

Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Praktikum 5
Code der Lehrveranstaltung	11431
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	<p>Giorgia Larcher, Giorgia.Larcher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31279</p> <p>Dr. Giovanna Malusà, Giovanna.Malusa@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46054</p> <p>Luca Marchi, Luca.Marchi2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41545</p>
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
Studienjahr/e	5
KP	20
Vorlesungsstunden	340 ore tirocinio diretto
Laboratoriumsstunden	30 ore tirocinio indiretto
Stunden für individuelles	130

Studium	
Vorgesehene Sprechzeiten	da lunedì a venerdì su richiesta
Inhaltsangabe	<p>Development</p> <p>In particular, the traineeship pathway will be articulated as follows</p> <p>Indirect traineeship (15 h)</p> <ul style="list-style-type: none"> - identification and application of useful tools for the design and evaluation of training programmes - identification and structuring of a range of inclusive methodologies to be used in practice - use of Provincial/National Indications as a function of design and assessment - updating of the personal and professional development plan: revision of the training biography, self-assessment, identification of development goals - systematisation and application of knowledge and skills acquired/experimented in previous years, with a view to consciously defining one's own professional profile in the transition from being a student to being a teacher professional; - self-assessment with respect to one's personal and professional development plan - policy lines for continuous improvement (professional development plan) <p>Direct traineeship (170 h)</p> <p>Provides that the trainee</p> <ul style="list-style-type: none"> - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal; - design, in cooperation with the tutor and other figures involved, inclusive training paths; - implements the project with a special focus on inclusion aspects, making use of a variety of methodologies, languages, tools and teaching materials; - verifies the learning impact of the proposed pathway; - envisages and prepares methods for self-/self-observation and monitoring of one's own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to

	<p>optimise and reflect on the practice</p> <ul style="list-style-type: none"> - uses the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and makes it a professional habitus.
Themen der Lehrveranstaltung	/
Stichwörter	/
Empfohlene Voraussetzungen	/
Propädeutische Lehrveranstaltungen	see regulation
Unterrichtsform	/
Anwesenheitspflicht	see regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	<p>Apprenticeship 5 is characterised by its predominantly practical features of implementing the skills of the future professional teacher who knows how to govern complexity, proposing a didactic-educational model suited to the specific contexts of pre-school and primary schools. It is characterised by a predominantly operational/reflective approach focused on the conscious implementation of the skills of the inclusive teacher in a real situation. The aim is to design, implement and test inclusive training paths in which the levels of competence indicated in the professional profile are implemented.</p> <p>Training objectives of the work placement 5:</p> <ul style="list-style-type: none"> - independently manage one's own professional skills in both school orders through educational-didactic activities; - designing and implementing training paths consistent with the Provincial and National Indications: <ul style="list-style-type: none"> a) adopting functional and effective methodologies based on active, laboratory, collaborative and inclusive teaching; b) paying attention to the elements of specificity and continuity of the two school orders; - sharing choices and interventions with the tutor, the other teachers and other figures involved; - analysing and self-assessing their own professional skills (relational-communicative, methodological-didactic, inclusive, reflective, assessment, digital and deontological), also taking into

	<p>account the tutor's feedback;</p> <ul style="list-style-type: none"> - reflecting on practice in order to make connections with theories in a critical/aware manner; - outlining one's own professional development plan with a view to continuous learning; - using the portfolio as a form of documentation of training and practice and as a place for reflection and self-assessment; - develop a holistic view of teaching that takes into account the person in all his/her aspects, resources and specificities. <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - of national and provincial institutional regulations - of teacher competence models - of planning models and of observation, analysis and evaluation tools and techniques - of inclusive strategies - of elements of continuity and specificity of the two grades/school orders - of the systemic vision of the school and the profession. <p>Ability to apply knowledge and understanding</p> <ul style="list-style-type: none"> - application of design models in/for a situational learning pathway, organised and consistent with section/class design - flexible and contextually adapted application of practices and methodologies - application of observation and feedback techniques in the analysis of practice (e.g. audio-video-recording) - implementation of the portfolio with documentation of the course undertaken and updating of the personal and professional development plan <p>Autonomy of judgement</p> <ul style="list-style-type: none"> - ability to self- - monitoring of one's own professional identity - analysis and metacognition with respect to one's own knowledge/know-how/being - ability to support and motivate one's own pedagogical vision and teaching choices - critical evaluation of different methodological approaches, tools and teaching materials with reference to the real situation.
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	<p>Communication skills:</p> <ul style="list-style-type: none"> - active participation in the professional community - ability to collaborate and negotiate in agreed activities with placement coordinators, tutors, experts, teaching team and fellow students - use of specific vocabulary in professional contexts & use of communication techniques and codes appropriate to different contexts and interlocutors - adoption of active listening and empathic communication practices - use of communication methods appropriate to digital communication - use of techniques and tools for effective documentation in the portfolio. <p>Learning skills</p> <ul style="list-style-type: none"> - use self-assessment and evaluation of different interlocutors (tutors, traineeship coordinators colleagues, etc.) to deepen and evaluate one's own competences - assume awareness and responsibility for the teaching role - to critically connect theoretical input to professional practice and use it to seek theoretical support - acquire flexibility, adaptation, management of workload and complexity of the profession - develop lifelong learning perspectives of continuous learning, striving for improvement and innovation.
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	/
Art der Prüfung	/
Bewertungskriterien	/
Pfichtliteratur	/
Weiterführende Literatur	/
Weitere Informationen	/

