Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160206 **Name:** Practicum II

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Practicum and Final Degree Project

Subject Matter: Practicum **Type:** Internship

Field of knowledge: Social and legal sciences

Department: General Didactics, Theory of Education and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

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Module organization

Practicum and Final Degree Project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	38,00	Practicum I	4,50	1/2
		Practicum II	6,00	2/2
		Practicum III	6,00	3/2
		Practicum IV	21,50	4/1
Bachelor's Thesis	12,00	Bachelor's Thesis	12,00	4/2

Recommended knowledge

Prerequisites: Having passed Practicum I.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1	Students collaborate with teachers and other educational agents in everyday teaching tasks
R2	Students communicate in writing and orally, using appropriate vocabulary and correct expression, the pedagogical reflections derived from their practices
R3	Students deepen their understanding of the characteristics and organization of their school
R4	Students know and identify the variables that influence the teaching-learning process in the classroom
R5	Students analyze various aspects of the classroom climate, reflecting on their possibilities for improvement
R6	Students understand the didactic principles on which the use of ICT in education is based
R7	Students use reflective practice as a learning instrument
R8	Students actively participate in the training sessions of the Practicum

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.				x
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.		x		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.		x		
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				x
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.				x
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			x	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				x

SPECIFIC		Weighting			
		1	2	3	4
CE60	Acquire practical knowledge of the classroom and its management.				x
CE61	Know and apply the processes of interaction and communication in the classroom and master the necessary social skills to facilitate a climate that promotes learning and coexistence.		x		
CE63	Relate theory and practice to the reality of the classroom and the school.				x
CE64	Participate in teaching activity and learn to act and reflect based on practice.			x	
CE65	Participate in proposals for improvement in different areas of action that can be established in a school.		x		
CE67	Know forms of collaboration with different sectors of the educational community and the social environment.		x		
CE77	Analyze the results obtained in teaching and learning processes to reflect on them and on one's own knowledge, skills, attitudes, and actions related to the teaching profession.				x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5, R6, R7, R8	20,00%	Attendance and performance of guided activities in the practice center.
R1, R3, R4, R5, R7	40,00%	Attendance and performance of guided activities in the practice center.
R2, R3, R4, R5, R6, R7	40,00%	Monitoring and tutoring of the Practicum.

Observations

Attendance and participation in practical seminars: · Adequate and participative follow-up in the theoretical training seminars through the forums · The delivery of the corresponding documentation is mandatory to validate the stay at the internship center. Monitoring and tutoring of the Practicum, including assignments and reports: ·Delivery of the observation diary (Task 1) and the reflection on the practices (Task 2). final memory. Self appraisal. Attendance and performance of supervised activities in the practice center: ·To academically overcome these practices, the judgment about the work and student performance issued by the EXTERNAL TUTOR (teacher assigned/or at the EDUCATIONAL CENTER) is the most valid, since he is the one who can daily observe the achievements acquired by him during the practices; thus, it is decisive for the evaluation. Therefore, if the CENTER REPORT is not satisfactory (pass), the student will have to repeat their P-II in the following course. ·Self appraisal. NOTE: To pass the subject, the student must pass each of the sections that make up the Practicum II subject. The negative evaluation in two consecutive registrations of the subject will give rise to a specific orientation and follow-up from the Practice Commission, as stated in the Practice Regulations of the Faculty of Teaching and Education Sciences. CRITERIA FOR THE GRANTING OF HONORS: The Honors, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the previous criteria described, considers the teacher to be deserving of such distinction. And, in accordance with the general regulations that indicate that one honor registration can only be given for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which it can be given a license plate

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5, R6, R7, R8	20,00%	Attendance and participation in internship seminars

| R1, R3, R4, R5, R7 | 40,00% | Attendance and performance of tutored activities at the internship centre |
| R2, R3, R4, R5, R6, R7 | 40,00% | Monitoring and tutoring of the Practicum. |

