Syllabus

Course Description

Course Title	Work Experience 1
Course Code	13406
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Silvia Mussner, Silvia.Mussner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46059 Dott. Mag. Ilaria Noci, Ilaria.Noci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42625
Teaching Assistant	
Semester	All semesters
Course Year/s	1
CP	5
Teaching Hours	60 ores de practicum diret (30 tla scolina y 30 tla scora primara)
Lab Hours	40 ores de practicum indiret
Individual Study Hours	25
Planned Office Hours	Dal lönesc al vëndres sön domanda
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 a) the actors and the system b) the teaching profession - fits into the context by observing its aspects: a) regulatory, physical, organisational b) communicative-relational and didactic-methodological c) of inclusion and the individualisation and personalisation of learning paths - supports the classroom tutor in everyday life and during teaching activities. The traineeship pathway will be articulated as follows: 1) Direct placement in situ, to be carried out in both pre-school and primary schools and, where possible, by at least two students in co-presence. 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. 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 the 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 the direct placement: - sharing, discussion and first reading of the experiences, observations made and materials collected by the students - selection of focuses for further study - first structuring/organising the e-portfolio

	Reflection at the end of the placement - reflection on the evidence collected and their 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, general and specific safety course (a prerequisite for direct training) - professional biography and career guidance - 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 The topics listed make use of the knowledge acquired in the annual modules.
Keywords	lesson planning, observation, career guidance, professional biography
Recommended Prerequisites	
Propaedeutic Courses	According to the regulation
Teaching Format	The teaching will be characterised by activities that will see the student active protagonist of the course through: brainstorming, participative discussions, pair, small and large group work, reflections and group, pair, individual monitoring, reports and presentations with the support of media, individual counselling.
Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	The first year's practicum is a course characterised by the knowledge and guidance, analysis and self-analysis of the student's studies and professions, the observation of the school and the study of complex systems, the construction of a personal and professional development plan (portfolio). personal and professional development plan (portfolio).

	The practicum is integrated with the theoretical knowledge and practical competences acquired in the training and the laboratory. The aim of the practicum course is to verify the student's three main areas of competence 1. knowledge of the training system - knows the norms and procedures adopted by the institutions for which security is required (course is the post of the security post of the D.Lgs. 81/08) - recognises the completeness of the school system and of the school system by focusing on normative, communicative and relational, pedagogical and didatic, organisational and systemic aspects - adore observation methodologies by chapters of the school curriculum and scientific systems of the teacher's profession adore sharing methodologies, observation knowledge, and the methods of comparison and integration (personal or group methods) - I loved the use of documentation and analysis methodologies and I loved the reflections on the expectations and the aspects observed. - Theoretical knowledge built up in the research/laboratory is assessed and evaluated on the basis of the observed realities and the real expectations of the participants. 2. awareness of the motivations for the position/profession, awareness of the habitus and personal minunghes and definition of the personal and professional development plan - communicates and strengthens personal motivations, habitus and minutiae by defining the next presentation of the teacher's professionalism - knows the competences that characterise the professional profile of the teacher in terms of their values (organisational, communicative and relational, methodological, reflective and deontological) in the logic of inclusive education, and is confronted with the different competences - the motivations, the habitus and the personal minunghes in relation to the profession, the practices of self-analysis - cherié le plann de svilup personal et professionnel et le documenté tl portfolio - orientate and reorientate the professional development and growth pathway

	Knowledge and understanding - knowledge and understanding of the completeness of the school and its scientific systems, knowledge and understanding of the completeness of the profession - knowledge of the techniques and modalities of observation and documentation - conescënzes sön laur security sön le post de laur Capability of applying knowledge and understanding - Adoration of the effectiveness of the preservation of the environment - understanding and organisation of the student's portfolio and the construction of the student's/student's portfolio - lian danter theory and practice Autonomy of judging - capacities of observation, analysis and metacogniziun - critical and reflective skills in terms of personal skills and motivation for the profession - awareness and responsibility of the teacher's job communicative skills - production of coherent and correct texts in orthographic and grammatical terms - empathetic, communicative and relational skills with valued communication partners and in disadvantaged situations - collaboration and negotiation skills - feedback and feedback skills - professional specialised knowledge of the lesser professional skills learning skills development of cost-effective and autonomous training, training and innovation three inovaziun three: - documentation - la reflesciun - le lian danter theory and practice - the self-assessment and the assessment of the atlases
Specific Educational	

Objectives and Learning Outcomes (additional info.)	
Assessment	Oral examination based on written work. The portfolio is written in three parts of equal size in the three languages: Ladin, Italian and German. A positive assessment of the direct placement is preparatory to the discussion of the portfolio in the oral examination.
Evaluation Criteria	The following parts must be positively assessed for the successful evaluation of the traineeship : - indirect traineeship (active participation) - direct work placement (realised experiences, feedback from mentor) - portfolio (documentation and reflection) - examination interview (argumentation and coherence) The final assessment is a single assessment, summarising the results of the parts described above. Evaluation criteria: Interest and participation in the training, involvement and attitude (6 out of 30) - compliance with placement regulations - level of interest and participation in the training course - active and responsible participation during the work placement development of personal-professional skills (6 out of 30) - ability to act professionally by putting into practice the competences indicated in the professional profile - ability to act pedagogically promoting learning - ability to elaborate and implement content Development of communication skills (6 out of 30) - clarity in exposition and elaboration of content and coherence in argumentation - spelling and grammatical correctness in Ladin, Italian and German languages Development of critical thinking (6 out of 30)

	- capacity for critical analysis, reflection and integration of theory and practice - ability to construct and analyse personal and professional development plans coherently, consciously and in relation to experiences made and documented The tutor's written feedback (6 out of 30)
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provinzia Autonoma de Balsan-Südtirol, Balsan 2013 • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provinzia Autonoma de Balsan-Südtirol, Balsan 2009
Supplementary Readings	Materials provided during the course; specific literature related to the courses attended.
Further Information	
Sustainable Development Goals (SDGs)	Quality education, Partnerships fot the goals, Reduced inequalities