



SUBJECT
PRACTICUM

Field
Practicum and Master's Dissertation

Official Master in Inclusive Education
Catholic University of Valencia

Year 2023-24

**COURSE GUIDE OF THE SUBJECT**

		ECTS
Subject: Practicum		18
Type of Learning ¹ : Obligatory	YEAR: 1 Semester: 2 nd	
Teacher: Dra. D ^a Teresa Gómez Domínguez	Department: Inclusive Education, Social-Community Development and Occupational Sciences.	
	E-mail: mt.gomez@ucv.es	

SUBJECT ORGANIZATION

Fields and Subjects			
Field	SUBJECT	ECTS	Year/ Semester
Practicum and Master's Dissertation	Practicum	12	2/2

COURSE GUIDE FOR SUBJECT**Prerequisites:** None**GENERAL GOALS**

To participate and have a deep knowledge about educational, methodological and organizational aspects, to promote intervention, investigation and innovation in order to develop and encourage inclusive cultures that allow a better adaptation to the different abilities of every student not only in official educational contexts but also in non-official

¹ Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



contexts.

BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
B7 Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.			X	
B8 Students should be able to integrate knowledge and deal with the complexity of making judgments based on information that, despite being incomplete and limited, includes considerations about social and ethical responsibilities linked to the application of their knowledge and judgments.				X
B9 Students should know how to transmit their conclusions and the knowledge and reasons that support them to specialized and not specialized audiences in a clear and not ambiguous way.		X		
B10 Students should have learning abilities that allow them to carry on studying in a self-sufficient and self-directed way.			X	

GENERAL COMPETENCES	Competence measuring scales			
	1	2	3	4
G1 To be able to use new technological applications of information and communication applied to inclusive education contexts.		X		
G2 Critical thinking and self-criticism.			X	
G3 To be able to work as a team in the educational community and in collaboration with other professionals and social agents.				X
G4 To develop new knowledge and specialized techniques, suitable for investigation and development		X		
G5 Master social skills and abilities required to promote an environment that favours learning and coexistence.			X	
G6 To know how to deal with and resolve diverse problematic situations and different interpersonal conflicts.				X

SPECIFIC COMPETENCES				
	1	2	3	4



E2- To guarantee the critical and active knowledge of the legal and ethical requirements that are required to facilitate the inclusion of people with diverse educational needs, and make professional judgments that improve the educational practice		X		
E4- To critically assess educational contexts (classroom and school) in their environment and to promote their quality and adaptation so that the well-being and accessibility of students are guaranteed.				X
E5- To be able to design, plan and assess programs that include ordinary and specific measures to attend diversity which are predicted in the current regulation, according to different specific needs of educational support and individual differences detected in centres, from an inclusive perspective.				X
E6 - To select and apply a scientific methodology to select, develop and implement different exploration, assessment and diagnostic methods and tools which allow to determine specific needs in educational support of students.		X		
E7- To design programs and treatments that attend to the individual needs detected, based on scientific evidence, which promote inclusion.				X
E8- To inform, guide and collaborate with the different sectors of the educative community and the environment by promoting the social interaction of students with specific needs.			X	
E11- To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.			X	

LEARNING OUTCOMES	COMPETENCES
R.1. The student participates in the most frequent activities and situations related with the teaching-learning process.	B7, B8, G3, G5, G6, E4, E5, E11
R.4. The student transmits specific didactic or investigation proposals in official educational contexts.	B7, B9, B10, G4, E4, E5, E6, E7, E11
R.5. The student interacts and collaborates with students, teachers and families in educational environments, and reflects on his/her intervention and the needs that were detected.	G2, G3, G5, G6, E5, E8
R.6. The student creates inclusive learning environments where the individual differences of the students are respected.	B8, G3, G5, G6, E4, E6, E7, E8, E11
R.7. The student knows how an educational centre is organized and works. She/he also knows about the available resources for its transformation in an inclusive centre.	B8, B10, E2, E4, E5, E8, E11
R.8. The student plans, designs and applies intervention units in the classroom.	B7, B8, G1, G3, G4, E5, E6, E7
R.9. The student knows about the required methodological methods for a sensible professional practice which facilitates regular processes of teaching improvement and innovation.	B7, B8, B9, G1, G2, G4, G5, E5, E6, E7



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	R1, R4, R5, R6	4.64
FACE-TO-FACE TUTORIALS	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	R4, R9, R8	0.16
Total			(4,80)



INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
INDEPENDENT WORK	<p>Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions.</p> <p>It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/.</p>	R1, R5, R7, R9	7.2
Total			(7.2)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Assessment of Professional Tutor (external)	R1, R4	40%
Assessment Academic Tutor (internal)	R1, R5, R7	10%
Individual work: Practice Report	R5, R6, R7	40%
Attendance to Preparatory Seminars	R8, R9, R10	10%
<p>Criterion of concession of the Mention of Distinction: From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.</p> <p>Comments:</p> <p>Note 1 In the description of the content and assessment criteria of the subject the procedure, reference materials and deadline dates will be explained, and they will also be described by the coordinator of the subject in the first class session</p>		



Note 2 Failure to follow the rules and deadlines for the completion of academic activities invalidates the note.

Nota 3 It's obligatory to hand in a certificate duly filled that confirms the fulfilment of the practicum and also to obtain a positive assessment from the tutor of the centre where the practice took place in order to sum up the allocated percentage.

DESCRIPTION OF CONTENTS	COMPETENCES
Organization in contents blocks or thematic groups. Development of contents in didactic guides.	(Indicate, numerically, the related competences)
Knowledge and deepening of the organizational and educational aspects, methods, techniques, skills and competences required in official and non-official educational environments.	B7, B8, G1, G4, E2, E4, E6
To promote intervention, investigation and innovation in order to develop and encourage inclusive cultures which allow a better adaptation to the different abilities of every student.	B7, B8, B10, G1, G3, G5, G6, E2, E5, E7, E8, E11
Deepening and perfection of those aspects related with the practice of inclusive education in educational environments, managing and updating significant techniques and theories in order to develop specialized theoretical-practical works which promote innovation and dissemination of an inclusive education for everybody.	B7, B9, G2, G4, E4, E5, E6, E11



BIBLIOGRAPHY

- 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.
- DIAZ, F. (2007) *Modelo para autoevaluar la práctica docente (dirigido a maestros de infantil y primaria)*. Madrid: Wolters Kluwer.
- KLENOWSKI, V. (2005) *Desarrollo de portafolios para el aprendizaje y la evaluación*. Madrid: Narcea.
- RODRIGUEZ, A. (dir.) (2002). *Cómo innovar en el prácticum de Magisterio. Aplicación del portafolios a la enseñanza universitaria*. Oviedo: Septem ediciones.



Addendum to the Course Guide of the Subject

PRACTICUM

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.

Cruise guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
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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.