Syllabus

Course Description

Course Title	Work Experience 3
Course Code	12419
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	Dott. Mag. Wolfgang Weithaler, Wolfgang.Weithaler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38354 Dott. Mag. Angelica Priller, Angelica.Priller2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38893 Dott. Mag. Cornelia Aschbacher, Cornelia.Aschbacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49068 Michaela Laner, Michaela.Laner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49069 Christine Abram, Christine.Abram@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50433 Silvia Helfer, Silvia.Helfer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50434 Susanne Tischler,

	Susanne.Tischler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52694
Teaching Assistant	
Semester	All semesters
Course Year/s	3
CP	10
Teaching Hours	150 Stunden (direktes Praktikum: je 75 Std. im Kindergarten und 75 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	70 (je 35 Std. im Kindergarten und 35 Std. in der Grundschule)
Planned Office Hours	gemäß Regelung
Contents Summary	The internship comprises a direct and an indirect internship. Indirect internship: The indirect internship usually takes place at the faculty and serves as preparation, interim reflection and follow-up to the direct internship. The students are introduced to the assignments of the direct internship and the associated portfolio assignments. Independent and self-directed learning is supported by Thematically selected inputs by the internship coordinator and topics that the students themselves bring to the courses from their internship support, promote and help to shape the learning in a participatory manner. Direct internship: Students expand their competences by being guided and accompanied by tutors as they enter the world of education and training and take responsibility for parts of it. educational organisation and take responsibility for sub-areas of the educational process. The students try out an observation procedure used in the work placement institution and gain experience in the independent planning, implementation and evaluation of educational activities and the monitoring of educational processes. They use the feedback from the tutor and

	tandem partner to continuously develop their professional competences. professional competences.
Course Topics	- Competences and tasks of a kindergarten teacher - the personal development plan for their own professionalisation - Designing educational opportunities integrated into everyday life (designing learning environments, initiating and supporting educational processes) educational processes) - Designing language-aware and language-sensitive interaction - Planning, implementation, evaluation and reflection of educational activities based on the "philosophy of the framework guidelines", an inclusive pedagogical attitude and the "8 basic questions of didactics" according to R. Cathomas R. & W. Carigiet. - Management of small groups, taking into account heterogeneity, individualisation, differentiation - Observation methods and procedures - Documentation and reflection tools
Keywords	Observation, planning, implementation and evaluation of multipart educational activities, reflection, participative leadership of small groups - classroom management, individualization – differentiation, giving and receiving feedback
Recommended Prerequisites	
Propaedeutic Courses	According to the study programme regulations
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. 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, presentations, video analyses, portfolio work, individual support. In the direct work placement, which students usually complete in tandem, they develop their practical skills in the company of a tutor. They practise observing development and education, recognising and picking up on educational opportunities and planning, implementing and evaluating educational activities, with

	a focus on small groups. They use the feedback from tutors, tandem partners and Internship coordinator to continuously develop their professional skills.
Mandatory Attendance	According to the study programme regulations
Specific Educational Objectives and Learning Outcomes	Internship 3 focuses on experience in the planning, implementation and evaluation of educational activities and the monitoring of educational processes in the professional field. Students expand their knowledge and develop their competences by consciously - reflecting on the personal and professional education plan based on the competency model used in the BIWI internship, documenting it in the portfolio and developing it further - taking responsibility and helping to shape processes in kindergarten and school - Gain and reflect on practical experience in the professional field - identify and analyse relevant personnel, structural and content-related aspects as a basis for the design of multi-part educational activities - observe in a targeted manner using selected methods and analyse the data - plan, implement and evaluate educational activities and teaching units based on the framework guidelines for kindergarten and primary school plan, implement and evaluate - analyse the educational activities carried out together with the tutor, tandem partner and respective internship coordinator and derive further objectives - Provide impetus for educational processes and (supportively) accompany them - Leading small groups/groups - Link theoretical knowledge with practical experience - Participate in team and planning meetings The internship enables students to actively combine theoretical background knowledge, research findings and practical experience in the professional field. The prerequisite for this is a researching, reflective attitude. The self-assessment of personal competences, together with the external assessment by the tutor, internship coordinator, fellow students and lecturers, contributes to the

