



## PRACTICUM

**Degree:** Master of Secondary Education Training, Professional Training and Teaching of Languages

**Faculty:** MAGISTERIO CIENCIAS DE LA EDUCACIÓN

**Code:** 1020009      **Name:** External practices

**Credits:** 6 ECTS      **Year:** 1      **Semester:** 2nd

**Module:** Practicum

**Subject Matter:** External practices and TFM

**Type:** Basic formation

**Department:** Interdepartmental

**Type of learning:** Classroom-based learning

**Language(s) in which it is taught:** Spanish

**Lecturer/-s**

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## Module organization

### BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
External practices and TFM	16	External practices	10	1/1
External practices and TFM	16	TFM	6	1/1

## Recommended Knowledge

The subject of “external practices” requires knowledge and in-depth knowledge of the organizational aspects, methods, techniques, skills and competencies in educational environments. It promotes intervention, research and innovation in order to develop and promote teaching activity, adapting to the different realities of the center and classroom where students carry out their practices.

## Learning outcomes

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

Code	Learning outcomes
R1	Students master oral and written expression, as well as digital technical language, sharing and disseminating the proposals and reflections drawn from practice.
R2	The students carry out their practices at a school, obtaining a positive evaluation.
R3	The student prepares practices report in accordance with the guidelines established in the Master's degree.



## Competences

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

Code	General	Weighting			
		1	2	3	4
CG1	Know how to apply the acquired knowledge and their problem-solving ability in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study			X	
CG2	Be able to integrate knowledge and deal with the complexity of making judgments based on information that, although incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.		X		
CG3	Know how to communicate your conclusions (and the knowledge and ultimate reasons that support them) to specialized and non-specialized audiences in a clear and unambiguous manner.		X		
CG4	Possess the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous		X		
CG5	To know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. For vocational training, knowledge of the respective professions will be included.			X	
CG6	Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the skills specific to the respective teachings, taking into account the level and prior training of the students, as well as their orientation, both individually and in collaboration with other teachers and professionals at the center.			X	
CG7	Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects specific to the specialization taken.			X	



CG8	To specify the curriculum to be implemented in a teaching center by participating in its collective planning; to develop and apply teaching methodologies, both group-based and personalized, adapted to the diversity of the students.			X	
CG9	Design and develop learning spaces with special attention to equity, emotional and values-based education, equal rights and opportunities between men and women, civic education and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.		X		
CG10	Acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative.		X		
CG11	Understand the processes of interaction and communication in the classroom, master the social skills and abilities necessary to promote learning and coexistence in the classroom, and address discipline and conflict resolution problems.		X		
CG12	Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the functions of tutoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes.			X	
CG13	To understand the regulations and institutional organization of the educational system and models for improving quality with application to educational centers.			X	
CG14	To understand and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each era.		X		
CG15	Inform and advise families about the teaching and learning process and about the personal, academic and professional guidance of their children.	X			



Code	Specific	Weighting			
		1	2	3	4
CE1	Gain experience in planning, teaching and evaluating subjects corresponding to the specialization.				X
CE2	Certify a good command of oral and written expression in teaching practice				X
CE3	Master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence		X		
CE4	Participate in proposals for improvement in the different areas of action based on reflection based on practice.			X	
CE5	For vocational training, know the business typology corresponding to the productive sectors and understand the most common organizational systems in companies	X			
CE6	Regarding guidance, practice psychopedagogical assessment, counseling other education professionals, students and families.		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
Students master oral and written expression, as well as digital technical language, sharing and disseminating the proposals and reflections drawn from practice.	20%	Attendance and participation in the activities of the practical seminars
The students carry out their practices at a school, obtaining a positive evaluation.	35%	External tutor evaluation: attendance and performance in tutored activities at the internship center.
The student prepares an internship report in accordance with the guidelines established in the Master's degree.	45%	University tutor evaluation: monitoring and tutoring of students by the university professor, including assignments and reports.

**Mention of Distinction:** 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.



## Learning activities

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

M1	Student study: individual and/or group preparation of readings, essays, conceptual maps, problem solving, assignments and reports, activities for carrying out projects, to present or deliver in face-to-face classes, in face-to-face evaluation and/or in small group face-to-face tutorials, also being able to use the university platform for their delivery ( <a href="https://campusvirtual.ucv.es">https://campusvirtual.ucv.es</a> ).
M2	Face-to-face activity at the practice center
M3	Personalized attention to the student in a virtual and individual way, using the university platform ( <a href="https://campusvirtual.ucv.es">https://campusvirtual.ucv.es</a> ). Period of instruction or orientation carried out by a professor with the objective of reviewing and discussing the materials and topics covered, helping in the completion of continuous assessment activities, etc.

Activity	Learning Outcomes	ECTS
PRACTICE SEMINARS	R1-R3	0,75
PRACTICE TUTORIALS	R1-R3	0,20
EVALUATION OF PRACTICES	R1-R3	0,05
FACE-TO-FACE ACTIVITY AT THE PRACTICE CENTER	R1-R3	8

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
PRACTICE REPORT	R1-R3	1



## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Extenal practice (at the educational center)	Knowledge and deepening of the organizational aspects, methods, techniques, skills and competencies in educational environments. Promote intervention, research and innovation in order to develop teaching activities that allow adaptation to the different realities of the center and classroom.
Training for carrying external practice	Professional ethics. Processing of placements. Structure of the practice report.

## Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Hours
FACE-TO-FACE ACTIVITY AT THE PRACTICE CENTER	200
PRACTICE SEMINARS	7,5





## References

Álvarez-Herrero, J. F. y Roig-Vila, R. (2019). Las páginas web de los centros educativos. Análisis de la situación actual en la Comunidad Valenciana. *Revista de Comunicación de la SEECI*, 50, 129-147.

Avilés Martínez, José María (2018). *Educación en las Redes Sociales*. Programa preventivo PRIRES. Desclée De Brouwer.

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Domingo Moratalla, Agustín (2013). *Educación y redes sociales*.

García Jiménez, Francisco y Ruiz de Adana Garrido, M<sup>a</sup> Ángela (2014). *Las TIC en la Escuela. Teoría y práctica*. Editorial Club Universitario.

García-Valcarcel, Ana y Hernández, Azucena (2013). *Recursos tecnológicos para la enseñanza e Innovación Educativa*. Síntesis.

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Matía, Jesús (2016). *Gestión TIC de centros educativos*. IES Santa Clara, 100 años en vanguardia (eBook)

Montero, Lourdes (2013). *Una historia, cuatro historias: acompañar proyectos de innovación educativa con las TIC*. Graó.

Peñalosa Castro, Eduardo (2013). *Estrategias docentes con Tecnología*. Addison-Wesley.

Ruiz Peña, Francisco Javier (2017). *La Renovación Pedagógica en los centros educativos*. La Concepción Global TIC y la Formación del Profesorado como elementos impulsores. EAE.

Trujillo, Fernando (2014). *Artefactos digitales*. Graó.

Valverde, Jesús (2015). *El proyecto de educación digital en un centro educativo: guía para su elaboración y desarrollo*. Síntesis.