

COURSE:

PRACTICUM

Universidad Católica de Valencia

Faculty of Teaching and Education Sciences



Teaching guide



2023/2024

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	
Professor (coordinator) Fernando José Pérez Beltrán	Department: Education fernandojose.perez@ucv.es	

ORGANIZATION OF THE MODULE

Practicum and Master's Thesis	Nº ECTS
-------------------------------	---------

Duration and temporal location within the curriculum:

This module takes place in the second semester within the curriculum and it corresponds to the last module.

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.

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



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

Subject Matters and Courses					
Subject matter ECTS COURSE ECTS Year seme					
Practicum and		Practicum	6	1/2	
Master's Thesis	15	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			
		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			



Teaching guide



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.		х	

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.				х	

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.

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 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.

² List all learning outcomes consecutively following the proposed nomenclature.



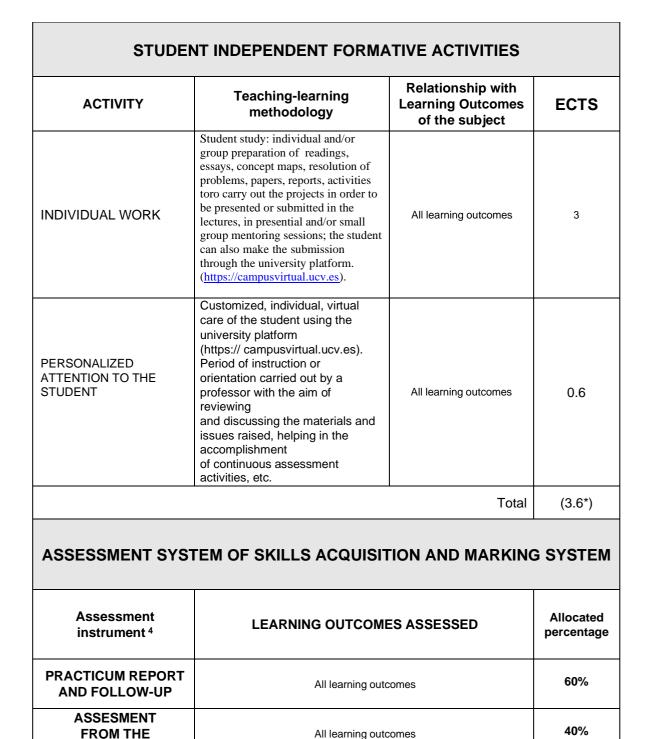
CLASSROOM FORMATIVE ACTIVITIES					
ACTIVITY	ACTIVITY Teaching-Learning Methodology Relationship with Learning Outcomes of the subject				
INDIVIDUAL WORK	Student study: individual and/or group preparation of readings, essays, concept maps, resolution of problems, papers, reports, activities to carry 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		
	1	Total	(2.4*)		

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.

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).







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

PRACTICUM CENTER



DESCRIPTION OF CONTENTS	SKILLS
Knowledge and deepening of the organizational aspects, systems, techniques, abilities and skills in educational environments	
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.	ALL

BIBLIOGRAPHY

Alonso, C.; Casablancas, 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. Revista de Educación, 352, 53-76.

Area, M. (2007). Algunos principios para el desarrollo de buenas prácticas pedagógicas con las TICs en el aula. Comunicación y Pedagogía: Nuevas Tecnologías y Recursos Didácticos. Nº 222, 42-47.

Area, M. (2010). El proceso de integración y uso pedagógico de las TIC en los centros educativos. Un estudio de casos. Revista de Educación, 352; 77-97.

Canales, R. and Marquès, P. (2007). Factores de buenas prácticas educativas con apoyo de las TIC. Análisis de su presencia en tres centros educativos. Educar, 39; 115-133

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. Revista de Investigación Educativa, vol. 29, nº 1; 263-289



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:

<u>Situation 1: Teaching without limited capacity</u> (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:

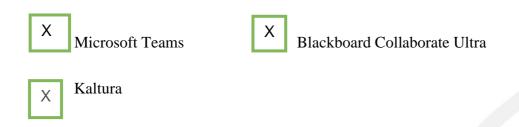


Situation 3: Confinement due to a new State of Alarm.

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:



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	Description of the suggested	Platform to be used	
Assessment tool	Percentage	changes	rationin 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:



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	Description of the suggested	Platform to be used
Assessment tool	Percentage	changes	rationin to be used

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