Syllabus

Course Description

Course Title	Work Experience 1
Course Code	11406
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	
Lecturers	Katia Stedile, Katia.Stedile@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44605 Dott. Maria Elena Picone, MariaElena.Picone2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/18723 Stefania Ceciliato, Stefania.Ceciliato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39920 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565
Teaching Assistant	
Semester	All semesters
Course Year/s	1
CP	5
Teaching Hours	60 ore tirocinio diretto (30 nella scuola dell'infanzia, 30 nella scuola primaria)
Lab Hours	40 ore tirocinio indiretto

Individual Study Hours	25
Planned Office Hours	Da lunedì a venerdì su richiesta
Contents Summary	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. The first-year placement requires the student trainee to - identify and make explicit personal and professional goals through narrative techniques of analysis and self-assessment of motivation - define an initial representation of the training systems with a view to comparison and continuity including b) the actors and the system c) the teaching profession - fits into the context by observing its aspects: a) regulatory, physical, organisational b) communicative-relational and didactic-methodological c) inclusion and the individualisation and personalisation of learning pathways - supports the classroom tutor in everyday life and during teaching activities. The training pathway will be structured as follows 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. 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. 2) Indirect placement to support the experience, planned before, during and after the direct placement Preparation for the placement - safety training essential for access to host institutions - presentation of the legal aspects, rights and duties of the trainee (reference legislation and training project)

	- narration of personal and educational biography: training, interests and motivations for the profession, non-formal and informal experiences, other... - first representation of one's personal professional development plan ("me and my image as a teacher") - analysis of observation materials and tools to be used also in pairs or small groups - sharing of the student's e-portfolio/portfolio structure monitoring during direct placement - sharing, discussion and first reading of experiences, observations made and materials collected by students - selection of focuses for further study - first structuring/organising the e-portfolio/portfolio Reflection at the end of the placement - reflection on the evidence collected and its connection with the categories of a) knowing (what I knew/know) b) doing (what I observed/experienced) c) being (how I feel about aspects of the profession) - self-evaluation with respect to the path taken towards personal and professional development
Course Topics	- safety regulations (provided by specific course) - biography and professional orientation - representation of the teacher, the child, the school - professional skills: salient aspects - school system: the network - observational tools - documentary tools (professional diary etc.) - reflective tools (e-portfolio) - references to national and provincial indications (TN and BZ) The topics listed make use of the knowledge acquired in the annual modules.
Keywords	Observation, documentation, reflection, personal and professional development.
Recommended Prerequisites	
Propaedeutic Courses	by regulation
Teaching Format	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.
Mandatory Attendance	by regulation
Specific Educational Objectives and Learning Outcomes	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). professional development plan (e-portfolio). It is necessarily integrated with the theoretical and experiential knowledge acquired in the various lessons and workshops. Training objectives of the work placement: The aim is to verify the student's choices through processes of 1. knowledge of the training system a. knowledge of the regulations and procedures to be adopted in security institutions (preparatory course on security) b. recognise the complexity of the school system (childhood and primary) in its regulatory, communicative-relational pedagogical-didactical, organisational-systemic) c. use observational methodologies to interpret certain aspects of the school system and the teaching profession d. make use of methodologies of sharing, co-management of the observational task and subsequent comparison/integration (working in pairs or small groups) e. use some documentation methodologies and tools for reflection on the observed and/or acted upon aspects f. connect and use the theoretical knowledge learnt in the different lessons/workshops to read and reflect on some focuses/themes of the observed and/or acted reality 2. awareness of one's own motivations, attitudes/opinions and definition of one's own personal and professional development plan a. make explicit and reinforce one's own motivations,

	attitudes/opinions in order to draw an initial representation of teaching professionalism 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 c. reflect on one's own motivations and attitudes/opinions regarding the profession through initial self-analysis practices d. elaborate one's personal and professional development plan and document it in the portfolio e. to orient and re-orient one's own professional and study development pathway The expected learning outcomes and competences refer to the Dublin descriptors Knowledge and understanding - knowledge of the complexity and networked nature of the school system and the teaching profession - knowledge of observational and documentary techniques and methods - knowledge of safety in the workplace Ability to apply knowledge and understanding - use of effective observational tools - entrepreneurship and organisation with respect to tasks and the construction of the student's portfolio - linking theory and practice Autonomy of judgement: -development of observation, analysis, meta-cognition skills -development of critical-reflective skills with respect to one's own choices and motivations in the profession -development of awareness and responsibility of the teaching role Communication skills: - development of empathic, communicative and relational skills with different

	interlocutors and in different situations - development of collaboration and negotiation skills - development of the ability to give and receive feedback - construction of correct professional specific vocabulary Learning skills - development of continuous and autonomous learning perspectives, improvement and innovation, through - documentation - reflection - the theory-practice connection - self-evaluation and external evaluation
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The successful completion of the direct internships is a prerequisite for the discussion of the portfolio in the oral exam. 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).
Evaluation Criteria	Evaluation criteria Practising professional ethics (4 points out of 30): - compliance with internship regulations and anti-plagiarism rules - compliance with deadlines for document submission. Development of interpersonal skills (4 points out of 30): - level of participation in the training programme - ability to cooperate in pairs and in groups. Development of communication skills (6 points out of 30): - correct spelling and grammar - relevance and consistency of the topics/themes covered

	- clarity of presentation and consistency of argumentation - ability to present one's work with creative contributions and personal elaborations. Development of critical thinking (7 points out of 30): - ability to rework and reflect - ability to analyse critically and constructively - ability to integrate theory and practice. Ability to analyse one's own educational path and construct one's own professional development plan (3 points out of 30). Feedback from tutors in relation to direct internships (6 points out of 30).
Required Readings	National and Provincial Indications (TN and BZ) for pre-school and primary schools in Italian Mitchel Resnick, "Come i bambini. Immagina, crea, gioca e condividi. Coltivare la creatività con il Lifelong Kindergarten del MIT" Ed. Erickson (2017) .
Supplementary Readings	Materials provided during the course Specific literature in connection with the courses attended
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Reduced inequalities, Quality education