

# Syllabus

## *Kursbeschreibung*

<b>Titel der Lehrveranstaltung</b>	Praktikum 1
<b>Code der Lehrveranstaltung</b>	11406
<b>Zusätzlicher Titel der Lehrveranstaltung</b>	
<b>Wissenschaftlich-disziplinärer Bereich</b>	NN
<b>Sprache</b>	Italienisch
<b>Studiengang</b>	Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache
<b>Andere Studiengänge (gem. Lehrveranstaltung)</b>	
<b>Dozenten/Dozentinnen</b>	Katia Stedile, Katia.Stedile@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/44605">https://www.unibz.it/en/faculties/education/academic-staff/person/44605</a> Dott. Maria Elena Picone, MariaElena.Picone2@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/18723">https://www.unibz.it/en/faculties/education/academic-staff/person/18723</a> Stefania Ceciliato, Stefania.Ceciliato@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/39920">https://www.unibz.it/en/faculties/education/academic-staff/person/39920</a> Dott. Sergio Vicini, Sergio.Vicini@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/41565">https://www.unibz.it/en/faculties/education/academic-staff/person/41565</a>
<b>Wissensch. Mitarbeiter/Mitarbeiterin</b>	
<b>Semester</b>	Alle Semester
<b>Studienjahr/e</b>	1
<b>KP</b>	5

<b>Vorlesungsstunden</b>	60 ore tirocinio diretto (30 nella scuola dell'infanzia, 30 nella scuola primaria)
<b>Laboratoriumsstunden</b>	40 ore tirocinio indiretto
<b>Stunden für individuelles Studium</b>	25
<b>Vorgesehene Sprechzeiten</b>	Da lunedì a venerdì su richiesta
<b>Inhaltsangabe</b>	<p>In order to ensure the effective integration of scientific theory and practical experience, the content of the indirect placement is linked to the modules of the Study Plan.</p> <p>The first-year placement requires the student trainee to</p> <ul style="list-style-type: none"> <li>- identify and make explicit personal and professional goals through narrative techniques of analysis and self-assessment of motivation</li> <li>- define an initial representation of the training systems with a view to comparison and continuity including <ul style="list-style-type: none"> <li>b) the actors and the system</li> <li>c) the teaching profession - fits into the context by observing its aspects: <ul style="list-style-type: none"> <li>a) regulatory, physical, organisational</li> <li>b) communicative-relational and didactic-methodological</li> <li>c) inclusion and the individualisation and personalisation of learning pathways - supports the classroom tutor in everyday life and during teaching activities.</li> </ul> </li> </ul> </li> </ul> <p>The training pathway will be structured as follows</p> <p>1) Direct in-situ training, to be carried out in both pre-school and primary school and, where possible, by at least two co-participating students.</p> <p>The observation part, to be carried out directly in institutions, will be conducted by two students/small group in co-presence. This methodology allows an observation from different points of view that will subsequently be shared, analysed, integrated and interpreted in a negotiated manner. The students will be accompanied in the learning process by tutors appointed within the institutions.</p> <p>2) Indirect placement to support the experience, planned before, during and after the direct placement</p>

	<p>Preparation for the placement</p> <ul style="list-style-type: none"> <li>- safety training essential for access to host institutions</li> <li>- presentation of the legal aspects, rights and duties of the trainee (reference legislation and training project)</li> <li>- narration of personal and educational biography: training, interests and motivations for the profession, non-formal and informal experiences, other...</li> <li>- first representation of one's personal professional development plan ("me and my image as a teacher")</li> <li>- analysis of observation materials and tools to be used also in pairs or small groups</li> <li>- sharing of the student's e-portfolio/portfolio structure</li> </ul> <p>monitoring during direct placement</p> <ul style="list-style-type: none"> <li>- sharing, discussion and first reading of experiences, observations made and materials collected by students</li> <li>- selection of focuses for further study</li> <li>- first structuring/organising the e-portfolio/portfolio</li> </ul> <p>Reflection at the end of the placement</p> <ul style="list-style-type: none"> <li>- reflection on the evidence collected and its connection with the categories of <ul style="list-style-type: none"> <li>a) knowing (what I knew/know)</li> <li>b) doing (what I observed/experienced)</li> <li>c) being (how I feel about aspects of the profession)</li> </ul> </li> <li>- self-evaluation with respect to the path taken towards personal and professional development</li> </ul>
<b>Themen der Lehrveranstaltung</b>	<ul style="list-style-type: none"> <li>- safety regulations (provided by specific course)</li> <li>- biography and professional orientation</li> <li>- representation of the teacher, the child, the school</li> <li>- professional skills: salient aspects</li> <li>- school system: the network</li> <li>- observational tools</li> <li>- documentary tools (professional diary etc.)</li> <li>- reflective tools (e-portfolio)</li> <li>- references to national and provincial indications (TN and BZ)</li> </ul> <p>The topics listed make use of the knowledge acquired in the annual modules.</p>
<b>Stichwörter</b>	Observation, documentation, reflection, personal and professional

	development.
<b>Empfohlene Voraussetzungen</b>	
<b>Propädeutische Lehrveranstaltungen</b>	by regulation
<b>Unterrichtsform</b>	The teaching will be characterised by activities in which the student will be an active protagonist of the course through: brainstorming, participative discussions, work in pairs, small and large groups, reflections and monitoring in groups, pairs, individuals, reports and presentations with the support of media, individual counselling.
<b>Anwesenheitspflicht</b>	by regulation
<b>Spezifische Bildungsziele und erwartete Lernergebnisse</b>	<p>The first-year placement is characterised by a cognitive and orientative approach, of analysis and self-analysis of the student's study and professional choices, through participative and participatory observation of the complex systems of pre-school and primary school and through the construction of the personal and professional development plan (e-portfolio/portfolio).</p> <p>professional development plan (e-portfolio). It is necessarily integrated with the theoretical and experiential knowledge acquired in the various lessons and workshops.</p> <p>Training objectives of the work placement:</p> <p>The aim is to verify the student's choices through processes of</p> <ol style="list-style-type: none"> <li>1. knowledge of the training system <ol style="list-style-type: none"> <li>a. knowledge of the regulations and procedures to be adopted in security institutions (preparatory course on security)</li> <li>b. recognise the complexity of the school system (childhood and primary) in its regulatory, communicative-relational pedagogical-didactical, organisational-systemic)</li> <li>c. use observational methodologies to interpret certain aspects of the school system and the teaching profession</li> <li>d. make use of methodologies of sharing, co-management of the observational task and subsequent comparison/integration (working in pairs or small groups)</li> <li>e. use some documentation methodologies and tools for reflection on the observed and/or acted upon aspects</li> <li>f. connect and use the theoretical knowledge learnt in the different</li> </ol> </li> </ol>

