

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **PRÁCTICUM III**

Code: 100828

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

Name of the module to which it belongs: PRÁCTICAS ESCOLARES, INCLUYENDO EL TRABAJO FIN DE GRADO

Field: PRÁCTICUM

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 18.0

Classroom hours: 228

Face-to-face classroom percentage: 50.67%

Study hours: 222

Online platform: <https://moodle.uco.es/m2021/>

### LECTURER INFORMATION

Name: JIMÉNEZ ROMERO, MARÍA SALUD (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified



## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

- To acquire a practical knowledge of the classroom and its management.
- CM10.2 To know and apply the processes of interaction and communication in the classroom, as well as master the abilities and social skills necessary to foster a climate that facilitates learning and coexistence.
- CM10.3 To control and monitor the educational process and, in particular, teaching and learning by mastering the necessary techniques and strategies.
- CM10.4 To relate theory and practice with the reality of the classroom and the center.
- CM10.5 To participate in the activity of teaching, acting and reflecting from practice.
- CM10.6 To participate in the proposals for improvement in the different areas of action that can be established in a center.
- CM10.7 To regulate the processes, interaction, and communication in groups of students aged 6-12.
- CM10.8 To know the forms of collaboration with the different sectors of the educational community and the social environment.

### OBJECTIVES

Objective 1: Know and reflect on the curricular and didactic decisions of the educational centre and the classroom where the students carry out their face-to-face internship.

Objective 2: Observe and reflect on the social climate of the classroom and the existing interactions among the different members.

Objective 3: Begin the process of educational research on their own practice by preparing a reflective document on the face-to-face internship period.

Objective 4: Collaborate with the professional tutor in the planning and development of specific aspects.

### CONTENT

#### 1. Theory contents

- Block 1: Context analysis  
Block 2: Educational planning.  
Block 3: Center and classroom dynamics.  
Block 4: Knowledge of the design and development of curricular proposals.  
Block 5: Design, application and evaluation of a specific intervention plan.

#### 2. Practical contents

- Design instruments and didactic intervention.
- Instruments for collecting information.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Quality education  
Gender equality  
Reduced inequalities  
Peace, justice and strong institutions



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### METHODOLOGY

#### **General clarifications on the methodology (optional)**

Attendance at preparation, training and analysis seminars will be compulsory to pass the course.

#### **Methodological adaptations for part-time students and students with disabilities and special educational needs**

Those students who cannot attend class for justified reasons or who have a special need, must inform the teacher of this circumstance during the first fortnight of the course so that he / she determines the appropriate monitoring and evaluation system.

#### **Face-to-face activities**

Activity	Large group	Medium group	Small group	Total
<i>Assessment activities</i>	2	2	-	4
<i>Debates</i>	4	4	-	8
<i>Group presentation</i>	4	4	-	8
<i>Group work (cooperative )</i>	2	4	-	6
<i>Text analysis</i>	-	2	-	2
<i>Work placement</i>	-	-	200	200
<b>Total hours:</b>	<b>12</b>	<b>16</b>	<b>200</b>	<b>228</b>

#### **Off-site activities**

Activity	Total
<i>Analysis</i>	142
<i>Exercises</i>	40
<i>Information search</i>	40
<b>Total hours</b>	<b>222</b>

#### WORK MATERIALS FOR STUDENTS

- Coursebook
- Dossier
- Oral presentations
- Placement booklet
- References



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### EVALUATION

Intended learning	Log	Placement reports	Real and/or simulated tasks
CM10.1			X
CM10.2			X
CM10.3		X	X
CM10.4	X	X	X
CM10.5			X
CM10.6			X
CM10.7			X
CM10.8	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>50%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

#### Method of assessment of attendance:

See section on general clarifications on evaluation instruments.

#### General clarifications on instruments for evaluation:

The "Daily" evaluation instrument refers to the attendance and use of the seminars. Attendance at seminars is mandatory. To do this, checklists will be used.

The evaluation instrument "Real and / or simulated tasks execution tests" refers to the performance of the students during the practical sessions. For its evaluation, the report sent by the network centers will be used, through a monitoring protocol common to all educational centers. It will be prepared by the professional tutor and adapted by the Faculty to each course of the Degree or Practicum level.

