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## **PRACTICUM III**

***(Bachelor's Degree in  
Pedagogy)***

**Universidad Católica of Valencia**

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**Year 2020/2021**



## TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

			ECTS
Subject: <b>PRACTICUM III</b>			<b>6</b>
Matter: <b>PRACTICUM</b>			<b>16.5</b>
Module: <b>PRACTICUM AND BACHELOR'S THESIS</b>			<b>28.5</b>
Type of Education (1): <b>BASIC</b>	Year: <b>4th</b>	Semester: <b>1st</b>	
Teaching staff:  <b>LUCIA BALLESTER PONT</b>	Department:  <b>GENERAL DIDACTICS, THEORY OF EDUCATION AND TECHNOLOGICAL INNOVATION</b>		
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### ORGANISATION OF THE MODULE

<b>PRACTICUM</b>				<b>16.5 ECTS</b>
<b>Duration and temporary location within the curriculum</b>				
<b>Matters and Subjects</b>				
Matter	ECTS	SUBJECT	ECTS	Year Semester
<b>PRACTICUM</b>	<b>16,5</b>	<b>Practicum 1</b>	<b>6</b>	<b>2º/2º</b>
		<b>Practicum 2</b>	<b>4,5</b>	<b>3º/1º</b>
		<b>Practicum 3</b>	<b>6</b>	<b>4º/2º</b>
<b>BACHELOR'S THESIS</b>	<b>12</b>	<b>Bachelor's Thesis</b>	<b>12</b>	<b>4º/2º</b>

<sup>1</sup> Basic Education (common matter), Compulsory, Elective, External practises, Bachelor's Thesis.



**TEACHING GUIDE SUBJECT:  
PRACTICUM III**

**Prerequisites:** To have passed the subject Practicum II. To attend the obligatory seminars of preparation

**GENERAL GOALS**

- a. To demonstrate the mastery of the skills that are required in the degree of Pedagogy
- b. To assume the inherent ethical-professional attitudes befitting the figure of the educator
- c. To show reflective capacity in the professional domain to aspire to the excellence

**CROSS-SECTIONAL SKILLS**

Consideration of  
the skill

	Consideration of the skill			
	1	2	3	4
1.- To acquire the capacity to analyse and synthesise information				x
2.- To organise and plan				x
3.- To communicate orally and in writing in the mother tongue(s)				x
5.- To use ICTs in the domain of study and professional context				x
6.- To manage the information, particularly the one of the pedagogical domain				x
7.- To solve problems and make decisions				x
8.- To acquire a good critical and self-critical capacity				x
9.- To have the capacity to integrate themselves and to communicate with experts of other areas and in different contexts				x
10.- To recognise and respect diversity and multiculturality				x
11.- To apply interpersonal abilities				x
12.- To develop a personal and professional ethical commitment in the speciality of the Pedagogy				x
13.- To take on attitudes that allow the respect to the fundamental rights and equality between men and women				x
14.- To acquire proper values of the culture of democracy and peace				x
15.- To learn with autonomy				x
16.- To have capacity from adaptation to new situations				x
17.- To develop creativity				x
18.- To acquire leadership capacity				x
19.- To develop to Initiative and the enterprising spirit				x



20.- To take on life-long learning like a personal, professional and social necessity				x
21.- To acquire the value of the commitment with the identity, development and professional ethics				x
22.- To promote, plan and direct to the implantation of processes and models of management of the quality from the plans of evaluation developed in the educational and educational institutions and/or organisations			x	
<b>SPECIFIC SKILLS</b>	Consideration of the skill			
	1	2	3	4
4.- To know the foundations and the methodology evaluation, being applied to programs, educational contexts, processes, products, professionals, institutions and/or organisations and systems				x
6.- To know the models, principles and approaches of the educational, school and professional direction in diverse educational contexts			x	
7.- To know the principles and foundations and attention to diversity in education and to make educational decisions in agreement with the individual differences				x
11.- To design, develop and evaluate programs of educational intervention adapted to the differential characteristics of subjects and situations, in the different educational domains				x
12.- To design, develop and evaluate programs of direction adapted to the differential characteristics of subjects and situations, in the different educational domains				x
13.- To design, develop and evaluate programs of education adapted to the characteristic differentials of subjects and situations, in the different educational domains				x
14.- To design techniques and to construct instruments of diagnosis and detection of variables that justify one educational action made specific (diagnosis of needs, capacities, factors of exclusion and social discrimination, difficulties of learning, etc.)				x
15.- To coordinate the design, application and evaluation of programs of education and learning through (e-learning)				x
20.- To know forms of collaboration with the different sectors of the educational community and the social surroundings.				x
21.- To know and to embody the necessary social abilities for effective and educational action personally enriching in the different contexts from work and interpersonal relation of the educator				x
22.- To know and to know how to combine the personal variables, basic the psychological processes the interpersonal factors and the agents of the teaching-learning process to be able to apply them actually				x
<b>LEARNING OUTCOMES</b>	<b>SKILLS</b>			



1.- He/she shows through his/her period of practicum and works of reflexion, during and after them, that has reached the professional skills that the degree demands.	T - All And - Based on the profile demanded in the organisation where it realises the practices
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<b>EDUCATIONAL ACTIVITIES OF ACTUAL WORK</b>				
<b>ACTIVITY</b>		<b>Teaching-learning methodology</b>	<b>Relation with skills of the module</b>	<b>ECTS</b>
ACTUAL PRACTICUM ACTIVITY	Supervised work of the student	Observation, analyses, intervention and reflexion of/in the socio-educational reality in formal domains as nonformal	ALL	5
ACTUAL ACTIVITY IN THE UNIVERSITY	Seminar	Monographic sessions referred to the preparation and/or evaluation of the practicum based on its goals/skills	ALL	0.1
	Position of supervisor	Customised attention and in small group. Direction carried by an advisor with the aim of facilitating the work carry out and the completion of the practices of the	ALL	0.1
	Evaluation	Collection of works, debates and reflexion on their experiences. Designed information of evaluation to this end	ALL	0.1
<b>EDUCATIONAL ACTIVITIES OF INDEPENDENT WORK OF THE STUDENT</b>				
<b>ACTIVITY</b>		<b>Teaching-learning methodology</b>	<b>Relation with skills of the module</b>	<b>ECTS</b>
INDIVIDUAL WORK		Study of the student: Individual preparation of papers, reports, etc. to present or to give in the seminars. Preparation of subjects and materials for the development of the activities to carry out in the practicum. Work carried out in the platform or other virtual spaces.	ALL	0,7
Total				6



### BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT

Continuing that line of progression, the students of Pedagogy, in his fourth course, will confront their last period of practice with many of the professional and academic skills already sufficiently developed. This Practicum is oriented to the INTERVENTION of the student in real a situational context and taking care of the complexity of the tasks of the profession of the educator Through these Practicums, and essentially, Practicum III, the student ties the academic theory with the professional practice, besides making possible the contact with educators in exercise and to extend the possibilities of job placement. This way, one favours the INDEPENDENT intervention of the student and its capacity of critical analysis

### ASSESSMENT OF THE ACQUISITION OF THE SKILLS AND MARKING SYSTEM

Assesment system	Allocated percentage
Attendance and participation in the activities of the seminars	10%
Attendance and performance in mentored activities in the practcentre of practices	50%
Mentoring and advising of the students by the university teaching staff including papers and reports	40%

*It will be essential to obtain 50% of the score in each one of the sections*

### CRITERIA FOR THE CONCESSION OF HONOR DEGREE:

The qualification of Practicum III is formed with the valuation of the advisor of the practicum center and with the valuation of the teaching staff of Practicum III; as much in one as in another one, the mentioned valuations have to be of maximum excellence.

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in didactic Guides.	(Indicate, numerically, the related skills)
BLOCK I: MANAGEMENT OF PRACTICUM	T1, T2, T3T6, T8, E21



BLOCK II: EDUCATION OF PRACTICUM - PROFESSIONAL SKILLS - PROFESSIONAL ETHICS	T1, T2, T3, T6, T8, T12, E21, E22
BLOCK III: TASKS OF PRACTICUM	T - All And - Based on the profile demanded in the organisation of practices

<b>TEMPORAL ORGANISATION OF LEARNING (First enrolment students):</b>		
	<b>BLOCK OF CONTENT</b>	<b>Number OF</b>
1	Management of Practicum	0,5
2	Education of Practicum	1,5
3	Presentation-poster: skills and tasks of Practicum	1

## BIBLIOGRAPHY

- Artime, I. H., & Riaño, X. A. G. (2012). El Practicum de los estudios universitarios de pedagogía: visión y aportaciones de los tutores. *Revista Iberoamericana de educación*, 59(2), 3.
- López López, M. D. C., & Hinojosa Pareja, E. F. (2008). Percepciones iniciales de los estudiantes sobre la formación práctica.
- López, M. C. L., & Guerrero, M. J. L. (2006). El prácticum en la formación de pedagogos ante la convergencia europea: Algunas reflexiones y propuestas de mejora. *Revista de Educación*, (341), 517-552.
- Medina, A. y Domínguez, M.C. (2003) Modelo para el desarrollo de la formación práctica de los estudiantes de educación, *VII Symposium Internacional sobre el Prácticum*. Poio-Pontevedra, del 3 al 5 de julio de 2003
- Tejada, J. (2005). El trabajo por competencias en el prácticum: cómo organizarlo y cómo evaluarlo. *Revista electrónica de Investigación educativa*, 7(2).
- Tejada, J. (2006). El prácticum. *Comunicación presentada en las Jornadas Sobre el Futuro Grado de Pedagogía*. Barcelona, 2-3.
- Trilla, J. (1992): *El profesor y los valores controvertidos. Neutralidad y beligerancia en educación*. Barcelona: Paidós.
- Van Manen, M. (1998): *El tacto en la enseñanza. El significado de la sensibilidad pedagógica*. Barcelona: Paidós Educador.
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## **Addendum to the Course Guide of the Subject**

### **(Degree)**

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



Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide**, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

*Explanation about the practical sessions:*

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

#### **ONSITE 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.



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.

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.