

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100768

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

Year: 4

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

Field: PRÁCTICUM

Character: PRACTICAEXTERNA

Duration: SECOND TERM

ECTS Credits: 18.0

Classroom hours: 228

Face-to-face classroom percentage: 50.67%

Study hours: 222

Online platform:

### LECTURER INFORMATION

Name: MÉRIDA SERRANO, ROSARIO (Coordinator)

Department: EDUCACIÓN

Area: DIDÁCTICA Y ORGANIZACIÓN ESCOLAR

Office location: Planta Baja - Módulo F

E-Mail: ed1meser@uco.es

Phone: 957212606

Name: MORA MARQUEZ, MANUEL

Department: DIDÁCTICAS ESPECÍFICAS

Area: DIDÁCTICA DE LAS CIENCIAS EXPERIMENTALES

Office location: Planta Alta - Módulo C

E-Mail: q82momam@uco.es

Phone: 957218934

Name: RUIZ CÓRDOBA, ESTHER

Department: DIDÁCTICAS ESPECÍFICAS

Area: DIDÁCTICA DE LA EXPRESIÓN MUSICAL

Office location: Planta Baja - Módulo C

E-Mail: m02rucoe@uco.es

Phone: 957218705

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

Having approved the subject "Practicum II" of the Degree of Early Childhood Education

#### Recommendations

None specified

## COURSE DESCRIPTION

### 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

- 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.
- Observe and reflect on the social climate of the classroom and the interaction between its members.
- Develop educational research processes on the practice by developing a thoughtful document on the face-to-face internship.
- Collaborate with the professional tutor in their work both at the center and classroom level, throughout the face-to-face period. The student will be collaboratively involved in the planning and development of the didactic proposal.

### CONTENT

#### 1. Theory contents

Block 1: Context analysis.

Block 2: Educational planning.

Block 3: Classroom and center dynamics.

Block 4: Knowledge of the design and development of curricular proposals.

Block 5: Design, implementation and evaluation of a specific intervention plan.

#### 2. Practical contents

- Design instruments and didactic intervention.
- Information collection tools.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being

Quality education

Gender equality

Reduced inequalities

Sustainable cities and communities



## COURSE DESCRIPTION

Peace, justice and strong institutions

## METHODOLOGY

### General clarifications on the methodology (optional)

Attendance at the preparation, training and analysis seminars will be mandatory to pass the evaluation.

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

Students who are unable to attend class for justified reasons or who have any special need should inform the teacher of this circumstance during the first fortnight of the course so that the teacher determines the appropriate system of monitoring and evaluation.

### 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>Information search</i>	40
<i>Reference search</i>	40
<b>Total hours</b>	<b>222</b>

## WORK MATERIALS FOR STUDENTS

Placement booklet

## COURSE DESCRIPTION

### 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	X
CM11.CM11.3		X	X
<b>Total (100%)</b>	<b>10%</b>	<b>40%</b>	<b>50%</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 General Clarifications section on evaluation tools

#### General clarifications on instruments for evaluation:

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

The evaluation instrument "Placement reports" refers to the performance of students during face-to-face internships. The report submitted by the centres of the network shall be used for its assessment, using a monitoring protocol common to all schools. It will be prepared by the tutor or professional tutor and adapted by the Faculty to each course of the Degree or level of Practice. This report should be satisfactory (mainly, in relation to issues of commitment, respect and interest in learning and work during the internship at the centre) to approve the Practice of any course.

The evaluation instrument "Real and/or simulated tasks" 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 of this will be reflected in a final implementation report.

#### IMPORTANT

The students' assessments are academic tutors. In this sense, students will not have the right to request information about their evaluation from their professional tutors and 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.

## COURSE DESCRIPTION

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

The coordination team of Practicum III may establish the adaptations it deems appropriate in relation to students enrolled part-time. 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:

None

### Qualifying criteria for obtaining honors:

*An student who, within the framework established by the current regulations, has the highest qualifications in each evaluation instrument and is proposed by the teaching team of the subject, will be obtained an honors degree.*

## 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 XX1, 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 autopercibida 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.

### 2. Further reading

Ninguna

## COORDINATION CRITERIA

Common evaluation criteria  
Common learning outcomes  
Tasks deadlines  
Tasks performance



www.uco.es  
facebook.com/universidadcordoba  
@univcordoba

INFORMATION REGARDING  
UNIVERSITY OF CORDOBA DEGREES

[uco.es/grados](https://uco.es/grados)

**COURSE DESCRIPTION****SCHEDULE**

<b>Period</b>	<b>Assessment activities</b>	<b>Debates</b>	<b>Group presentation</b>	<b>Group work (cooperative )</b>	<b>Text analysis</b>	<b>Work placement</b>
<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
<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.