This report must be satisfactory (mainly in relation to the issues of commitment, respect and interest in learning and working during the internship period at the center) to pass the Practicum of any course.

The evaluation instrument "Reports / memories of practices" refers to the documents generated on the observation and analysis work of the students, both individual and group, and the defense of the planning units of each tutorial unit exposed in the final session. All this will be collected in a final internship report.

#### IMPORTANT

Those responsible for the evaluation of the students are the academic tutors. In this sense, students will in no case have the right to request information about their evaluation from their professional tutors.

In the event of an improper act or conduct in an educational center, the Academic Commissions of each Practicum may determine the nullity of the practices and the corresponding negative evaluation of the student.



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### **Clarifications on the methodology for part-time students and students with disabilities and special educational needs:**

The practicum III coordination team may establish the adaptations it deems appropriate in relation to part-time students.

In the case of students with special educational needs, the recommendations given by the Inclusive Education Unit (UNEI) will be followed.

### **Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:**

2. El alumnado con menos del 15% de créditos pendientes, excluyendo el Trabajo Fin de Grado y las Prácticas Externas obligatorias, para la obtención de un título de grado, podrá solicitar a la Dirección de su Centro, por una sola vez y sin perjuicio de las Normas de Permanencia de la Universidad, ni de las incompatibilidades de matrícula y/o examen que determinen los planes de estudios, una convocatoria extraordinaria de finalización de estudios con las siguientes condiciones:
  - a) La solicitud de la convocatoria extraordinaria debe ser para todas las materias/asignaturas pendientes para finalizar los estudios, en las que se deberá haber consumido al menos una convocatoria.
  - c) En la convocatoria extraordinaria de finalización de estudios no cabrá la calificación de No Presentado.

### **Qualifying criteria for obtaining honors:**

*Students who, within the framework established by current regulations, have the highest marks in each assessment instrument and are proposed by the teaching team of the subject, may obtain honors.*

## BIBLIOGRAPHY

### **1. Basic Bibliography**

- Carr, W. y Kemmis, S. (1988). *Teoría crítica de la enseñanza. La investigación acción en la formación del profesorado*. Barcelona: Martínez-Roca.
- Domínguez Chillón, G. (2002). *Vivir la escuela. Desde una práctica reflexiva*. Madrid: Ediciones de la Torre.
- Fullan, M. (2002). *Las fuerzas del cambio. Explorando las profundidades de la reforma educativa*. Madrid: Akal.
- Hargreaves, A. y Fullan, M. (2014). *Capital profesional*. Madrid: Morata.
- Krichesky, G. J. y Murillo F. J. (2018). La colaboración docente como factor de aprendizaje y promotor de mejora. Un estudio de casos. *Educación XXI*, 21(1), 135-156.
- Kvale, S. (2011). *Las entrevistas en investigación cualitativa*. Madrid: Morata.
- Pérez, A.; Barquín, J. y Angulo, J. (Edit.) (1999). *Desarrollo profesional del docente. Política, investigación y práctica*. Madrid: Akal.
- Pérez Gómez, A. I. (2010). Nuevas exigencias y escenarios para la profesión docente en la era de la información y de la incertidumbre. *Revista Interuniversitaria de Formación del Profesorado*, 68, 17-36.
- Pérez Gómez, A. I. (2012). *Educarse en la era digital*. Madrid: Morata.
- Stoll, L. y Fink, D. (1999). *Para cambiar nuestras escuelas. Reunir eficacia y mejora*. Barcelona: Octaedro.
- Valdivieso, J. A.; Carbonero, M. A. y Martín, L. J. (2013). La competencia docente autopercebida del profesorado de Educación Primaria: un nuevo cuestionario para su medida. *Revista de Psicodidáctica*, 18(1), 47-78.
- Zabalza, M. A. (2013). El Practicum como contexto de aprendizaje. En P. C. Muñoz, M. Raposo, M. González, M. E. Martínez, M. Zabalza, M. y A. Pérez (Coords.), *Un Practicum para la formación integral de los estudiantes* (pp. 51-68). Santiago de Compostela: Andavira.



