Syllabus

Course Description

Course Title	Work Experience 3
Course Code	13419
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	3
CP	10
Teaching Hours	150 ores de practicum diret
Lab Hours	30 ores de practicum indiret (labors)
Individual Study Hours	70
Planned Office Hours	dal lönesc al vëndres sön domanda
Contents Summary	Program indirect traineeship (15 hours) Preparation to direct traineesphip - Tools for observation/autoobservation - Tolls for the planning and evaluation of training projects - Definition of the competency profile with the definition of observational activities - updating of the personal and professional development plan:

	expansion of the educational biography, self-assessment, definition of development goals Reflection after the direct traineeship - analysis of cases - reflections on observations made and experiences in connection of the categories a) knowing (What did I know/what do I know?) b) knowing how to do (What did I observe and experience?) c) knowing how to be (How do I feel in relation to aspects of the profession) - self-evaluation on the pathway with reference to personal-professional development Direct traineeship (75 hours) The student: - observes the context in the placement institution in all its aspects: physical, emotional and relational, cognitive and methodological, with a special focus on elements of inclusion - observes teachers' practice, individual children and the group, with the use of suitable observation tools (tables, audio/video recordings, descriptive protocols, sociograms, etc.). - links the observations with the teachers competency profile - participates in collegial activities and meetings - structures y shares training programs with others to put certain skills into practice - adopts modes of self-observation and observation of others to evaluate and develop personal practice (observation sheets, audio/video recordings, etc.). - analyses together with the mentor of the placement institution the training course realised and outlines strengths and points to be developed
Course Topics	- teachers' skills - planning and evaluation - didactic strategies - inclusion - observation instruments - documentation and reflection tools (portfolio)

	- personal and professional development plans - national and provincial regulatory documents
Keywords	Planning; observation and self-observation; implementation and reflection of personal and professional practices
Recommended Prerequisites	
Propaedeutic Courses	According to the regulation
Teaching Format	Didactic is characterized by activities that make the student the active protagonist of the course. With: brainstorming, discussions, practical exercises, video-analyses, analysis of cases, cooperative learning, individual reflections in person or small/large groups, presentation with media support, personal counselling.
Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	The traineeship of the third year is a course where skills and competences are built in the professional environment, with reference to -the person (the student) who gets to know the learning environment and its actors in a deeper and deeper way and who takes personal responsibility for the environment through their own actions - to the interactions between people in the environment (teachers, children, parents, experts etc.) - the specific dimensions of the teaching profession with the possibility of experiencing personal competences. The third-year placement is a pathway characterized by observation and teaching activities, with an emphasis on personal and teachers' practical skills in the perspective of inclusion, according to the European Indications (see inclusive teacher profile). The aim is to observe and analyze the practices of experienced teachers and to actively experiment with training processes to examine the level of personal competences. The internship offers the opportunity to link theoretical knowledge with practical experience through self-assessment of competence and professional profile development. The main tool for linking knowledge (teaching), practice (planned

	and implemented workshops and courses) and the analyses and reflections on teaching action, is the student's portfolio, which allows the personal development plan to be continuously examined and updated. Training objectives of the traineeship 3: - to evaluate and reinforce personal and professional motivation through teaching action in real situations - use the skills profile to observe and analyze personal and others' professional practices and translate them into actions. - Improving observation and self-observation skills, if possible, also by video-analysis techniques - experiment with planning and evaluation methods based on provincial and national regulations and compare with others (study groups, tutors,...) - experiment with inclusive teaching practices and paths - reflecting on personal practice and that of others using feedback y professional exchange - put into practice theoretical knowledge built up in the various teachings to make reflections on practice - document the portfolio and update the personal training path to the profession and link it with the competence profile (Learning outcomes and required competences refer to the Dublin descriptors.) Knowledge y understanding - knowledge of provincial and national institutional regulations - knowledge of some programming models that make use of inclusive tools and techniques - knowledge of some tools and techniques of observation and analysis/self-analysis - knowledge of elements of continuity and specificity at both levels of education (pre-school and primary school) Ability to apply knowledge and understanding:

