



Teaching guide

COURSE:
PRACTICUM

Universidad Católica de Valencia

Faculty of Teaching and Education Sciences



TEACHING GUIDE FOR THE COURSE

		ECTS
COURSE: PRACTICUM		6
FIELD: Practicum and MTH		15
Module: Practicum and Master's Thesis		15
Type of Learning: Blended	YEAR: 1st Semester: 2nd	
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ORGANIZATION OF THE MODULE

Practicum and Master's Thesis	Nº ECTS
<p>Duration and temporal location within the curriculum:</p> <p>This module takes place in the second semester within the curriculum and it corresponds to the last module.</p> <p>It includes the subject "Master's Thesis", which consists of a supervised work of research or derivative from the training activity carried out in the Practicum. The Master's Thesis must concentrate on the proposal, accomplishment and assessment of an original and specific work, theoretical or empirical in nature on the contents of the masters.</p> <p>The subject "Practicum" requires knowledge and deepening of the organizational aspects, systems, techniques, abilities and skills in educational environments. It promotes intervention, research and innovation with the purpose of developing and giving impulse to the use of new technologies that allow the adaptation to the different</p>	



realities of the school and classroom where students do the Practicum.

Subject Matters and Courses

Subject matter	ECTS	COURSE	ECTS	Year/ semester
Practicum and Master's Thesis	15	Practicum	6	1/2
		Master's Thesis	12	1/2

TEACHING GUIDE COURSE: Practicum

GENERAL GOALS

- + Integrate and apply the knowledge and skills acquired during the degree with professional judgment, creativity, initiative and methodology.
- + Consolidate and increase the knowledge and skills acquired throughout the degree based on the criteria to be applied in the student's career.
- + Provide effective and efficient solutions to problems that arise in writing to their Bachelor's Thesis by using the knowledge and skills attained and developed during the degree.

BASIC AND GENERAL SKILLS

Measuring scale for the skill

	1	2	3	4
GS1 - Students are able to create digital materials that are suitable for teaching-learning processes that use ICTs			x	
GS2 - Students are able to adapt to the new technological situations updating contents and skills.		x		
GS3 - Students are able to innovate their teaching methodology by incorporating the digital skill in the classroom.		x		
GS4 - Students are able to work in teams with other professionals inside and outside the classroom through ICTs.		x		
GS6 – Students are able to create and foment the application of technology in the line of good professional ethics.			x	
GS7 – Students are able to generate, share and divulge academic and professional knowledge.				x
BS8 – Students know how to apply knowledge acquired and are able to solve problems in new or little known surroundings within			x	



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wider (or multidisciplinary) contexts related to the area of study				
GS5 – Students are able to work independently, performing syntheses of contents and making judgments for their debate and later analysis in the virtual classroom.			x	

SPECIFIC SKILLS ¹				
	1	2	3	4
SS20 - Students integrate in teaching practice the skills acquired in the degree making innovative proposals and selecting the suitable work tools of work based on the context and the typology of school and classroom			x	
SS21 - Students are able to train and advise other professionals of education, students and the families in the application of ICTs at the educational level.				x
SS22 - Students design plans of action for innovation and integration of ICTs.				x

LEARNING OUTCOMES ²	COMPETENCIAS
The student body master oral and written expression as well as the digital technical language, sharing and divulging the proposals and reflections extracted from practice.	GS1, GS2, GS3, GS4, GS5, GS6, GS7, GS8, SS20, SS21, SS22
The student body carry out the Practicum in a school obtaining a positive assessment.	GS1, GS2, GS3, GS4, GS5, GS6, GS7, GS8, SS20, SS21, SS22

¹ The particular fields are weighed from 1 to 4 following the same criterion as with the cross-sectional ones.

² List all learning outcomes consecutively following the proposed nomenclature.

Important note: The skills are expressed in a generic sense which is why it is necessary to include the learning outcomes in the teaching guide. These results constitute a concretion of one or several skills, making explicit the degree of mastery or performance that the student must acquire and contain in its formulation the criterion with which he/she is going to be assessed. The learning outcomes demonstrate what the student will be able to demonstrate when finalizing the subject or course and reflect, furthermore, the degree of acquisition of the skill or set of skills.



