

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100766

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

Year: 2

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

Field: PRÁCTICUM

Character: PRACTICAEXTERNA

Duration: FIRST TERM

ECTS Credits: 8.0

Classroom hours: 114

Face-to-face classroom percentage: 57.0%

Study hours: 86

Online platform: Moodle

LECTURER INFORMATION

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Name: GALIANO DÍAZ, JUAN CARLOS

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

Nothing

Recommendations

Nothing

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INTENDED LEARNING OUTCOMES

- CM11.1 To acquire the practical knowledge of the classroom and classroom management.
- CM11.2 To know and apply the processes of interaction and communication in the classroom, as well as harnessing the social skills necessary to encourage a conducive atmosphere for learning and coexistence .
- CM11.3 To monitor and follow up the educational process of teaching and learning, in particular, through the mastery of the necessary techniques and strategies.
- CM11.4 To relate theory and practice to the reality of the classroom and of the institution.
- CM11.5 To take part in actively teaching and to learn to be able to, perform and reflect on the practice.
- CM11.6 To participate in the improvement proposals in the different areas of action that can be established in an institution.
- CM11.7 To regulate the processes, interaction and communication in groups of students aged 0-3 and 3-6.
- CM11.8 To know forms of collaboration with the different sectors of the educational community and the social environment.

OBJECTIVES

Objective 1: Know the curricular and didactic decisions of the center and classroom in which the students carry out their face-to-face practices and reflect on them.

Objective 2: Observe and reflect on the social climate of the classroom and the interaction between its members.

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

Objective 4: Collaborate with the professional tutor (center-classroom teachers) in planning and developing specific aspects

CONTENT

1. Theory contents

Module 1: Context analysis.

Module 2: School and Classroom Dynamics.

Module 3: Student dimension

Module 4: Family dimension

2. Practical contents

Module 1: Context analysis.

Module 2: School and Classroom Dynamics.

Module 3: Student dimension

Module 4: Family dimension

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being

Quality education

Gender equality

Reduced inequalities

Sustainable cities and communities



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Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

A total of **4 training seminars** are held, which take place before, during and after the face-to-face internship:

- Seminar 1: General information on didactic-organizational issues of the Practicum I
- Seminars 2 and 3: Analysis of situations observed and/or experienced at the educational centre. Advice on the preparation of the final report
- Seminar 4: Presentation and defense of a poster made from the situations elaborated in the individual and group record sheets from Seminars 2 and 3.

Face-to-face internship at the centres:

- Observation
- Collection and analysis of observed data

The student body may opt for an offer from educational centers in the province of Córdoba to develop their practices.

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

Students enrolled on a part-time basis must inform the Practicum I coordination team at the beginning of the course, so that the appropriate follow-up mechanisms can be established.

Face-to-face activities

Activity	Large group	Medium group	Small group	Total
<i>Assessment activities</i>	2	1	-	3
<i>Debates</i>	1	2	-	3
<i>Group presentation</i>	2	1	-	3
<i>Group work (cooperative)</i>	1	2	-	3
<i>Text analysis</i>	-	2	-	2
<i>Work placement</i>	-	-	100	100
Total hours:	6	8	100	114

Off-site activities

Activity	Total
<i>Analysis</i>	26
<i>Group work</i>	25
<i>Information search</i>	20
<i>Reference search</i>	15
Total hours	86

COURSE DESCRIPTION**WORK MATERIALS FOR STUDENTS**

Coursebook
 Dossier
 Oral presentations
 Placement booklet
 References

EVALUATION

Intended learning	Log	Placement reports	Real and/or simulated tasks
CM11.1		X	X
CM11.2		X	X
CM11.4		X	X
CM11.5		X	X
CM11.6		X	X
CM11.7		X	X
CM11.8	X	X	X
CM11.CM11.3		X	X
Total (100%)	10%	50%	40%
Minimum grade	5	5	5

(*)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.

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Method of assessment of attendance:

10%

General clarifications on instruments for evaluation:

The "LOG" 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 face-to-face practices. 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 should be satisfactory (mainly in relation to questions of

commitment, respect and interest in learning and working during the internship period in the center) to pass the Practicum of any course.

The evaluation instrument "Placement reports" refers to the documents generated on the work of observation and analysis of the students, both individual and group, and the poster exposed in the final session. All of them will be collected in a final practice 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.

Attendance and punctuality will be essential requirements to pass Practicum I.

Faced with an improper act or conduct of an educational center, contrary to coexistence or the basic deontological principles that govern the practices, the teaching teams or the Practicum Commission may determine the nullity of the practices and the corresponding negative evaluation of the student.

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

The practicum I 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 extraordinary call and extra-ordinary call for completion studies:

Due to the uniqueness of this subject, the evaluation criteria for the first extraordinary call and the extraordinary call for completion of studies will be regulated by the Coordination Team.

Qualifying criteria for obtaining honors:

The criteria will follow the regulations currently in force. They will be awarded, at the proposal of the teaching team, for having shown excellent results (minimum score 9.5). They can be left deserted if this academic level is not reached.

BIBLIOGRAPHY

1. Basic Bibliography

Arinaitwe, D. (2021). Practices and strategies for enhancing learning through collaboration between vocational teacher training institutions and workplaces. *Empirical Research in Vocational Education and Training*, 13(1), 1-22.

Booth, T., Ainscow, M. & Kington, D. (2006). Index para la inclusion. [www.eenet.org.uk/re-sources/ docs/Index%](http://www.eenet.org.uk/re-sources/docs/Index%20para%20la%20inclusion.pdf)



COURSE DESCRIPTION

20EY%20Spanish.pdf.

Durksen, T. L., Klassen, R. M. & Daniels, L. M. (2017). Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. *Teaching and teacher education*, 67, 53-66.

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Munoz-Repiso, M. y Murillo, J. (Coord.) (2003) *Mejorar procesos mejorar resultados en educacion. Investigacion europea sobre la mejora de la eficacia escolar*. <https://sede.educacion.gob.es/publiventa/PdfServlet?pdf=VP11172.pdf&area=E>.

Perez, A. (2010). Nuevas exigencias y escenarios para la profesion docente en la era de la informacion y de la incertidumbre. *Revista Interuniversitaria de Formacion del Profesorado*, 68, 17-36.

Perez, A., Barqui ´n, J. y Angulo, J. (Ed.) (1999). *Desarrollo profesional del docente. Politica, investigacion y practica*. Akal.

Sauli, F. (2021). The collaboration between Swiss initial vocational education and training partners: perceptions of apprentices, teachers, and in-company trainers. *Empirical Research in Vocational Education and Training*, 13(1), 1-22.

Schon, D. A. (1992). *La formacion de profesionales reflexivos*. Paidos-MEC.

Stoll, L. y Fink, D. (1999). *Para cambiar nuestras escuelas. Reunir eficacia y mejora*. Octaedro. Zabalza, M. A. (1987). *Diseno y desarrollo curricular*. Narcea.

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
1# Fortnight	1,0	0,0	0,0	1,5	0,0	10,0
2# Fortnight	0,0	0,0	0,0	0,0	0,0	10,0
3# Fortnight	0,0	0,0	1,5	0,0	1,0	10,0
4# Fortnight	1,0	0,0	0,0	0,0	0,0	10,0
5# Fortnight	0,0	1,5	0,0	0,0	0,0	10,0
7# Fortnight	1,0	1,5	1,5	1,5	1,0	50,0
Total hours:	3,0	3,0	3,0	3,0	2,0	100,0

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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.