	- application of programming models of training processes in real situations - application of inclusive didactic practices in real situations - application of observation and feedback techniques in the analysis of practice (audio-videorecording) - implementation of the portfolio with documentation of the training course and updating of the personal development plan and professional development plan Autonomy of judgement: - reinforcing the ability to assess and update personal professional identity - Reinforcement of the ability to communicate and motivate personal pedagogical vision and didactic decisions Communicative skills: - expansion of specific professional vocabulary - use of various techniques and forms of communication (gestures, mimic, verbal, visual, iconic, digital language, ...) - ability to cooperate and negotiate with various interlocutors - use of techniques and tools for efficient portfolio documentation Learning capacity: - use of self-assessment and evaluation of others (tutor, placement coordinator, colleagues etc.) to develop personal skills
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The module provides for an oral interview with the referring coordinating tutors with presentation of the student's portfolio. The portfolio is written in equal parts in the three languages: Ladin, Italian and German. The positive evaluation of the direct practicum is propaedeutic to the discussion of the portfolio by the outgoing exam. The examination will conclude with the awarding of a single final mark by summarizing the assessments of the two experiences carried out and documented in the portfolio and the result of the common oral test

Evaluation Criteria	Interest and participation in the training course (4 out of 30) - Compliance with the traineeship regulations - active and responsible participation during the indirect traineeship Development of personal-professional skills (6 out of 30) - ability to act professionally by putting into practice the competences given by the professional profile - capacity for didactic-pedagogical action that promotes learning -ability to elaborate and implement content Development of communication skills (6 out of 30) - clarity in exposition and processing of contents and coherence in argumentation - spelling and grammatical correctness in the Ladin, Italian and German languages Development of critical thinking (6 out of 30) -capacity for critical analysis and integration of theory and practice - ability to elaborate and reflect experiences - ability to construct personal and professional development plans with coherence, conscience and in relation to experiences made and documented The written feedback from the tutor/mentor is part of the evaluation in an appropriate manner.(8 out of 30) For a positive evaluation of the training, all parts must be positive: - indirect practicum (active participation) - direct traineeship (experiences made, tutor feedback, visit by traineeship coordinator) - portfolio (documentation y reflection) - examination interview (argumentation y coherence) A final grade is given, summarizing the result of the parts described above. In the case of a failing grade for the entire module, any partial examination successfully passed will be considered as already passed at the next attempt to take the entire module examination. In the case of a negative assessment of the module for three consecutive periods, the student is not allowed to write in accordance with the regulations of the exam regulation, nor is he/she allowed to write it, for the three consecutive periods (art. 6, paragraph 4 of the profit exam regulation).

Required Readings	• Ladin Education Authority. (ed.). (2008). Framework guidelines for kindergarten in South Tyrol [Brochure]. Autonomous Province of Bolzano - South Tyrol. • Ladin School Board. (Ed.). (2009). Framework guidelines for primary and secondary schools in South Tyrol [Brochure]. Autonomous Province of Bolzano - South Tyrol. • Materials made available during indirect shooting meetings.
Supplementary Readings	• Teacher training for inclusion. Profile of Inclusive Teachers - European Agency for the Development of Pupils with Disabilities • Inclusion Portal - Indire • Repertoire BES of the Italian School of the Province of Bolzano - Inclusion Service of the Italian Education and Training Department - 2018 • Specific literature in connection with the courses attended
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Gender equality, Quality education

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Kindergarten
Course Code	13419A
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	Silvia Mussner, Silvia.Mussner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46059
Teaching Assistant	
Semester	First semester
CP	5
Responsible Lecturer	
Teaching Hours	75 ores de practicum diret
Lab Hours	15 ores de practicum indiret (labors)
Individual Study Hours	35
Planned Office Hours	dal lönesc al vëndres sön domanda

Contents Summary	Program indirect traineeship (15 hours) Preparation to direct traineesphip - Tools for observation/autoobservation - Tolls for the planning and evaluation of training projects - Definition of the competency profile with the definition of observational activities - updating of the personal and professional development plan: expansion of the educational biography, self-assessment, definition of development goals Reflection after the direct traineeship - analysis of cases - reflections on observations made and experiences in connection of the categories a) knowing (What did I know/what do I know?) b) knowing how to do (What did I observe and experience?) c) knowing how to be (How do I feel in relation to aspects of the profession) - self-evaluation on the pathway with reference to personal-professional development Direct traineeship (75 hours) The student: - observes the context in the placement institution in all its aspects: physical, emotional and relational, cognitive and methodological, with a special focus on elements of inclusion - observes teachers' practice, individual children and the group, with the use of suitable observation tools (tables, audio/video recordings, descriptive protocols, sociograms, etc.). - links the observations with the teachers competency profile - participates in collegial activities and meetings - structures y shares training programs with others to put certain skills into practice - adopts modes of self-observation and observation of others to evaluate and develop personal practice (observation sheets, audio/video recordings, etc.). - analyses together with the mentor of the placement institution the training course realised and outlines strengths and points to be

