Syllabus

Course Description

Course Title	Work Experience 5
Course Code	11431
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	Giorgia Larcher, Giorgia.Larcher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31279 Luca Marchi, Luca.Marchi2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41545 Dr. Giovanna Malusà, Giovanna.Malusa@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46054 Cristina Borsato, Cristina.Borsato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52695
Teaching Assistant	
Semester	All semesters
Course Year/s	5
CP	20
Teaching Hours	340 ore tirocinio diretto
Lab Hours	30 ore tirocinio indiretto
Individual Study Hours	130

Planned Office Hours	da lunedì a venerdì su richiesta
Contents Summary	Development In particular, the traineeship pathway will be articulated as follows Indirect traineeship (15 h) - 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) Direct traineeship (170 h) Provides that the trainee - 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 optimise and reflect on the practice - 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.
Course Topics	- The teacher's professional competences - Tools for the design and evaluation of training programmes - National and provincial (TN and BZ) regulations for the design of training programmes - The personal and professional development plan - Tools for documenting and reflecting the training experience (logbook and portfolio).
Keywords	Professional skills; design tools; evaluation and self-assessment tools; national legislation; provincial legislation; personal and professional development; documentation tools.
Recommended Prerequisites	
Propaedeutic Courses	see regulation
Teaching Format	Teaching will be characterised by activities that will see the student as an active protagonist of the course through brainstorming, participative discussions, practical exercises, case studies, cooperative learning, reflections and monitoring in groups, pairs, individuals, reports with the support of the media, counselling individual, media-supported presentations and interactions (videoconferencing, digital environment, interactive tools).
Mandatory Attendance	see regulation
Specific Educational Objectives and Learning Outcomes	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. Training objectives of the work placement 5: - 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:

	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 account the tutor's feedback; - 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. Knowledge and understanding - of national and provincial institutional regulations - of teacher competence models - of planning models ¿ 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. Ability to apply knowledge and understanding - 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

	Autonomy of judgement - 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. Communication skills: - 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. Learning skills - 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.
Specific Educational Objectives and Learning Outcomes (additional info.)	

Assessment	The module involves an oral interview with the coordinating tutors who will be responsible for assessing the student's portfolio presentation. A successful outcome of the direct internships is a prerequisite for discussing the portfolio during the oral examination. The exam will conclude with the assignment of a single final grade, through a synthesis of the evaluations of the two experiences carried out and documented in the portfolio and the outcome of the common oral exam. Note: The feedback from the teaching tutor is included in the final evaluation. A negative evaluation by the school tutor for the individual direct internship experience results in the obligation to repeat the same. In the case of a negative evaluation for the entire module exam, it is necessary to retake the exam (both for preschool and primary school); any partial exams that were passed successfully will be considered as already passed during the next attempt to take the full module exam. It should be noted that, even in this case, a negative evaluation of the entire module will count toward the total number of attempts available to pass an exam. According to the Examination Regulations, if a student fails an exam in three consecutive attempts, they are not allowed to register for the same exam during the three sessions following the last attempt (Article 6, paragraph 4 of the current Examination Regulations).
Evaluation Criteria	To receive a positive evaluation for the internship, all its components must be positively assessed: -Indirect internship -Direct internship -Portfolio -Final interview A single final grade is assigned, summarizing the outcomes of the components listed above: -Active participation in indirect internship workshops -Experiences carried out during the direct internship (-(feedback from tutors) -Documentation and reflections in the portfolio -Argumentation and coherence during the final interview.

	Evaluation criteria: Reflection on personal and professional development (3 points out of 30): Ability to integrate and expand one's personal and professional development plan with consistency, awareness, and in relation to documented experiences. Deontological competence (2 points out of 30): Compliance with internship regulations and adherence to anti-plagiarism policies Timely submission of required documentation. Reflection on the internship (5 points out of 30): Ability to reflect on professional experiences with a critical-constructive mindset supported by appropriate theoretical references. Project coherence (5 points out of 30): The presented educational path demonstrates originality, an inclusive vision, internal coherence (alignment between ILOs, teaching proposals, assessment, and documentation), and practical applicability. Development of communication and relational skills (5 points out of 30): Relevance and consistency of documentation, topics, and themes addressed Clarity of expression and argumentative coherence Adequate writing skills (spelling and syntax) Use of professional vocabulary Active and collaborative participation in the internship process. Feedback from tutor teachers regarding direct internships (10 points out of 30).
Required Readings	Indicazioni Nazionali e Provinciali (TN e BZ) per le Scuole dell'Infanzia e per la Scuola Primaria in Lingua Italiana. Guidelines regarding the periodic and final assessment of learning in primary school.