Ziele für nachhaltige Entwicklung (SDGs)	Gesundheit und Wohlergehen, Frieden, Gerechtigkeit und starke Institutionen, Menschenwürdige Arbeit und Wirtschaftswachstum, Geschlechter-Gleichheit
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Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Praktikum 5 - Praktikum Kindergarten
Code der Lehrveranstaltung	11431A
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Dozenten/Dozentinnen	
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	
KP	10
Verantwortliche/r Dozent/in	
Vorlesungsstunden	170 ore di tirocinio diretto
Laboratoriumsstunden	15 ore di tirocinio indiretto
Stunden für individuelles Studium	65
Vorgesehene Sprechzeiten	da lunedì a venerdì su richiesta
Inhaltsangabe	<p>Indirect traineeship (15 h)</p> <ul style="list-style-type: none"> - identification and application of useful tools for the design and evaluation of training courses - identification and structuring of a range of inclusive methodologies to be used in practice - use of the Provincial/National Indications for design and evaluation - updating of the personal and professional development plan: revision of the training biography, self-assessment, identification of development goals - systematisation and application of knowledge and skills acquired/experimented in previous years, with a view to consciously defining one's own professional profile in the transition from being a student to being a teacher

	<p>professional;</p> <ul style="list-style-type: none"> - self-assessment with respect to one's personal and professional development plan - policy lines for continuous improvement (professional development plan) <p>Direct traineeship (170 h)</p> <p>Provides that the trainee</p> <ul style="list-style-type: none"> - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal; - design, in cooperation with the tutor and other figures involved, inclusive training paths; - implements the project with a focus on inclusion aspects, making use of the multiplicity of methodologies, languages, tools and teaching materials; - verifies the learning impact of the proposed pathway; - envisages and prepares methods for self-/self-observation and monitoring of one's own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to optimise and reflect on the practice - use the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and make it a professional habitus
Themen der Lehrveranstaltung	/
Unterrichtsform	/
Pfichtliteratur	
Weiterführende Literatur	

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Kursmodul

Titel des Bestandteils der Lehrveranstaltung	Praktikum 5 - Praktikum Grundschule
Code der Lehrveranstaltung	11431B
Wissenschaftlich-disziplinärer Bereich	NN
Sprache	Italienisch
Dozenten/Dozentinnen	
Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	
KP	10
Verantwortliche/r Dozent/in	
Vorlesungsstunden	170 ore di tirocini diretto
Laboratoriumsstunden	15 ore di tirocinio indiretto
Stunden für individuelles Studium	65
Vorgesehene Sprechzeiten	da lunedì a venerdì su richiesta
Inhaltsangabe	<p>Indirect traineeship (15 h)</p> <ul style="list-style-type: none"> - identification and organisation of useful tools for the design and evaluation of training courses - identification and structuring of a range of inclusive methodologies to be used in practice - use of Provincial/National Indications for planning and evaluation - updating of the personal and professional development plan: enrichment of the training biography, self-assessment, identification of development objectives - systematisation and operational translation of the skills acquired/experimented in the previous years, in view of the conscious definition of one's own professional profile in the

	<p>transition from the formulation of the student profile to that of the professional teacher</p> <ul style="list-style-type: none"> - programmatic lines for continuous improvement (professional development forecast plan) - self-assessment with respect to one's personal and professional development plan <p>Direct traineeship (170 h)</p> <p>It involves the trainee</p> <ul style="list-style-type: none"> - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal - design, in collaboration with the tutor and other figures involved, inclusive training paths - implement the project with particular attention to inclusion aspects, making use of a variety of methodologies, languages, tools and teaching materials - verify the learning impact of the proposed pathway - envisages and prepares methods for self-/self-observation and monitoring of own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to optimise and reflect on practice - use the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and make it a professional habitus
Themen der Lehrveranstaltung	/
Unterrichtsform	/
Pfichtliteratur	/
Weiterführende Literatur	/