	developed
Course Topics	- Teachers' skills - planning and evaluation - didactic strategies - inclusion - observation instruments - documentation and reflection tools (portfolio) - personal and professional development plans - national and provincial regulatory documents
Teaching Format	Didactic is characterized by activities that make the student the active protagonist of the course. With: brainstorming, discussions, practical exercises, video-analyses, analysis of cases, cooperative learning, individual reflections in person or small/large groups, presentation with media support, personal counselling.
Required Readings	• Ladin Education Authority. (ed.). (2008). Framework guidelines for kindergarten in South Tyrol [Brochure]. Autonomous Province of Bolzano - South Tyrol. • Ladin School Board. (Ed.). (2009). Framework guidelines for primary and secondary schools in South Tyrol [Brochure]. Autonomous Province of Bolzano - South Tyrol. • Materials made available during indirect traineeship meetings.
Supplementary Readings	• Teacher Training for Inclusion. Profile of Inclusive Teachers - European Agency for the Development of Pupils with Disabilities • Inclusion Portal - Indire • Repertoire BES of the Italian School of the Province of Bolzano - Inclusion Service of the Italian Education and Training Department - 2018 • Specific literature in connection with the courses attended.

Course Module

Course Constituent Title	Work Experience 3 - Work Experience Primary School
Course Code	13419B
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	Dott. Mag. René Pescoll,

	Rene.Pescoll1@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/35860
Teaching Assistant	
Semester	Second semester
CP	5
Responsible Lecturer	
Teaching Hours	75 ores de practicum diret
Lab Hours	15 ores de practicum indiret (labors)
Individual Study Hours	35
Planned Office Hours	dal lönesc al vëndres sön domanda
Contents Summary	Program indirect traineeship (15 hours) Preparation to direct traineesphip - Tools for observation/autoobservation - Tolls for the planning and evaluation of training projects - Definition of the competency profile with the definition of observational activities - updating of the personal and professional development plan: expansion of the educational biography, self-assessment, definition of development goals Reflection after the direct traineeship - analysis of cases - reflections on observations made and experiences in connection of the categories a) knowing (What did I know/what do I know?) b) knowing how to do (What did I observe and experience?) c) knowing how to be (How do I feel in relation to aspects of the profession) - self-evaluation on the pathway with reference to personal-professional development Direct traineeship (75 hours) The student: - observes the context in the placement institution in all its aspects: physical, emotional and relational, cognitive and

	methodological, with a special focus on elements of inclusion - observes teachers' practice, individual children and the group, with the use of suitable observation tools (tables, audio/video recordings, descriptive protocols, sociograms, etc.). - links the observations with the teachers competency profile - participates in collegial activities and meetings - structures y shares training programs with others to put certain skills into practice - adopts modes of self-observation and observation of others to evaluate and develop personal practice (observation sheets, audio/video recordings, etc.). - analyses together with the mentor of the placement institution the training course realised and outlines strengths and points to be developed
Course Topics	- Teachers' skills - planning and evaluation - didactic strategies - inclusion - observation instruments - documentation and reflection tools (portfolio) - personal and professional development plans - national and provincial regulatory documents
Teaching Format	Didactic is characterized by activities that make the student the active protagonist of the course. With: brainstorming, discussions, practical exercises, video-analyses, analysis of cases, cooperative learning, individual reflections in person or small/large groups, presentation with media support, personal counselling
Required Readings	• Ladin Education Authority. (ed.). (2008). Framework guidelines for kindergarten in South Tyrol [Brochure]. Autonomous Province of Bolzano - South Tyrol. • Ladin School Board. (Ed.). (2009). Framework guidelines for primary and secondary schools in South Tyrol [Brochure]. Autonomous Province of Bolzano - South Tyrol. • Materials made available during indirect traineeship meetings.
Supplementary Readings	• Teacher Training for Inclusion. Profile of Inclusive Teachers - European Agency for the Development of Pupils with Disabilities

	• Inclusion Portal - Indire • Repertoire BES of the Italian School of the Province of Bolzano - Inclusion Service of the Italian Education and Training Department - 2018 • Specific literature in connection with the courses attended.