	development of a personal professional profile. An important instrument for linking theory and practice and for reflection is the student's portfolio, in which their own professionalisation process is documented and critically reflected upon. Knowledge and understanding: - Knowledge of the framework guidelines - Understanding the importance of observation and documentation - Knowledge of at least one planning model - Extended knowledge of the complexity of the educational institutions of kindergarten and primary school and the corresponding job profiles job profiles Applying knowledge and understanding: - Application of at least one observation tool, including analysing and reflecting on the data collected - Application of at least one planning model - Carrying out educational activities on the basis of the framework guidelines - Perception of children's developmental and educational needs and the associated dialogue-based developmental processes interaction - Adapting pedagogical actions to new situations based on reflection of own experiences and feedback - Participatory leadership of small groups/groups - portfolio work - Linking theory and practice Judgement - Self-assessment with regard to acquired competences, personal strengths and development needs - Evaluation of the multi-part educational activities carried out - Ability to critically analyse and reflect based on theory Communication: Ability to - use pedagogical and profession-specific technical language in a way that is appropriate to the target group - Give and accept constructive feedback

	- listen actively and communicate in dialogue - relate to children and adults - communicate authentically - cooperate - express themselves clearly and correctly verbally Learning strategies: Students are aware that subject-specific, pedagogical and methodological-didactic competences are developed and expanded in a lifelong learning process and recognise the importance of - metacognition - Observation, documentation, analysis, reflection - Linking theory, research and practice - Self-assessment and external assessment
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Final oral examination interview for each module section "Internship 3 Kindergarten" and "Internship 3 Primary School" In the interview, which is conducted on the basis of the portfolio previously submitted on time for the direct internship (see Art. 9, Para. 4 and 6 of the current internship regulations), the student discusses relevant learning experiences and demonstrates competences in critical analysis and reflection as well as the competence to think theory in a productive context in a professional dialogue, research findings and practice in a productive context. The portfolio can only be submitted after a positive evaluation of the direct internship. The interview is conducted by the assigned internship coordinator. He/she will base this on all available examination-relevant documents (including documented observations from the indirect internship and the individual supervision, feedback from the tutor, portfolio). The final examination interview for the entire module is conducted by both internship coordinators with the student. During the joint review and outlook, the results from the discussions of the respective module parts are mentioned and open questions are clarified. The overall result of the assessment is communicated

	immediately afterwards. 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, three attempts without passing will result in a block 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 3 Kindergarten" and "Internship 3 Primary School"). The assessment of each part of the module is based on 4 elements: - Indirect internship (3 out of 30 points) - Direct internship (12 out of 30 points) - Portfolio (10 out of 30 points) - Examination interview for the module (5 out of 30 points) For a positive overall assessment of the internship, each of these parts must be assessed positively. The assessment criteria are - Compliance with the internship regulations - Demonstrated interest and constructive cooperation - Commitment and proactive behaviour - Ability to plan and implement educational activities in a target- and situation-orientated manner, using pedagogically valuable methods and implement them with the children - Clarity and coherence in argumentation and presentation - Ability to critically analyse and reflect orally and in writing - Ability to think about theory, research findings and practice in a productive context - Ability to communicate and cooperate - Ability to organise one's own professional development process and document it in a portfolio - Ability to select relevant goals from the competency model of the internship office that are appropriate to one's own development needs and internship office and to define measures for achieving these goals - Ability to write orthographically and grammatically correct, clear

	and comprehensible texts - Ability to express oneself orally in a precise and differentiated manner - Compliance with standards in the field of intellectual property Failing to meet evaluation criteria results in point deductions, potentially leading to failing the exam. According to the examination regulations, a positive overall evaluation of the module requires each module component to be completed positively. In the case of a negative evaluation of the overall module, any positively evaluated module components may be credited in the next attempt at the module exam. A negative evaluation is counted towards the number of exam attempts. According to the examination regulations, three attempts without passing results in a ban for three exam dates.
Required Readings	Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien fu¨r die deutschsprachigen Kindergärten*G. 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 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)	Quality education, Peace, justice and strong institutions, Reduced inequalities, Gender equality

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Kindergarten
Course Code	12419A
Scientific-Disciplinary Sector	NN
Language	German

Lecturers	Michaela Laner, Michaela.Laner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49069 Silvia Helfer, Silvia.Helfer@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/50434 Susanne Tischler, Susanne.Tischler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52694
Teaching Assistant	
Semester	All semesters
CP	5
Responsible Lecturer	
Teaching Hours	75h Direktes Praktikum im Kindergarten
Lab Hours	15h Indirektes Praktikum
Individual Study Hours	35
Planned Office Hours	gemäß Regelung
Contents Summary	The internship comprises a direct and an indirect internship. Indirect internship: 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 tasks of the direct internship and the associated portfolio assignments. Independent and self-directed learning is supported, promoted and participatively shaped by thematically selected inputs from the internship coordinator and by topics that the students themselves bring to the courses from their internships. Direct internship: Students expand their practical skills by being tutored and guided into educational design educational design and taking responsibility for specific areas of the educational process. Students try out an observation procedure

	used in the internship institution and gain experience in the independent planning, implementation and evaluation of educational activities as well as the support of educational processes. They use feedback from tutors and tandem partners for the continuous development of their professional skills.
Course Topics	- Competencies and tasks of a kindergarten teacher - personal development towards one's own professionalization - planning, implementation, evaluation, and reflection of educational activities as well as leadership of small groups based on the 'Philosophy of the Framework Guidelines', an inclusive educational attitude, as well as the '8 Fundamental Questions of Didactics' according to R. Cathomas R. & W. Carigiet, taking into account heterogeneity (different learning potential, learning and work pace, different interests, learning strategies, and social competencies), individualization and differentiation - perception and design of everyday integrated educational opportunities (designing learning environments, initiating and accompanying educational processes) - creating language-aware and language-sensitive interaction - observation methods and techniques - Documentation and reflection instruments The topics are linked to content and acquired knowledge from the courses of the study program.
Teaching Format	The students are at the center as active designers of their educational process. The importance of individual learning and cooperation with others is taken into account through the design of the events. In the indirect internship: cooperative learning forms, practical exercises, workshops, presentations with media support, analyses and reflections in groups, in individual and/or partner work, reading and discussions, case studies, presentations, video analyses, portfolio work, individual support. In the direct internship, which students usually complete in tandem, they develop their practical skills with the support of a tutor. They practice developmental and educational observation, recognizing and seizing educational opportunities, and planning, implementing, and evaluating educational activities, primarily with

	small groups. They use feedback from the tutor, tandem partner, and internship coordinator for the continuous development of their professional skills.
Required Readings	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 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 sessions of the indirect internship.

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Primary School
Course Code	12419B
Scientific-Disciplinary Sector	NN
Language	German
Lecturers	Dott. Mag. Wolfgang Weithaler, Wolfgang.Weithaler@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38354 Dott. Mag. Angelica Priller, Angelica.Priller2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/38893 Dott. Mag. Cornelia Aschbacher, Cornelia.Aschbacher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/49068 Christine Abram, Christine.Abram@unibz.it

	https://www.unibz.it/en/faculties/education/academic-staff/person/50433
Teaching Assistant	
Semester	All semesters
CP	5
Responsible Lecturer	
Teaching Hours	75h Direktes Praktikum in der Grundschule
Lab Hours	15h Indirektes Praktikum
Individual Study Hours	35
Planned Office Hours	gemäß Regelung
Contents Summary	The description of module part 1 applies analogously, taking into account the special features of the primary school educational level.
Course Topics	- Competences and tasks of a primary school teacher - The personal development plan for your own professionalisation - Designing language-aware and language-sensitive interaction - Planning, implementation, evaluation and reflection of multi-part educational activities based on the "philosophy of the framework guidelines" and an framework guidelines" and an inclusive pedagogical approach in line with the policy document "Good teaching in an inclusive school". Teaching in an inclusive school", as well as the "8 basic questions of didactics" according to R. Cathomas R. & W. Carigiet. - Leading small groups, taking into account heterogeneity, individualisation, differentiation - Observation methods and procedures - Documentation and reflection tools The topics are linked with content and knowledge acquired from the course offerings of the degree program.
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. In the indirect practical course: Cooperative forms of learning, practical exercises, workshops, 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 support. In the direct work placement, which students usually complete in tandem, they develop their practical skills in the company of a tutor. They practise observing development and education, recognising and picking up on educational opportunities and planning, implementing and evaluating educational activities, with a focus on small groups. They use the feedback from tutors, tandem partners and internship coordinator to continuously develop their professional skills.
Required Readings	Deutsches Schulamt (Hrsg.). (2008, Dezember). *Rahmenrichtlinien fu¨r die deutschsprachigen Kindergärten*G. 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 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.