CLASSROOM FORMATIVE ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes of the subject	ECTS ³
INDIVIDUAL WORK	Student study: individual and/or group preparation of readings, essays, concept maps, resolution of problems, papers, reports, activities to carry out the projects in order to be presented or submitted in the lectures, in presential and/or small group mentoring sessions; the student can also make the submission through the university platform. (https://campusvirtual.ucv.es).	All learning outcomes	0.9
PRACTICUM	Activity in Practicum centers	All learning outcomes	1.3
Total			(2.4*)

³ The course and/or subject matter is organized into **CLASSROOM FORMATIVE ACTIVITIES** and **STUDENT INDEPENDENT FORMATIVE ACTIVITIES**, with an estimated percentage in ECTS. A proper distribution is as follows: **35-40%** for classroom activities and **65-60%** for student independent activities. (For a course carrying a load of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology is described in this guide in a generic manner and is specified in the didactic units into which the course and/or subject matter is organized.



STUDENT INDEPENDENT FORMATIVE ACTIVITIES			
ACTIVITY	Teaching-learning methodology	Relationship with Learning Outcomes of the subject	ECTS
INDIVIDUAL WORK	Student study: individual and/or group preparation of readings, essays, concept maps, resolution of problems, papers, reports, activities to carry out the projects in order to be presented or submitted in the lectures, in presential and/or small group mentoring sessions; the student can also make the submission through the university platform. (https://campusvirtual.ucv.es).	All learning outcomes	3
PERSONALIZED ATTENTION TO THE STUDENT	Customized, individual, virtual care of the student using the university platform (https://campusvirtual.ucv.es). Period of instruction or orientation carried out by a professor with the aim of reviewing and discussing the materials and issues raised, helping in the accomplishment of continuous assessment activities, etc.	All learning outcomes	0.6
Total			(3.6*)
ASSESSMENT SYSTEM OF SKILLS ACQUISITION AND MARKING SYSTEM			
Assessment instrument ⁴	LEARNING OUTCOMES ASSESSED		Allocated percentage
PRACTICUM REPORT AND FOLLOW-UP	All learning outcomes		60%
ASSESSMENT FROM THE PRACTICUM CENTER	All learning outcomes		40%

⁴ Assessment techniques and tools: examination-oral presentation, written tests (multiple choice or true-false tests, essay questions, concept maps...), directed papers, projects, case studies, observation notebooks, portfolios, etc.



DESCRIPTION OF CONTENTS	SKILLS
<p>Knowledge and deepening of the organizational aspects, systems, techniques, abilities and skills in educational environments</p> <p>Promotion of intervention, research and innovation with the purpose of developing and giving impulse to the use of new technologies that allow the adaptation to the different realities of the school and classroom.</p>	ALL

BIBLIOGRAPHY
<p>Alonso, C.; Casablanacas, S.; Domingo, L.; Guitert, M.; Moltó, O.; Sánchez Valero, J.A. and Sancho, J.M. (2010). De las propuestas de la administración a las prácticas de aula. <i>Revista de Educación</i>, 352, 53-76.</p> <p>Area, M. (2007). Algunos principios para el desarrollo de buenas prácticas pedagógicas con las TICs en el aula. <i>Comunicación y Pedagogía: Nuevas Tecnologías y Recursos Didácticos</i>. Nº 222, 42-47.</p> <p>Area, M. (2010). El proceso de integración y uso pedagógico de las TIC en los centros educativos. Un estudio de casos. <i>Revista de Educación</i>, 352; 77-97.</p> <p>Canales, R. and Marquès, P. (2007). Factores de buenas prácticas educativas con apoyo de las TIC. Análisis de su presencia en tres centros educativos. <i>Educación</i>, 39; 115-133</p> <p>Boza, Ángel; Toscano, María de la O; y Méndez, Juan Manuel (2009). El impacto de los proyectos TICs en la organización y los procesos de enseñanza-aprendizaje en los centros educativos. <i>Revista de Investigación Educativa</i>, vol. 29, nº 1; 263-289</p>



Addendum to the Course Guide of the Subject

MÁSTER UNIVERSITARIO EN INNOVACIÓN TECNOLÓGICA EN EDUCACIÓN

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 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.