	<p>lessons/workshops to read and reflect on some focuses/themes of the observed and/or acted reality</p> <p>2. awareness of one's own motivations, attitudes/opinions and definition of one's own personal and professional development plan</p> <p>a. make explicit and reinforce one's own motivations, attitudes/opinions in order to draw an initial representation of teaching professionalism</p> <p>b. to get to know and deal with the skills that make up the teacher's professional profile in its various aspects (organisational, communicative-relational and didactic-methodological, reflective and deontological) in the logic of inclusive education</p> <p>c. reflect on one's own motivations and attitudes/opinions regarding the profession through initial self-analysis practices</p> <p>d. elaborate one's personal and professional development plan and document it in the portfolio</p> <p>e. to orient and re-orient one's own professional and study development pathway</p> <p>The expected learning outcomes and competences refer to the Dublin descriptors</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> <li>- knowledge of the complexity and networked nature of the school system and the teaching profession</li> <li>- knowledge of observational and documentary techniques and methods</li> <li>- knowledge of safety in the workplace</li> </ul> <p>Ability to apply knowledge and understanding</p> <ul style="list-style-type: none"> <li>- use of effective observational tools</li> <li>- entrepreneurship and organisation with respect to tasks and the construction of the student's portfolio</li> <li>- linking theory and practice</li> </ul> <p>Autonomy of judgement:</p> <ul style="list-style-type: none"> <li>-development of observation, analysis, meta-cognition skills</li> <li>-development of critical-reflective skills with respect to one's own choices and motivations in the profession</li> </ul>
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	<p>-development of awareness and responsibility of the teaching role</p> <p>Communication skills:</p> <ul style="list-style-type: none"> <li>- development of empathic, communicative and relational skills with different interlocutors and in different situations</li> <li>- development of collaboration and negotiation skills</li> <li>- development of the ability to give and receive feedback</li> <li>- construction of correct professional specific vocabulary</li> </ul> <p>Learning skills</p> <ul style="list-style-type: none"> <li>- development of continuous and autonomous learning perspectives,</li> </ul> <p>improvement and innovation, through</p> <ul style="list-style-type: none"> <li>- documentation</li> <li>- reflection</li> <li>- the theory-practice connection</li> <li>- self-evaluation and external evaluation</li> </ul>
<b>Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)</b>	
<b>Art der Prüfung</b>	<p>The successful completion of the direct internships is a prerequisite for the discussion of the portfolio in the oral exam.</p> <p>This is a single module exam. It consists of an oral interview with the presentation of the student's portfolio. In the event of a negative assessment for the entire module exam, it is necessary to repeat the same exam. It should be noted that according to the Examination Regulations, if a student fails an exam in three consecutive attempts, they cannot enrol in the same exam in the three sessions following the last attempt (Article 6, paragraph 4 of the current Examination Regulations).</p>
<b>Bewertungskriterien</b>	<p>Evaluation criteria</p> <p>Practising professional ethics (4 points out of 30):</p> <ul style="list-style-type: none"> <li>- compliance with internship regulations and anti-plagiarism rules</li> <li>- compliance with deadlines for document submission.</li> </ul>

	<p>Development of interpersonal skills (4 points out of 30):</p> <ul style="list-style-type: none"> <li>- level of participation in the training programme</li> <li>- ability to cooperate in pairs and in groups.</li> </ul> <p>Development of communication skills (6 points out of 30):</p> <ul style="list-style-type: none"> <li>- correct spelling and grammar</li> <li>- relevance and consistency of the topics/themes covered</li> <li>- clarity of presentation and consistency of argumentation</li> <li>- ability to present one's work with creative contributions and personal elaborations.</li> </ul> <p>Development of critical thinking (7 points out of 30):</p> <ul style="list-style-type: none"> <li>- ability to rework and reflect</li> <li>- ability to analyse critically and constructively</li> <li>- ability to integrate theory and practice.</li> </ul> <p>Ability to analyse one's own educational path and construct one's own professional development plan (3 points out of 30).</p> <p>Feedback from tutors in relation to direct internships (6 points out of 30).</p>
<b>Pflichtliteratur</b>	<p>National and Provincial Indications (TN and BZ) for pre-school and primary schools in Italian</p> <p>Mitchel Resnick, "Come i bambini. Immagina, crea, gioca e condividi. Coltivare la creatività con il Lifelong Kindergarten del MIT" Ed. Erickson (2017)</p> <p>.</p>
<b>Weiterführende Literatur</b>	<p>Materials provided during the course</p> <p>Specific literature in connection with the courses attended</p>
<b>Weitere Informationen</b>	
<b>Ziele für nachhaltige Entwicklung (SDGs)</b>	<p>Gesundheit und Wohlergehen, Weniger Ungleichheiten, Hochwertige Bildung</p>