Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Praktikum 2
Code der Lehrveranstaltung	11413
Zusätzlicher Titel der Lehrveranstaltung	
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Studiengang	Einstufiger Master in Bildungswissenschaften für den Primarbereich - Abteilung in italienischer Sprache
Andere Studiengänge (gem. Lehrveranstaltung)	
Dozenten/Dozentinnen	Luisella Romano, luisella.romano@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/2329 Cecilia Devigili, CeDevigili@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/44613 Dr. Giovanna Malusà, Giovanna.Malusa@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46054 Marco Pugliese, MaPugliese@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/47478
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
Studienjahr/e	2
KP	5

Vorlesungsstunden	0
Laboratoriumsstunden	70 ore tirocinio indiretto
Stunden für individuelles Studium	55
Vorgesehene Sprechzeiten	Da lunedì a venerdì su richiesta
Inhaltsangabe	The apprenticeship course in the second year involves a close connection with the territory in order to -know and understand the resources of the integrated training system -know and observe specific practices and/or learning environments - develop a holistic and situated project vision. In order to ensure the effective integration of scientific theories and practical experience, the contents of the indirect placement are linked with the modules of the curriculum. The main tool for connecting the knowledge (teaching), practices (workshops), system explorations, analyses and reflections will be the student's portfolio, which will enable the student to construct his/her personal and professional development plan.
Themen der Lehrveranstaltung	- the teacher's competences - the personal and professional development plan - languages (art, music, languages, psychomotricity, code development and construction), personalisation, inclusion laboratory methodologies - the school system, services and territorial training offers -national and provincial (TN and BZ) regulatory documents - documentation forms and tools
Stichwörter	• Integrated Training System • Best practices • Observation • Experimentation • Reflection • Project vision • Awareness • Professional profile development
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	by regulation

Unterrichtsform	Teaching will be characterised by activities that will see the student as an active protagonist of the course through: brainstorming, participative discussions, practical exercises, reflections and monitoring in groups, pairs, individuals, documentation and presentation with multimedia supports, individual counselling, organised exploratory visits.
Anwesenheitspflicht	by regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	Knowledge and understanding: - understanding of the complexity and reticularity of the school system and the teaching profession - knowledge of the competence profile of the professional teacher - knowledge of territorial training services and offers - knowledge of the multiplicity of teaching practices - knowledge of regulatory documents Ability to apply knowledge and understanding - selection of observation focuses - application of effective/appropriate documentation practices Autonomy of judgement - ability to responsibly self-regulate one's own learning journey - capacity for in-depth study, reflection, metacognition, critical thinking - ability to self-monitor one's own professional identity; Communication skills: - production of orthographically and syntactically correct texts - use of specific professional vocabulary - ability to present one's own pathway using diversified modes of expression - ability to collaborate and negotiate in agreed activities with traineeship coordinators, experts and fellow students learning skills: - use self- and co-assessment to deepen one's competences - connect theory and professional practice - demonstrate entrepreneurship and organisational skills in relation to the activities conducted and portfolio writing - strive for improvement, continuous learning and innovation

	The second-year work placement is characterised by building knowledge and skills with respect to - to the person (the student) who has a deeper knowledge of the system (the school) and the territory as a reticular eco-system in which human, organisational and professional dimensions are intertwined - to the inter-actions between the person and the system - the specific dimensions of the teaching profession - knowledge of the regulatory documents that support the teaching action The practical traineeship makes it possible to connect theoretical knowledge with experiential knowledge in a virtuous manner, contributing to the construction and implementation of one's own professional profile. Training objectives of the traineeship - to strengthen one's personal and professional motivation in order to define one's personal and professional development plan with greater awareness; - to get to know the connection of the school system (primary and pre-school) in the network of territorial services and training offers - get to know and explore the offers of the integrated school/training system (museums, training agencies etc.) - get to know and observe specific teaching practices and/or learning environments - reflect in an individual and shared way on the aspects observed and analysed, establishing links with theory - use observation and reflection on practices/resources/environments to plan in a shared way possible didactic interventions in relation to the two school orders - take personal training initiatives and choices - documenting and self-monitoring in the portfolio one's training pathway to the profession, linking it to the personal and professional development profile drawn up
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	

Art der Prüfung	Oral examination on the basis of written papers (portfolio)
Bewertungskriterien	Evaluation criteria Development of deontological competence (4 out of 30) - compliance with the training regulations - active and constructive participation in the training course development of communicative competence (6 out of 30) - spelling and grammatical correctness - clarity of presentation and coherence of argument - relevance and coherence of the topics/themes covered Development of critical thinking (10 out of 30) - capacity for critical analysis - capacity for revision and reflection - ability to integrate theory and practice Development of personal and professional profile (10 out of 30) - ability to present own work with creative input and personal elaboration - ability to construct one's own portfolio and personal and professional development plan with awareness in relation to lived and documented experiences.
Pflichtliteratur	National and Provincial Indications (TN and BZ) Goleman D., Senge P., (2017) At school for the future. For a truly modern education. Rizzoli Libri/BUR Rizzoli .
Weiterführende Literatur	Specific materials provided during the course. Specific literature in connection with the courses attended.
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Partnerschaften zur Erreichung der Ziele, Hochwertige Bildung