

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100826

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

Year: 2

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

Field: PRÁCTICUM

Character: OBLIGATORIA

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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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified



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### INTENDED LEARNING OUTCOMES

- CM10.1 Acquire working knowledge of the classroom and classroom management.
- CM10.2 Knowledge of and ability to apply processes of interaction and communication in the classroom and master the social skills required to foster a climate of learning and peaceful coexistence
- CM10.3 Control and monitor the educational process, in particular teaching and learning through the mastery of the necessary techniques and strategies.
- CM10.4 Relate theory and practice to the classroom and school reality.
- CM10.5 Participate in teaching activities and learn know-how, acting and reflecting through practice
- CM10.6 Participate in proposals for improvement proposals in different areas of activity in a school.
- CM10.7 Regulate processes and interaction and communication in groups of students aged 6-12 .
- CM10.8 Knowledge of ways to collaborate with different sectors of the educational community and society.

### 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

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



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### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being  
Quality education  
Gender equality  
Reduced inequalities  
Sustainable cities and communities  
Peace, justice and strong institutions

### METHODOLOGY

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

Student can choose a wide range of schools a wide range within Córdoba (provincia) for their internship

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

#### 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
<b>Total hours:</b>	<b>6</b>	<b>8</b>	<b>100</b>	<b>114</b>

#### Off-site activities



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

## WORK MATERIALS FOR STUDENTS

Coursebook  
Dossier  
Oral presentations  
Placement booklet  
References

## 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>5</b>	<b>5</b>	<b>5</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.

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### 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 is essential. Lack of accuracy in the production of oral or written texts may have a negative impact on the final grade.

### 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, contrary to coexistence or to the basic deontological principles governing internships, 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 criteria for the first extraordinary exam and the extraordinary exam for the end of 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 teaching team, for having demonstrated excellent results (minimum grade of 9.5). They may not be awarded if this academic level is n*

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### 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 inclusión*. [www.eenet.org.uk/re-sources/docs/Index%20EY%20Spanish.pdf](http://www.eenet.org.uk/re-sources/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 teacher education*, 67, 53-66.
- Fullam, M. (2002). *Las fuerzas del cambio. Explorando las profundidades de la reforma educativa*. Akal.
- 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.
- Muñoz-Repiso, M. y Murillo, J. (Coord.) (2003) *Mejorar procesos mejorar resultados en educación. Investigación europea sobre la mejora de la eficacia escolar*. <https://sede.educacion.gob.es/publiventa/PdfServlet?pdf=VP11172.pdf&area=E>.
- 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. (Ed.) (1999). *Desarrollo profesional del docente. Política, investigación y práctica*. 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 formación de profesionales reflexivos*. Paidós-MEC.
- Stoll, L. y Fink, D. (1999). *Para cambiar nuestras escuelas. Reunir eficacia y mejora*. Octaedro.
- Zabalza, M. A. (1987). *Diseño 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



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Period	Assessment activities	Debates	Group presentation	Group work (cooperative )	Text analysis	Work placement
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
<b>Total hours:</b>	<b>3,0</b>	<b>3,0</b>	<b>3,0</b>	<b>3,0</b>	<b>2,0</b>	<b>100,0</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.