Syllabus

Course Description

Course Title	Work Experience 4
Course Code	12426
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	Prof. Giulia Gabrielli, Giulia.Gabrielli@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/17922 Prof. Dr. Michael Gaidoschik, Michael.Gaidoschik@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37288 Prof. Dr.Dr. Robert Philipp Wagensommer, RobertPhilipp.Wagensommer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/40174 Prof. Dr. Benjamin Niederkofler, Benjamin.Niederkofler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47451 Gertrud Fischnaller, Gertrud.Fischnaller@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31687 Dott. Mag. Evi Priller, Evi.Priller@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/37114 Dott. Mag. Sabina Fischnaller,

	Sabina.Fischnaller@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38348 Adelheid Aichner, Adelheid.Aichner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42508 Monika Kaserer, Monika.Kaserer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46053 Dott. Mag. Kerstin Hilde Maria Schultz, Kerstin.Schultz@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47474 Michaela Laner, Michaela.Laner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49069 Dott. Mag. Melanie Pöhl, Melanie.Poehl@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49070
Teaching Assistant	
Semester	All semesters
Course Year/s	4
CP	5
Teaching Hours	0
Lab Hours	70 (indirektes Praktikum)
Individual Study Hours	55
Planned Office Hours	Sprechstunden der einzelnen Fachdozent:innen gemäß Angaben auf der Homepage der Fakultät und der Koordinator:innen gemäß Regelung
Contents Summary	Didactic miniatures - scientific and didactic foundations In the subject-specific and subject-didactic foundations laboratories, subject lecturers and internship coordinators work in team teaching. work placement coordinators work in team teaching. Firstly, the

	scientific and didactic foundations for a variety of thematically related educational activities for kindergarten and primary school are presented as examples. Methods of observation and analysis are presented to promote research-based learning and the development of a research-based attitude. This forms the basis for concrete planning for the implementation of such educational activities in the cooperating educational institutions (kindergarten and primary school). After testing, analysing and documenting the findings in each case, the experiences gained are reflected on orally and in writing and presented with media support. Didactic miniatures - detailed planning and implementation Internship coordinators organise planned preparation, planning and follow-up meetings together with the specialist lecturers as a teaching team, planning and follow-up meetings with the students (38 hours in total, 30 of which are team teaching). During one observation visit per institution in the group/class assigned to them, the students explore the specific framework conditions for the planning and implementation of the didactic miniature and realise it after the preparatory meetings at the faculty in the classroom. After the preparatory meetings at the faculty, they realise these in the kindergartens and primary schools (32 hours in total, 16 hours per institution).
Course Topics	Course 1 (Laboratory) Didactic miniatures - scientific and didactic foundations - Scientific and didactic basics of the subject areas selected in the respective academic year - Fundamentals of the methods, forms of learning and working materials used in the respective subject groups - Basic ideas of selected educational activities - Methods of analysis based on documentation and research methods - Introduction to the concrete planning of the implementation of educational activities based on the explorations that the students have previously carried out in the kindergartens and primary schools assigned for the trial - Joint reflection and presentation of the observations, experiences

	and findings made during the trial in the group. Course 2 (Laboratory and implementation) Didactic miniatures - detailed planning and implementation - Continuation of the planning of specific educational activities for kindergarten and primary school - Realisation of the planned educational activities in cooperating educational institutions (kindergarten and primary school)
Keywords	Sound foundational knowledge of current theoretical and subject-specific didactic concepts, development and deepening of pedagogical and subject-specific planning and action competence, research-oriented and self-responsible learning, documentation - analysis - reflection
Recommended Prerequisites	
Propaedeutic Courses	according to the study programme regulations
Teaching Format	Didactic miniatures - scientific and didactic foundations Scientific and didactic input from the lecturers; individual, partner and group work, discussions; literature study; homework to prepare and follow up the didactic miniatures to be realised in course 2 (see below). didactic miniatures to be realised. Didactic miniatures - detailed planning and realisation Individual, partner and group work, discussions; research-based analysis of observations; reflection on dilemma situations dilemma situations; literature study; homework to prepare and follow up the didactic miniatures; trialling them in kindergartens and primary schools.
Mandatory Attendance	according to the study programme regulations
Specific Educational Objectives and Learning Outcomes	In internship 4, students work in tandem to prepare didactic miniatures in an educational field/learning area of their choice (e.g. maths, literature, movement and sport or science) and implement these in cooperating kindergartens and primary schools in the state. In the educational setting of professional training, supported by didactic counselling, they plan didactic miniatures consisting of content-related parts. The students try out these didactic miniatures with children in kindergarten and primary school, document and reflect on the observations made, present their

	findings to their fellow students and thus gain valuable experience in the sense of research-based learning for the further development of competences in internship 5 and for their later professional practice. They are supported in their preparation and follow-up by internship coordinators and lecturers from the Faculty of Education. Internship 4 aims to acquire knowledge and develop skills, particularly in the following areas: - Planning, designing, testing and evaluating educational activities and programmes on the basis of current theoretical and didactic concepts - Observing, documenting and analysing children's learning and educational processes in terms of research-based learning - Pedagogical and didactic expertise in concrete situations - including those that deviate from planned and anticipated processes from planned and anticipated processes - Linking theoretical and didactic-methodological knowledge with practical experience - Professional exchange on job-specific topics, constructive handling of feedback (formulating and accepting) - Documentation of own competences and challenges, analysis and reflection of own learning processes (e.g. on the basis of reflection on dilemmas) on the basis of reflection on dilemma situations) - Self-assessment, self-responsible learning and recognising own development perspectives
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written examination taking into account the preliminary work listed below: a) Written plans for the Didactic Miniatures for testing in kindergarten and elementary school b) Reflection on the experiences and insights gained from testing the Didactic Miniatures in kindergarten and elementary school c) Media-supported presentation of the pedagogical-didactic competence increase to fellow students