Observations

Attendance and participation in practical seminars: · Adequate and participative follow-up in the theoretical training seminars through the forums · The delivery of the corresponding documentation is mandatory to validate the stay at the internship center. Monitoring and tutoring of the Practicum, including assignments and reports: ·Delivery of the observation diary (Task 1) and the reflection on the practices (Task 2). final memory. Self appraisal. Attendance and performance of supervised activities in the practice center: ·To academically overcome these practices, the judgment about the work and student performance issued by the EXTERNAL TUTOR (teacher assigned/or at the EDUCATIONAL CENTER) is the most valid, since he is the one who can daily observe the achievements acquired by him during the practices; thus, it is decisive for the evaluation. Therefore, if the CENTER REPORT is not satisfactory (pass), the student will have to repeat their P-II in the following course. ·Self appraisal. NOTE: To pass the subject, the student must pass each of the sections that make up the Practicum II subject. The negative evaluation in two consecutive registrations of the subject will give rise to a specific orientation and follow-up from the Practice Commission, as stated in the Practice Regulations of the Faculty of Teaching and Education Sciences. CRITERIA FOR THE GRANTING OF HONORS: The Honors, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the previous criteria described, considers the teacher to be deserving of such distinction. And, in accordance with the general regulations that indicate that one honor registration can only be given for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which it can be given a license plate

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject . Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Participatory Master Class

M2   Case Study

M5   Seminar Work

M7   Cooperative/Collaborative Work

M9   Group and Individual Tutoring

M10   Individual Tutoring

M11   Participatory Master Class

M12   Case Study

M13   Seminar Work

M18   Cooperative/Collaborative Work

M19   Individual Tutoring

M20   Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person Activity at the Center M7, M10	R1, R3, R4, R5	100,00	4,00
Training, Monitoring, and Evaluation M5, M10	R2, R3, R4, R5, R6, R7	30,00	1,20
TOTAL		**130,00**	**5,20**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Individual work M9, M10	R2, R3, R4, R5, R6, R7	20,00	0,80
TOTAL		**20,00**	**0,80**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person Activity at the Center M18, M19	R1, R3, R4, R5	100,00	4,00
TOTAL		**100,00**	**4,00**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Training, Monitoring, and Evaluation M13, M19	R2, R3, R4, R5, R6, R7	30,00	1,20
Individual work M13, M19	R2, R3, R4, R5, R6, R7	20,00	0,80
TOTAL		**50,00**	**2,00**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1	THE CLASSROOM AND ITS CONTEXT
2	TEACHING: OBSERVATION OF PLANNING, DESIGN, METHODOLOGIES, EVALUATION, COORDINATION AND PROFESSIONAL DEONTOLOGY
3	OBSERVATION AND REFLECTIVE PRACTICE II. ANALYSIS AND REFLECTION ON THE ACTION.

Temporary organization of learning:

Block of content	Number of sessions	Hours
1	2,00	4,00
2	2,00	4,00
3	2,00	4,00

References

ANGULO, A. (2009). La tutoría en la Educación Primaria. Madrid: Wolters Kluwer. BIRKENBIHL, M. (2008). Formación de formadores Train the Trainer. Manual práctico para educadores y profesores, con 21 juegos de rol y estudio de casos. Madrid: Paraninfo; Cengage Learning. CABRERIZO, J.; RUBIO, M. J.; CASTILLO, S. (2008). Programación por competencias. Formación y práctica. Madrid: Pearson Educación. CACHEIRO GONZÁLEZ, M. L. (2018). Educación y tecnología: estrategias didácticas para la integración de las TIC. Madrid: UNED. CANO, E. (2005). Cómo mejorar las competencias de los docentes. Guía para la autoevaluación y el desarrollo de las competencias del profesorado. Barcelona: Graó CASINO, A. y otros (2007). El Prácticum de la diplomatura de magisterio en la Universidad Católica de Valencia: formación inicial. Valencia: Universidad Católica de Valencia. DÍAZ, F. (2007). Modelo para autoevaluar la práctica docente (dirigido a maestros de infantil y primaria). Madrid: Wolters Kluwer. FUNES, S. (coord.) (2009). Gestión eficaz de la convivencia en los centros educativos. Madrid: Wolters Kluwer. GALLEGO D. y GÁTICA, N. (2010). La pizarra digital: una ventana al mundo desde las aulas. Madrid: Eduforma GARCÍA, J. A.; GOENECHEA, C. (2009). Educación Intercultural. Análisis de la situación y propuestas de mejora. Madrid: Wolters Kluwer. GÜEL, M.; MUÑOZ, J. (2010). Educación emocional. Programa de actividades para Educación Secundaria Postobligatoria. Madrid: Wolters Kluwer. ISAACS, D. (2010). El trabajo de los profesores. Virtudes en los educadores. Pamplona: EUNSA; Astrolabio. KLENOWSKI, V. (2005). Desarrollo de portafolios para el aprendizaje y la evaluación. Madrid: Narcea. LOZANO, J.; ALCARAZ, S. (2009). Propuestas didácticas para el aprendizaje de habilidades emocionales y sociales. Madrid: Wolters Kluwer. MARTÍN IGLESIAS, J. P. (2010). La pizarra digital interactiva (PDi) en la educación. Madrid: Anaya Multimedia MARTÍNEZ, F. y PRENDES, P. (2004). Nuevas Tecnologías y Educación. Madrid: Pearson MATEOS, V.; MONTANERO, M. (coord.) (2008). Diseño e implantación de Títulos de Grado en el Espacio Europeo de Educación Superior. Madrid: Narcea. MESANZA, J. (2008). Hablar y escribir correctamente. Barbarismos, impropiedades y dudas en el español oral y escrito. Madrid: Wolters Kluwer. MIGUEL, M. de (coords.) (2006). Metodologías de enseñanza y aprendizaje para el desarrollo de competencias. Orientaciones para el profesorado universitario ante el Espacio Europeo de Educación Superior. Madrid: Alianza Editorial. MOMINÓ, J. M. y SIGALÉS C. (coords.) (2016). El impacto de las TIC en la educación: más allá de las promesas. Barcelona: Editorial UOC. PI-02-F-16 ED.00 Universidad Católica de Valencia "San Vicente Mártir" 13 MONGE, C. (2009). Tutoría y orientación educativa. Nuevas Competencias. Madrid: Wolters Kluwer. PÉREZ, P.; ZAYAS, F. (2007). Competencia en comunicación lingüística. Madrid: Alianza Editorial. PERRENOUD, Ph. (2004). Desarrollar la práctica reflexiva en el oficio de enseñar. Barcelona: Graó. PERRENOUD, Ph. (2004). Diez nuevas competencias para enseñar. Barcelona: Graó. REPETTO, E. (dir.) (2009). Formación en competencias socioemocionales. Libro del Formador. Madrid: La Muralla. REPETTO, E. (dir.) (2009). Formación en competencias socioemocionales. Libro del alumno. Madrid: La Muralla. RODRÍGUEZ, A. (dir.) (2002). Cómo innovar en el prácticum de Magisterio. Aplicación del portafolios a la enseñanza universitaria. Oviedo: Septem Ediciones. SCHÖN, D.

A. (1992). La formación de profesionales reflexivos. Hacia un nuevo diseño de la enseñanza y el aprendizaje en las profesiones. Barcelona: Paidós Ibérica. VAELLO, J. (2009). El profesor emocionalmente competente. Un puente sobre "aulas" turbulentas. Barcelona: Graó. VÁZQUEZ-CANO, E. y SEVILLANO, M. L. (Edits.) (2019). Dispositivos digitales móviles en educación. El aprendizaje ubicuo. Madrid: Narcea. VIZCAÍNO, I. M. (2008): Guía fácil para programar en Educación Infantil (0-6 años). Trabajar por proyectos. PIPA. Programa Informático para Programar en tu Aula. Madrid: Wolters Kluwer.

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