	Materials provided during internship meetings.
Supplementary Readings	Bondioli, A., Savio, D. (2020). *Educare l'infanzia*, Carocci editore Studi Superiori. *La formazione docente per l'inclusione. Profilo dei Docenti Inclusivi* – European Agency for development in Special Needs Education 2012. Martini, D., Mussini, I., Gilioli, C., Rustichelli, F. (2015). *Educare è ricerca di senso. Applicazione di un approccio progettuale nell'esperienza educativa dei servizi 0-6 anni*. Con CD-ROM. Edizioni Junior. Nicolodi, G. (2008). *Il disagio educativo all'asilo nido e alla scuola dell'infanzia*. Franco Angeli. Nicolodi, G. (2011). *Il disagio educativo alla scuola primaria*. Franco Angeli. *Repertorio BES della Scuola Italiana della Provincia di Bolzano* – Servizio Inclusione del Dipartimento Istruzione e Formazione Italiana - 2018.
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Peace, justice and strong institutions, Decent work and economic growth, Gender equality

Course Module

Course Constituent Title	Work Experience 5 - Work Experience Kindergarten
Course Code	11431A
Scientific-Disciplinary Sector	NN
Language	Italian
Lecturers	Luca Marchi, Luca.Marchi2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41545 Cristina Borsato, Cristina.Borsato@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52695

Teaching Assistant	
Semester	All semesters
CP	10
Responsible Lecturer	
Teaching Hours	170 ore di tirocinio diretto
Lab Hours	15 ore di tirocinio indiretto
Individual Study Hours	65
Planned Office Hours	da lunedì a venerdì su richiesta
Contents Summary	Indirect traineeship (15 h) - 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 professional; - self-assessment with respect to one's personal and professional development plan - policy lines for continuous improvement (professional development plan) Direct traineeship (170 h) Provides that the trainee - 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
Course Topics	- The teacher's professional competences - Tools for the design and evaluation of training programmes - National and provincial (TN and BZ) regulations for the design of training programmes - The personal and professional development plan - Tools for documenting and reflecting the training experience (logbook and portfolio)
Teaching Format	Teaching will be characterised by activities that will see the student as an active protagonist of the course through brainstorming, participative discussions, practical exercises, audio-video-analysis, case studies, cooperative learning, reflections and monitoring in groups, pairs, individuals, reports with the support of the media, counselling individual, media-supported presentations and interactions (videoconferencing, digital environment, interactive tools).
Required Readings	
Supplementary Readings	

Course Module

Course Constituent Title	Work Experience 5 - Work Experience Primary School
Course Code	11431B
Scientific-Disciplinary Sector	NN
Language	Italian
Lecturers	Giorgia Larcher, Giorgia.Larcher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31279 Dr. Giovanna Malusà, Giovanna.Malusa@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46054
Teaching Assistant	
Semester	All semesters
CP	10
Responsible Lecturer	
Teaching Hours	170 ore di tirocini diretto
Lab Hours	15 ore di tirocinio indiretto
Individual Study Hours	65
Planned Office Hours	da lunedì a venerdì su richiesta
Contents Summary	Indirect traineeship (15 h) - 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

	transition from the formulation of the student profile to that of the professional teacher - programmatic lines for continuous improvement (professional development forecast plan) - self-assessment with respect to one's personal and professional development plan Direct traineeship (170 h) It involves the trainee - 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
Course Topics	- The teacher's professional competences - tools for the design and evaluation of training pathways - national and provincial (TN and BZ) regulations for the design of training programmes - the personal and professional development plan - tools for documenting and reflecting on the training experience (logbook and portfolio).
Teaching Format	Teaching will be characterised by activities that will see the student as an active protagonist of the course through brainstorming, participative discussions, practical exercises, audio-video-analysis, case studies, cooperative learning, reflections and monitoring in groups, pairs, individuals, reports with the support of the media, counselling

	individual presentations and media-supported interactions (videoconferencing, digital environment, interactive tools). interactive).
Required Readings	• Indicazioni Nazionali e Provinciali (TN e BZ) per la Scuola Primaria in Lingua Italiana. • Guidelines regarding the periodic and final assessment of learning in primary school. • Materials provided during internship meetings.
Supplementary Readings	• *La formazione docente per l'inclusione. Profilo dei Docenti Inclusivi* – European Agency for development in Special Needs Education 2012. • Nicolodi, G. (2011). *Il disagio educativo alla scuola primaria*. Franco Angeli. • *Repertorio BES della Scuola Italiana della Provincia di Bolzano* – Servizio Inclusione del Dipartimento Istruzione e Formazione Italiana - 2018.