Syllabus

Kursbeschreibung

Titel der Lehrveranstaltung	Praktikum 4
Code der Lehrveranstaltung	11426
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	Prof. Demis Basso, demis.basso@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/30397 Giorgia Larcher, Giorgia.Larcher@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/31279 Prof. Daniele Ietri, Daniele.Ietri@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/39744 Luca Marchi, Luca.Marchi2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41545 Dott. Sergio Vicini, Sergio.Vicini@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/41565 Dott. Giulia Prestera, Giulia.Prestera@unibz.it

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Wissensch. Mitarbeiter/Mitarbeiterin	
Semester	Alle Semester
Studienjahr/e	4
KP	5
Vorlesungsstunden	0
Laboratoriumsstunden	70 h tirocinio indiretto
Stunden für individuelles Studium	55
Vorgesehene Sprechzeiten	da lunedì a venerdì su richiesta
Inhaltsangabe	To ensure the effective integration of scientific theories and practical experience, the content of the indirect training is linked with the following modules: Module 21: Media pedagogy; education system; evaluation and development Module 22: Didactics of reading and writing Module 23: Mathematics and Science Education 2 Module 24: English 1 Module 25: Pedagogy and didactics of inclusion Module 26: Children's literature and literature The theory/practice link is guaranteed and implemented by "project" initiatives planned and implemented in close collaboration between the traineeship supervisors and the teachers of the modules of the current year or of different years, forming part of a multidisciplinary project. Where possible, a planning phase of activities within the modules of the annuality is also envisaged in close cooperation between traineeship supervisors-student-teacher tutors. The aim is to build the skills of the reflective teacher who, individually and in groups - analyses the good practices of the tutor teacher and experienced teachers - uses his or her own tested practice to analyse it, connect it with theoretical knowledge, to re-design it

	- consolidates and deepens planning, operational and evaluation skills in connection with the teaching and workshops of the year with particular attention to inclusive teaching - links the outcomes of the practices carried out in order to carry out a self-assessment of one's own skills by identifying strengths and points for improvement - implements knowledge of the local training offer - plans, during the placement and in connection with the subject workshops, teaching activities to be proposed in the local area and/or in the subsequent direct placement context - critically documents one´s own professional growth pathway developing perspectives of inclusion and lifelong learning and the ability to effectively manage the load linked to the profession - updates the documentation and analysis of one's own professional identity growth, identifying strengths and development points, reporting significant elements in the portfolio
Themen der Lehrveranstaltung	- the skills of the teacher - the well-being of the teacher - personal and professional development plan: documentary and reflective tools (portfolio) - planning and assessment - teaching methodologies
Stichwörter	Design Evaluation Documentation Good practice Communication and relationship Problem Solving
Empfohlene Voraussetzungen	
Propädeutische Lehrveranstaltungen	see 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, video-analysis, case analysis, cooperative learning in pairs, small and large groups, reflections and monitoring in groups, pairs, individuals, individual counselling, visits to schools, participation in events, seminars and conferences with subsequent sharing with the group.

Anwesenheitspflicht	see regulation
Spezifische Bildungsziele und erwartete Lernergebnisse	The fourth-year placement is characterised by building and consolidating knowledge and skills with regard to - to the person (the student) who knows/reflects in increasing depth on inclusive professional practices - to the interactions between people, the system and practices - to the specific dimensions of the teaching profession, especially the inclusive one (pedagogy and special didactics) It becomes an opportunity to develop critical and reflective competences (soft skills) on teaching practices linked to theoretical knowledge in order to implement project competences. The fourth year placement is characterised by a metacognitive-reflexive-proactive approach focused on the competences of the inclusive teacher, in which the practices observed and implemented in the third year placement are analysed in depth, linking them to the theoretical knowledge and to the inputs of the teaching workshops scheduled in the year of study, according to the flipped learning methodology. The main tool for connecting knowledge (teaching), practices (laboratories and courses designed and implemented), analyses and reflections on teaching action, will be the student's portfolio, which will allow them to keep their development plan monitored and implemented. Training objectives of the work placement 4: - use the skills profile to observe and analyse professional practices (one's own and those of others) - carry out an updated and critical self-analysis of one's own personal and professional competences - consolidate and expand the acquisition of design and evaluation methodologies with reference to the inclusive perspective - reflect on one's own and others' practices using feedback from professional comparison and exchange - connect and use the theoretical knowledge learnt in the different lessons to reflect on practices - documenting and self-monitoring in the portfolio one's own training pathway to the profession by linking it with the competence profile elaborated - prepare one's own development prospects - recognise and deepen profession-specific "soft skills"

	(relationships, well-being, managing professional load, etc.) Knowledge and understanding - understanding of the complexity and networked nature of the school system and the teaching profession - knowledge of provincial institutional regulations - in-depth knowledge of teacher competence models - knowledge of techniques for analysing practices - knowledge of special education - knowledge of techniques for dealing with the burden of the teaching profession Ability to apply knowledge and understanding - application of techniques for analysing and reflecting on practice - application of observation and feedback techniques in the analysis of practice (video-recording) - implementation of the portfolio with documentation of the course undertaken and updating of the personal and professional development plan Autonomy of judgement - consolidation of the ability to self-monitor one's own professional identity - consolidation of the ability to support and motivate one's own pedagogical vision and teaching choices - development of the ability to formulate personal judgements derived from a careful analysis and reflection of the situation in its complexity, integrating different knowledge and points of view Communication skills - expansion of specific professional vocabulary - use of communication techniques and codes specific to pre-school and primary school teachers - use of communication techniques and codes appropriate to different contexts and interlocutors - experimentation with active listening practices - production of effective, multidimensional and multi-coded communicative objects - use of communication methods appropriate to digital

	communication - use of techniques and tools for effective documentation in the portfolio Learning skills - use of self-assessment and evaluation of different interlocutors (tutor, trainee manager, colleagues etc.) to deepen one's competences - development of lifelong learning perspectives - reflecting on interactions between theory and professional practice
Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)	
Art der Prüfung	Oral examination on the basis of written papers
Bewertungskriterien	Active and responsible participation in indirect training (3 out of 30 points); Development of the deontology and skills of the teaching profession (8 points out of 30); Capacity for critical and purposeful analysis of methodologies and materials (5 points out of 30); Development of critical thinking and the ability to integrate theory and practice (9 out of 30 points); Relevance, coherence and clarity of exposition through the languages of documentation (5 points out of 30).
Pflichtliteratur	National and Provincial (TN and BZ) indications for pre-school and primary schools in Italian .
Weiterführende Literatur	Specific materials provided during the course. Specific literature in connection with the courses attended.
Weitere Informationen	
Ziele für nachhaltige Entwicklung (SDGs)	Hochwertige Bildung, Frieden, Gerechtigkeit und starke Institutionen, Weniger Ungleichheiten