	In the event of a negative assessment of the overall module, any positively assessed elements will be credited the next time the module examination is taken. A negative assessment is counted in the number of examination attempts. According to the examination regulations, taking the examination three times without passing leads to a block for three examination dates (see also article 6, paragraph 4 of the valid examination regulations).
Evaluation Criteria	In courses 1 and 2, the following three elements are assessed in equal parts: a) Written planning of the didactic miniatures (14 out of 30 points) b) Reflection on the experiences and findings (6 out of 30 points) c) Presentation and written examination (10 out of 30 points) For a positive overall assessment of the module, all of the above elements must be assessed positively. Criteria for the assessment are - technical correctness - Clarity and accuracy of presentation - Linguistic and formal correctness - ability to critically analyse, argue and reflect - Communication and presentation skills - Compliance with standards in the field of intellectual property
Required Readings	Fachbereich Bewegung und Sport: - Messmer, R. (Hrsg.) (2013). *Fachdidaktik Sport*. Bern: UTP. - Scherler, K. (2008). Sportunterricht auswerten. Eine Unterrichtslehre. Hamburg: Czwalina. Fachbereich Mathematik: - Schuler, S., Streit, Ch., & Wittmann, G. (2017). *Perspektiven mathematischer Bildung im Übergang vom Kindergarten zur Grundschule. Springer Spektrum*. (Daraus einzelne Kapitel, die als pdf zur Verfügung gestellt werden) - Wittmann, E. Ch. (2003). Was ist Mathematik und welche pädagogische Bedeutung hat das wohlverstandene Fach für den Mathematikunterricht auch in der Grundschule? In M. Baum & H. Wielpütz (Hg.), *Mathematik in der Grundschule* (S. 18–46). Kallmeyer.

	Fachbereich Musik: - Dartsch, M. (2014). *Musik lernen –Musik lehren*. Breitkopf & Härtel - Dartsch, M. et al. (2016). *TIMPANO - Konzept. Elementare Musikpraxis in Themenkreisen für Kinder von 0 bis 10*. Gustav Bosse Verlag. - Gruhn, W. (2003). *Kinder brauchen Musik*. Beltz. - Mohr, A. (2008). *Lieder-Spiele-Kanons. Stimmbildung in Kindergarten und Grundschule*. Schott. - Schmid, S. (2015). *Musikunterricht(en) im 21. Jahrhundert*. Wißner. - Widmaier, M. (2020). *4 x 4: Ein Systemmodell für die Unterrichtsdeutung*. üben & musizieren 1/2020, 54–58. - Gabrielli, G. – Somigli, P. (2022). *Musica in Azione. Movimento e danza per l'educazione musicale*. LIM. Fachbereich Naturwissenschaften: - Hamman, M. & Asshoff, R. (Hrsg.). (2013). *Schülervorstellungen im Biologieunterricht: Ursachen für Lernschwierigkeite*n. SeelzeVelber: Klett-Kallmeyer. - Kattmann, U. (Hrsg.). (2017) *Biologie unterrichten mit Alltagsvorstellungen: Didaktische Rekonstruktion in Unterrichtseinheiten*. Seelze-Velber: Klett-Kallmeyer. Für alle Fachbereiche: Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien fu¨r die deutschsprachigen Kindergärten* . Autonome Provinz Bozen-Südtirol. https://tinyurl.com/bdhxhhwx Deutsche Bildungsdirektion (Hrsg.). (2021, Februar). *Rahmenrichtlinien für die Grund- und Mittelschule in Südtirol* (Aktualisierte Ausg.). Autonome Provinz Bozen-Südtirol. https://tinyurl.com/y24yt5pp
Supplementary Readings	Further subject-specific compulsory literature will be announced in the first laboratory session of course 1.

Further Information	Responsible for module: Mussner Silvia (Ladin section), Priller Evi (German section) Teaching Teams: Natural sciences: Prof. Dr. Robert Philipp Wagensommer Ladin and German traineeship coordinators: Mussner Silvia, Aichner Adelheid, Schultz Kerstin Music: Prof. Giulia Gabrielli Ladin and German traineeship coordinators: Mussner Silvia, Pöhl Melanie, Kaserer Monika Mathematics Prof. Michael Gaidoschik Ladin and German traineeship coordinators: Mussner Silvia, Fischnaller Sabina, Priller Evi Physical activity and sport: Prof. Niederkofler Benjamin Ladin and German traineeship coordinators: Mussner Silvia, Laner Michaela, Fischnaller Gertrud disciplinary scientific field: BIOS-01/A, PEMM-01/C, MATH-01/B, MEDF-01/A (ex BIO/01, L-ART/07, MAT/04, M-EDF/01)
Sustainable Development Goals (SDGs)	Quality education, Peace, justice and strong institutions, Reduced inequalities