## COURSE DESCRIPTION

### 2. Further reading

None

## COORDINATION CRITERIA

Common evaluation criteria  
 Common learning outcomes  
 Joint activities: lectures, seminars, visits ...  
 Tasks deadlines  
 Tasks performance

## SCHEDULE

Period	Assessment activities	Debates	Group presentation	Group work (cooperative )	Text analysis	Work placement
2# Fortnight	0,0	0,0	0,0	0,0	2,0	0,0
3# Fortnight	0,0	0,0	0,0	0,0	0,0	50,0
4# Fortnight	0,0	0,0	0,0	3,0	0,0	50,0
5# Fortnight	0,0	0,0	0,0	3,0	0,0	50,0
6# Fortnight	0,0	8,0	0,0	0,0	0,0	50,0
7# Fortnight	4,0	0,0	8,0	0,0	0,0	0,0
<b>Total hours:</b>	<b>4,0</b>	<b>8,0</b>	<b>8,0</b>	<b>6,0</b>	<b>2,0</b>	<b>200,0</b>

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

## CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

## METHODOLOGY

### General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

Attendance at preparation, training and analysis seminars will be compulsory to pass the course.



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### EVALUATION

Intended learning	Log	Placement reports	Real and/or simulated tasks
CM10.1			X
CM10.2			X
CM10.3		X	X
CM10.4	X	X	X
CM10.5			X
CM10.6			X
CM10.7			X
CM10.8	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>50%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

#### Method of assessment of attendance (Scenario A):

See section on general clarifications on evaluation instruments.

#### General clarifications on instruments for evaluation (Scenario A):

The "Daily" evaluation instrument refers to the attendance and use of the seminars. Attendance at seminars is mandatory. To do this, checklists will be used.

The evaluation instrument "Real and / or simulated tasks execution tests" refers to the performance of the students during the practical sessions. For its evaluation, the report sent by the network centers will be used, through a monitoring protocol common to all educational centers. It will be prepared by the professional tutor and adapted by the Faculty to each course of the Degree or Practicum level.

This report must be satisfactory (mainly in relation to the issues of commitment, respect and interest in learning and working during the internship period at the center) to pass the Practicum of any course.

The evaluation instrument "Reports / memories of practices" refers to the documents generated on the observation and analysis work of the students, both individual and group, and the defense of the planning units of each tutorial unit exposed in the final session. All this will be collected in a final internship report.

#### IMPORTANT

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In the event of an improper act or conduct in an educational center, the Academic Commissions of each Practicum may determine the nullity of the practices and the corresponding negative evaluation of the student.

## COURSE DESCRIPTION

### **Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):**

The practicum III coordination team may establish the adaptations it deems appropriate in relation to part-time students.

In the case of students with special educational needs, the recommendations given by the Inclusive Education Unit (UNEI) will be followed.

### CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

### METHODOLOGY

#### **General clarifications on the methodology on case scenario B**

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

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### EVALUATION

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<i>CM10.1</i>			X
<i>CM10.2</i>			X
<i>CM10.3</i>		X	X
<i>CM10.4</i>	X	X	X
<i>CM10.5</i>			X
<i>CM10.6</i>			X
<i>CM10.7</i>			X
<i>CM10.8</i>	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>50%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

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Moodle Tools	Diarios	Informes/memorias de prácticas	Pruebas de ejecución de tareas reales y/o simuladas
<i>Asistencia</i>	X		
<i>Foro</i>	X	X	
<i>Participación</i>	X	X	
<i>Pruebas simultáneas por videoconferencia</i>			X
<i>Rúbrica de evaluación</i>		X	X
<i>Videoconferencia</i>		X	X

#### Method of assessment of attendance (Scenario B):

See section on general clarifications on evaluation instruments.

#### General clarifications on instruments for evaluation (Scenario B):

The "Daily" evaluation instrument refers to the attendance and use of the seminars. Attendance at seminars is mandatory. To do this, checklists will be used.

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### Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

The practicum III coordination team may establish the adaptations it deems appropriate in relation to part-time students.

In the case of students with special educational needs, the recommendations given by the Inclusive Education Unit (UNEI) will be followed.