
| **Responsible Lecturer** | |
| **Teaching Hours** | 170 Stunden Direktes Praktikum im Kindergarten |
| **Lab Hours** | 15 Stunden Laboratorium (Indirektes Praktikum) |
| **Individual Study Hours** | 65 |
| **Planned Office Hours** | gemäß Regelung |
| **Contents Summary** | The internship comprises a direct and an indirect internship.<br><br>Indirect internship:<br>The indirect internship usually takes place at the faculty and serves as preparation, interim reflection and follow-up to the direct internship. Students are familiarised with the assignments of the direct internship<br>and the associated portfolio assignments. Independent and self-directed learning is supported by<br>Thematically selected inputs by the internship coordinator as well as topics that the students themselves bring from their internship to the courses support, promote and participate in the organisation of learning.<br><br>Direct internship:<br>The 5th year of study is considered the final year of study and enables in-depth practical experience in the professional field. Students are introduced to the respective institution and |

| | |
|---|---|
| | group/class by tutors and supported in their learning process. Students complete the internship individually and use it to gain experience in the planning, implementation and evaluation of (multi-part) educational activities in as many educational fields and learning areas as possible. They pay particular attention to the initiation and support of educational processes and the management/leadership of groups. In doing so, they always take into account the philosophy of the framework guidelines and act holistically in the sense of inclusive pedagogy and didactics, which recognise and focus on the individual and social needs of all children in their diversity. |
| **Course Topics** | Competences and tasks of a kindergarten teacher<br>- Personal development plan for their own professionalisation<br>- Inclusion, appreciation of diversity, pedagogy of diversity<br>- Observation methods and procedures, pedagogical diagnostics<br>- Development and educational support<br>- Planning, implementation and evaluation of educational activities and processes<br>- Process orientation, didactics and methodology<br>- Dialogue-based, language-aware and language-sensitive educational design<br>- Design of learning environments<br>- Documentation - portfolio work (for children/with children, for families/caregivers)<br>- Transitions: Family - kindergarten, kindergarten - primary school<br>- Framework guidelines for the kindergarten (focussing on part 3)<br>The topics are linked to the knowledge and competences acquired during the course of study. |
| **Teaching Format** | 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.<br><br>In the indirect practical course:<br>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, systematic reflection of dilemma situations, presentations, video analyses, portfolio work, individual support. |

| | |
|---|---|
| | In the direct internship<br>students deepen, refine and expand their practical skills under the supervision of a tutor to such an extent that they can<br>to such an extent that they are able to assume the role of kindergarten teacher to a large extent during the course of the internship.<br>take over the role of kindergarten teacher independently. In line with the educational understanding of the framework guidelines for the<br>kindergarten, the educational work is practised and documented in a circular manner (analysis, planning, implementation, evaluation) and in its<br>and documented in its complexity. Opportunity for counselling sessions with lecturers for clarification,<br>clarification, consolidation and support with subject-specific questions during the placement. |
| **Required Readings** | Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien fu¨r die deutschsprachigen Kindergärten*G. Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx<br><br>Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). *Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol* (Aktualisierte Ausg.). Autonome Provinz Bozen-Südtirol. https://tinyurl.com/y24yt5pp<br><br>Deutsches Bildungsressort/Kindergarteninspektorat (2017). *Qualitätsrahmen für den Kindergarten.* Autonome Provinz Bozen-Südtirol. https://tinyurl.com/mryae7ht |
| **Supplementary Readings** | Further literature will be announced in the courses of the indirect practical training. |

# *Course Module*

| | |
|---|---|
| **Course Constituent Title** | Work Experience 5 - Work Experience Primary School |
| **Course Code** | 12431B |
| **Scientific-Disciplinary Sector** | NN |
| **Language** | German |
| **Lecturers** | Gertrud Fischnaller,<br>Gertrud.Fischnaller@unibz.it |

| | |
|---|---|
| | https://www.unibz.it/en/faculties/education/academic-staff/person/31687<br>Dott. Mag. Wolfgang Weithaler,<br>Wolfgang.Weithaler@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/38354<br>Dott. Mag. Angelica Priller,<br>Angelica.Priller2@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/38893<br>Alexandra Schrott,<br>Alexandra.Schrott@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/42512<br>Dott. Mag. Elisabeth Oberhollenzer,<br>Elisabeth.Oberhollenzer@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/44611 |
| **Teaching Assistant** | |
| **Semester** | All semesters |
| **CP** | 10 |
| **Responsible Lecturer** | |
| **Teaching Hours** | 170 Stunden Direktes Praktikum in der Grundschule |
| **Lab Hours** | 15 Stunden Laboratorium (Indirektes Praktikum) |
| **Individual Study Hours** | 65 |
| **Planned Office Hours** | gemäß Regelung |
| **Contents Summary** | The description of module part 1 applies analogously, taking into account the special features of the respective educational institution |
| **Course Topics** | - Competences and tasks of a primary school teacher<br>- Personal development plan for your own professionalisation<br>- Inclusion, appreciation of diversity, pedagogy of diversity<br>- diversity<br>- lesson observation<br>- Pedagogical diagnostics<br>- Planning, implementation and evaluation of lessons (subject-specific and interdisciplinary educational activities) |

| | |
|---|---|
| | - Didactics and methodology, e.g. designing learning environments, open forms of learning/teaching<br>- Dialogue-based, language-aware and language-sensitive design of lessons<br>- Classroom management, learning support<br>- Learning documentation, portfolio work, feedback, learning counselling, assessment<br>- Transition: kindergarten - primary school, primary school - secondary school<br>- Cooperation with parents/families<br>- Framework guidelines for primary school<br>The topics are linked to the knowledge acquired during the course of study. |
| **Teaching Format** | The description of module part 1 applies analogously, taking into account the special features of the respective educational institution. |
| **Required Readings** | Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien fu¨r die deutschsprachigen Kindergärten*G. Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx<br><br>Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). *Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol* (Aktualisierte Ausg.). Autonome Provinz Bozen-Südtirol. https://tinyurl.com/y24yt5pp<br><br>Deutsches Bildungsressort/Kindergarteninspektorat (2017). *Qualitätsrahmen für den Kindergarten.* Autonome Provinz Bozen-Südtirol. https://tinyurl.com/mryae7ht |
| **Supplementary Readings** | Further literature will be announced in the courses of the indirect practical training. |