Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160105 **Name:** Practicum I

Credits: 4,50 **ECTS Year:** 1 **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

Lecturer/-s:

116A	Montserrat Gema Roca Hurtuna **(Responsible Lecturer)**	monse.roca@ucv.es
	María De El Puig Andrés Sebastiá	mpuig.andres@ucv.es
116AA	Lucia Yuste Diaz **(Responsible Lecturer)**	lucia.yuste@ucv.es
	Ricardo Cerveron Lleo	ricardo.cerveron@ucv.es
116B	Maria Del Mar Montoro Martín **(Responsible Lecturer)**	mar.montoro@ucv.es
	Enrique Estellés Arolas	enrique.estelles@ucv.es
116G	Noelia Martinez Hervas **(Responsible Lecturer)**	noelia.martinez@ucv.es

116G	María De El Puig Andrés Sebastiá	mpuig.andres@ucv.es
116OL1	Montserrat Gema Roca Hurtuna **(Responsible Lecturer)**	monse.roca@ucv.es
	Soledad Gomez Garcia	soledad.gomez@ucv.es

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

It has no prerequisites.

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 distinguish the different types of schools in a broad and global way and identify the characteristics of their own school

R2   Students are familiar with the organizational structure of their school

R3   Students discover and identify the educational possibilities of the basic aspects of the classroom space, through real observation

R4   Students actively participate in the training sessions of the Practicum

R5   Students use reflective practice as a learning instrument

R6   Students communicate, both orally and in writing, the pedagogical reflections derived from their practices, using appropriate vocabulary and correct expression

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	
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
CG7	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		
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
R1, R2, R3, R4, R5, R6	20,00%	Attendance and performance of guided activities in the practice center.
R1, R2, R3, R5	40,00%	Attendance and performance of guided activities in the practice center.
R1, R2, R3, R5, R6	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: In order to academically overcome these practices, the judgment about the student's work and performance issued by the EXTERNAL TUTOR (assigned teacher/teacher 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-I in the following course. Self appraisal. NOTE: To pass the subject, the student must pass each of the sections that make up the Practicum I 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. In order to pass the subject, it is necessary to demonstrate an advanced level linguistic command in all oral and written productions, so that level C1 is achieved at the end of the Degree, which is required by the official report of the title. For this reason, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	20,00%	Attendance and participation in internship seminars

R1, R2, R3, R5	40,00%	Attendance and performance of tutored activities at the internship centre
R1, R2, R3, R5, R6	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: In order to academically overcome these practices, the judgment about the student's work and performance issued by the EXTERNAL TUTOR (assigned teacher/teacher 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-I in the following course. Self appraisal. NOTE: To pass the subject, the student must pass each of the sections that make up the Practicum I 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. In order to pass the subject, it is necessary to demonstrate an advanced level linguistic command in all oral and written productions, so that level C1 is achieved at the end of the Degree, which is required by the official report of the title. For this reason, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

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, R2, R3, R5	100,00	4,00
Training, Monitoring, and Evaluation M5, M10	R1, R2, R4, R5	8,50	0,34
TOTAL		**108,50**	**4,34**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Individual work M5, M10	R1, R2, R4, R5, R6	4,00	0,16
TOTAL		**4,00**	**0,16**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person Activity at the Center M18, M19	R1, R2, R3, R5	100,00	4,00
TOTAL		**100,00**	**4,00**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Training, Monitoring, and Evaluation M13, M19	R1, R2, R4, R5	8,50	0,34
Individual work M13, M19	R1, R2, R4, R5, R6	4,00	0,16
TOTAL		**12,50**	**0,50**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1	DISTRIBUTION AND MEANING OF THE PRACTICE AT THE UCV. THE COMMISSION OF PRACTICES.
2	TYPOLOGY OF CENTERS
3	ANALYSIS OF THE SCHOOL CONTEXT: THE CENTER AND THE CLASSROOM
4	TEACHING: OBSERVATION OF THE TEACHING ACTIVITY
5	TECHNIQUES AND OBSERVATION GUIDES
6	OBSERVATION AND REFLECTIVE PRACTICE. ANALYSIS AND REFLECTION ON THE ACTION. SELF-OBSERVATION.

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
4	2,00	4,00
5	2,00	4,00
6	2,00	4,00

PI-02-F-16 ED. 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. 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. CEBRIÁN DE LA SERNA, M. (2011). Procesos educativos con TIC en la sociedad del conocimiento. Madrid: Pirámide 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. 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. MATEOS, V.; MONTANERO, M. (coord.) (2008). Diseño e implantación de Títulos de Grado en el Espacio Europeo de Educación Superior. Madrid; Palma: Narcea; Edicions UIB. 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. MONGE, C. (2009). Tutoría y orientación educativa. Nuevas Competencias. Madrid: Wolters Kluwer. PEÑA, R. (2011). Nuevas Tecnologías en el Aula. Barcelona: Altaria 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. PUYOL PÉREZ, A. (2010). Nuevas Tecnologías, nuevas adicciones: Guía pedagógica con casos prácticos (escuela de padres). Madrid: Grupo Gesfomedia. REPETTO, E. (dir.) (2009). Formación en competencias socioemocionales. Libro del Formador. Madrid: La Muralla. PI-02-F-16 ED.00 Universidad Católica de Valencia "San Vicente Mártir" 13 RODRÍGUEZ, A. (dir.) (2002). Cómo innovar en el prácticum de Magisterio. Aplicación del portafolios a la enseñanza universitaria. Oviedo: Septem Ediciones. ROMERO DEL CASTILLO, J. A. (2015). Menores en la red: manual de seguridad para padres y educadores. Madrid: Toromítico. 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.

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☐ Microsoft Teams

☐ Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☐ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

☐ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

X The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: