Syllabus

Course Description

Course Title	Work Experience 2
Course Code	13413
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin; Italian
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	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	2
CP	5
Teaching Hours	0
Lab Hours	70 ores de practicum indiret
Individual Study Hours	55
Planned Office Hours	Dal lönesc al vëndres sön domanda
Contents Summary	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.
Course Topics	- 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 regulatory documents - forms and tools of documentation
Keywords	Integrated training system, best practices, observation, experimentation, reflection, project vision, awareness and development of the professional profile
Recommended Prerequisites	
Propaedeutic Courses	According to the 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, reflections and monitoring in groups, pairs, individuals, documentation and presentation with multimedia supports, individual counselling, organised exploratory visits.
Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	The practicum of the second year of study is characterised by the construction of knowledge and competences in several aspects: - the person (the student), who has three main roles in the system (teacher and student) and the tertiary scientific ecosystem in the country, as well as in the human, organisational and professional dimensions. - the interrelationships between the system and its components - the specific dimensions of the teacher's profession - the knowledge of normative documents in terms of the teaching profession The practicum will bring together theoretical knowledge and practical experience and will contribute to the construction and implementation of the personal professional profile. Training objectives of the Practicum 2: - reinforces personal and professional motivations by defining in a

	comprehensive way the personal and professional development plan. - learns and develops the system of education and training offers of the tertiary education institution - conësce y esploré ofertes formatives dl teritore (musei, assoziaziuns formatives desvalies, congresc y i.i.) - conësce y osservé pratiches didatiches spezifiches and/or ambiënc de aprendimënt desvalis - easy reflections, both on an individual and group basis, as well as on aspects observed and analysed in conjunction with theory - I adore observation and reflection, as well as the teaching practices and the formative environment through the programming of the teaching proposals, which can be put into practice through primary education and primary schooling. - took the course and co-constructed the personal training course - I documented the portfolio and I examined the personal training course for the profession and I collated it with the personal and professional development profile. Knowledge and understanding - understanding of the completeness of the school and schooling and the system in place - understanding of the teacher's profession - knowledge of professional competences - knowledge of the tertiary education and training offerings - knowledge of a variety of teaching practices - knowledge of the institutional regulations ability to apply applied knowledge and understanding - about the focus of observation - application of effective documentation practices autonomy of judgement - ability to self-regulate in a responsible way the personal learning process - ability to deepen, reflect, metacognise, spiritually criticise - personal professional identity valuation skills communicative skills

	- production of coherent and correct texts in orthographic and grammatical terms - knowledge of professional specialised skills - ability to present the personal course or the modes of expression of values - collaboration and the ability to negotiate all activities in agreement with the coordinators of the internship, the interns, the internship assistants, the assistants and the support assistants Learning skills - self-evaluation and self-assessment skills (colleagues and fellow students) in order to develop their personal competences - the ability to develop personally and professionally, and to develop in a professional and impartial manner, the ability to be innovation-oriented - capable of providing professional theory and practice - the ability to organise and respect the personal learning plan and the construction of the portfolio.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral examination on the basis of written papers (portfolio). The portfolio is written in two languages, ladin and talian.
Evaluation Criteria	For a positive assessment of the placement all these parts must be positive: - indirect placement (active participation) - portfolio (documentation and reflection) - examination interview (argumentation and coherence). At the end of the final note, a summary of the results of the described tasks is given. The evaluation criteria are: 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.
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 • Goleman D., Senge P., (2017), At school for the future. For a truly modern education. Rizzoli Libri/BUR Rizzoli .
Supplementary Readings	Any literature supplements are communicated during the course; specific literature related to the courses attended.
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals, Quality education