

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100767

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

Year: 3

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

Field: PRÁCTICUM

Character: PRACTICAEXTERNA

Duration: ANUAL

ECTS Credits: 18.0

Classroom hours: 228

Face-to-face classroom percentage: 50.67%

Study hours: 222

Online platform: Moodle

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

Having passed the subject Practicum I

Recommendations

None specified

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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

1. Contrast the knowledge acquired in the different degree subjects with the reality of schools and educational spaces, through the translation of this knowledge into criteria for the analysis of situations, cases or educational problems.
2. Begin to practice professionally with special emphasis on the following facets of teaching work:
 - Studying real situations to differentiate the particular circumstances of the context, centre and students to which the educational action has to be adapted.
 - Collaborate in the proposals suggested by the academic tutor.
 - Analyse the didactic elements present in the teaching-learning process.
 - Elaborate short, medium and long term plans in different fields: projects, centre, cycle and classroom programming; design of specific actions to address issues not dealt with in previous plans; solving unforeseen and immediate problems.
3. Execute programs and projects.
4. Develop collaborative work skills necessary for the relationship with the students as well as with the Teachers.

CONTENT

1. Theory contents

- Module 1: Context analysis.
- Module 2: Educational planning.
- Module 3: School and classroom dynamics.
- Module 4: Curricular proposals.
- Module 5: Design, application and evaluation of a particular intervention plan.

2. Practical contents

- Module 1: Context analysis.
- Module 2: Educational planning.
- Module 3: School and classroom dynamics.
- Module 4: Curricular proposals.
- Module 5: Design, application and evaluation of a particular intervention plan.



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SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
 Gender equality
 Reduced inequalities
 Sustainable cities and communities
 Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

Students can choose a wide range of schools in Córdoba (provincia) for their internship.

A total of **8 training seminars** are held, which take place before, during and after the face-to-face internship:

- **Seminar 1:** Information on educational centres and choice of placements (large group)
- **Seminar 2:** General information on didactic-organizational issues of the Practicum II (Large group)
- **Seminar 3:** Observation, collection and analysis of situations observed and/or experienced during the first two weeks of the internship (Small group, maximum 18 students per academic tutor)
- **Seminar 4:** An intermediate seminar will be held during the third week of the internship at the center. It will present educational practices of excellence by educational centres and will address the preparation of the contents to be worked on in the classrooms during the following weeks. (Large Group)
- **Seminar 5:** Analysis of the tutor's classroom planning (Small group, maximum 18 students per academic tutor)
- **Seminar 6:** Designing a proposal for a classroom intervention of at least one week (Small group, maximum 18 students per academic tutor)
- **Seminar 7:** Description, analysis and reflection on the intervention carried out in the classroom (Small group, maximum 18 students per academic tutor)
- **Seminar 8 (Final):** Presentation and defense of a poster made from the situations elaborated in the individual and group record sheets for seminars 3, 5, 6 and 7.

Face-to-face internship at the centres:

- Observation
- Collection and analysis of observed data
- Design or proposals for intervention.
- Application and evaluation of the design.

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	2	-	4
<i>Debates</i>	4	4	-	8
<i>Group presentation</i>	4	4	-	8

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Activity	Large group	Medium group	Small group	Total
Group work (cooperative)	2	4	-	6
Text analysis	-	2	-	2
Work placement	-	-	200	200
Total hours:	12	16	200	228

Off-site activities

Activity	Total
Analysis	142
Information search	40
Reference search	40
Total hours	222

WORK MATERIALS FOR STUDENTS

Coursebook
Dossier
Oral presentations
Placement booklet

EVALUATION

Intended learning	Log	Placement reports	Real and/or simulated tasks
CM11.1			X
CM11.2			X
CM11.4	X	X	X
CM11.5			X
CM11.6			X
CM11.7			X
CM11.8	X		X
CM11.CM11.3			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:

Method of assessment of attendance:

Please, see section "General clarifications on instruments for evaluation"

General clarifications on instruments for evaluation:

In order to pass this subject It is necessary to pass every assessment tool.

The evaluation tool "Log" refers to the attendance and attainment at the seminars. Attendance at seminars is compulsory. Checklists will be used for this purpose.

The evaluation instrument "Real and/or simulated tasks" refers to the performance of the students during the face-to-face internship. For its evaluation, the report sent by the educational centre will be used, by means of a monitoring protocol common to all centres. It will be prepared by the professional tutor and adapted by the Faculty to each level of the Practicum. This report must be satisfactory (mainly in relation to the issues of commitment, respect and interest in learning during the internship period in the centre) in order to pass the Practicum subject.

The evaluation instrument "Placement reports" refers to the individual and group documents generated with the observation and analysis of the students, and the poster presented in the final session. All this will be collected in a final report.

In order to pass the subject, a good level of linguistic and communicative competence will be essential. Lack of correction in the preparation of oral or written texts they have a negative impact of the final assessment

IMPORTANT

The academic tutors are the only responsible for the evaluation of the students. In this sense, the students will not have the right to request information about their evaluation from their professional tutors under any circumstances.

Attendance and punctuality will be essential requirements for passing the Practicum I.

In the event of an act or conduct that is not appropriate in an educational centre, the coordination team, in accordance with the academic tutors, may determine the nullity of the internship 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 make any adaptations it considers 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 singularity of this subject, the evaluation criterion for the first extraordinary exam and the extraordinary exam for the end of the studies will be regulated by the coordination team.

Qualifying criteria for obtaining honors:

Those defined in the Academic Regulations of the University of Cordoba. They will be awarded, at the proposal of the

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team, for havind demonstrates excellent results (minimun grade of 9.5). They may not be awared if the academic level is not

BIBLIOGRAPHY

1. Basic Bibliography

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Booth, T., Ainscow, M. y Kington, D. (2006) *Index para la inclusión*. Recuperado de www.eenet.org.uk/resources/docs/Index%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 teach-er education*, 67, 53-66.

Carr, W. y Kemmis, S. (1988). *Teoría crítica de la enseñanza. (La investigación acción en la formación del profesorado)*. Barcelona: Martínez-Roca.

Hargreaves, A. y Fullan, M. (2014). *Capital profesional*. Morata

Haapaniemi, J., Venäläinen, S., Malin, A., & Palojoiki, P. (2021). Teacher autonomy and collaboration as part of integrative teaching-Reflections on the curriculum approach in Finland. *Journal of Curriculum Studies*, 53(4), 546-562.

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Pérez, A. (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, A. Barquín, J. y Angulo, J. (Edit.) (1999). *Desarrollo profesional del docente. Política, investigación y práctica*. Madrid: Akal.

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

Schön, D. A. (1992). *La formación de profesionales reflexivos*. Barcelona. Paidós-MEC.

2. Further reading

None

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...

Tasks performance

COURSE DESCRIPTION**SCHEDULE**

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

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.