Syllabus

Course Description

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

	Microteaching: Plan, Teach, Feedback, Re-Plan, Re-Teach, Re-Feedback Learning to teach & reflecting on teaching (e.g. through reflective journals)
Keywords	Teaching methodology and techniques, peer feedback, communication and performance skills/competences
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture (with multimedia support) and group work.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Specific educational objectives: - Analysis of teaching practices/methods; - Practice of an expanded range of didactic, communicative, and interpersonal skills/competencies; - Design of simple teaching units/lectures on a concept/topic; - Re-Teaching: second possibility for a presentation/teaching session after having integrated feedbacks and own reflections (e.g. through reflective journals); - Interaction analysis based on teaching transcripts and video excerpts. Expected learning outcomes: - Planning micro-lessons; - Analysing and reflecting on individual communicative and performative skills/abilities of the teacher in the classroom context (individually and in groups); - Providing collegial feedback.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	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.
Evaluation Criteria	Content (in line with seminar topics and required reading), structure, scientific language accuracy, and appropriateness.

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