

# Syllabus

## *Course Description*

<b>Course Title</b>	Lesson planning, CLIL lessons and microteaching
<b>Course Code</b>	87017
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PAED-01/A
<b>Language</b>	German
<b>Degree Course</b>	Training course for teachers of German as a second language in Italian-speaking primary schools in the province of Bozen-Bolzano
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	<p>Prof. Michele Cagol,  Michele.Cagol@unibz.it  <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/34213">https://www.unibz.it/en/faculties/education/academic-staff/person/34213</a></p> <p>Dr. Marjan Asgari,  Marjan.Asgari@unibz.it  <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/35903">https://www.unibz.it/en/faculties/education/academic-staff/person/35903</a></p>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	3
<b>CP</b>	2
<b>Teaching Hours</b>	20 10 Stunden: Prof. Cagol Michele 10 Stunden: Dr. Asgari Marjan
<b>Lab Hours</b>	0
<b>Individual Study Hours</b>	30
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	The lecture aims to develop (and reflect on) specific performative skills in the field of communication and didactic microplanning.
<b>Course Topics</b>	Teaching skills

	<p>Microteaching: Plan, Teach, Feedback, Re-Plan, Re-Teach, Re-Feedback Learning to teach &amp; reflecting on teaching (e.g. through reflective journals)</p>
<b>Keywords</b>	Teaching methodology and techniques, peer feedback, communication and performance skills/competences
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	Lecture (with multimedia support) and group work.
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Specific educational objectives:</p> <ul style="list-style-type: none"> <li>- Analysis of teaching practices/methods;</li> <li>- Practice of an expanded range of didactic, communicative, and interpersonal skills/competencies;</li> <li>- Design of simple teaching units/lectures on a concept/topic;</li> <li>- Re-Teaching: second possibility for a presentation/teaching session after having integrated feedbacks and own reflections (e.g. through reflective journals);</li> <li>- Interaction analysis based on teaching transcripts and video excerpts.</li> </ul> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> <li>- Planning micro-lessons;</li> <li>- Analysing and reflecting on individual communicative and performative skills/abilities of the teacher in the classroom context (individually and in groups);</li> <li>- Providing collegial feedback.</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	The examination consists of a one-hour written test. Depending on current IT security recommendations (based on GenAI tools), this will either be taken on a computer or by hand. There are two open-ended questions to choose from, one of which must be selected and answered.
<b>Evaluation Criteria</b>	Content (in line with seminar topics and required reading), structure, scientific language accuracy, and appropriateness.

<b>Required Readings</b>	<p>Excerpts:</p> <p>Allen D.W. &amp; Ryan K. (1969). Microteaching. Reading. MA: Addison-Wesley.</p> <p>Cavanaugh, Shane. (2022). Microteaching: Theoretical Origins and Practice. Educational Practice and Theory. 44. 23-40. 10.7459/ept/44.1.03.</p> <p>Cooper J.M. &amp; Allen D.W. (1970). Microteaching: history and present status. ERIC Clearinghouse on Teacher Education.</p> <p>Hattie J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. Londra: Routledge.</p>
<b>Supplementary Readings</b>	<p>Bell, N. D. (2007). Microteaching: What is it that is going on here? Linguistics and Education, 18(1), 24–40. <a href="https://doi.org/10.1016/j.linged.2007.01.002">https://doi.org/10.1016/j.linged.2007.01.002</a></p> <p>Cagol, M. (2022). Il microteaching come strumento riflessivo-formativo per docenti di scuola secondaria. Pedagogia oggi, 20(1), 168–173.</p> <p>Cagol, M., Mastellotto, L., &amp; Zanin, R. (2023). Il microteaching come strumento per sviluppare competenze multilinguistiche di docenti universitari. In: A. Lotti, F. Bracco, M. M. Carnasciali, G. Crea, S. Garbarino, M. Rossi, M. Rui &amp; E. Scellato (Eds.), Faculty Development. La via italiana (pp. 93–113). Genova: Genova University Press.</p> <p>Lee, S.-M., &amp; Wu, J. G. (2024). Preparing teachers for the future: Microteaching in the immersive VR environment. ReCALL, 36(3), 251–269. doi:10.1017/S0958344024000089</p>
<b>Further Information</b>	
<b>Sustainable Development Goals (SDGs)</b>	Quality education