

# Syllabus

## *Descrizione corso*

<b>Titolo insegnamento</b>	Pianificazione delle lezioni, insegnamento della lingua e della materia e Microteaching
<b>Codice insegnamento</b>	87017
<b>Titolo aggiuntivo</b>	
<b>Settore Scientifico-Disciplinare</b>	M-PED/01
<b>Lingua</b>	Tedesco
<b>Corso di Studio</b>	Corso di formazione per insegnanti di tedesco seconda lingua della scuola primaria in lingua italiana della Provincia di Bolzano
<b>Altri Corsi di Studio (mutuati)</b>	
<b>Docenti</b>	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> 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>
<b>Assistente</b>	
<b>Semestre</b>	Primo semestre
<b>Anno/i di corso</b>	3
<b>CFU</b>	2
<b>Ore didattica frontale</b>	20 10 Stunden: Prof. Cagol Michele 10 Stunden: Dr. Asgari Marjan
<b>Ore di laboratorio</b>	0
<b>Ore di studio individuale</b>	30
<b>Ore di ricevimento previste</b>	0
<b>Sintesi contenuti</b>	The lecture aims to develop (and reflect on) specific performative skills in the field of communication and didactic microplanning.

<b>Argomenti dell'insegnamento</b>	<p>Teaching skills</p> <p>Microteaching:</p> <p>Plan, Teach, Feedback, Re-Plan, Re-Teach, Re-Feedback</p> <p>Learning to teach &amp; reflecting on teaching (e.g. through reflective journals)</p>
<b>Parole chiave</b>	Teaching methodology and techniques, peer feedback, communication and performance skills/competences
<b>Prerequisiti</b>	
<b>Insegnamenti propedeutici</b>	/
<b>Modalità di insegnamento</b>	Lecture (with multimedia support) and group work.
<b>Obbligo di frequenza</b>	In accordance with the regulation
<b>Obiettivi formativi specifici e risultati di apprendimento attesi</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>Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)</b>	
<b>Modalità di esame</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>Criteri di valutazione</b>	Content (in line with seminar topics and required reading),

	structure, scientific language accuracy, and appropriateness.
<b>Bibliografia obbligatoria</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>Bibliografia facoltativa</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 multilingue 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>Altre informazioni</b>	
<b>Obiettivi di Sviluppo Sostenibile (SDGs)</b>	Istruzione di qualità