

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 100827

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

Year: 3

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

Field: PRÁCTICUM

Character: OBLIGATORIA

Duration: ANUAL

ECTS Credits: 18.0

Classroom hours: 228

Face-to-face classroom percentage: 50.67%

Study hours: 222

Online platform:

### LECTURER INFORMATION

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## COURSE DESCRIPTION

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

Having passed the subject Practicum I

#### Recommendations

None specified

### INTENDED LEARNING OUTCOMES

- |        |   |
|--------|---|
| CM10.1 | To acquire a practical knowledge of the classroom and classroom management.   |
| CM10.2 | 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 . |
| CM10.3 | To monitor and control the educational process and, in particular, of the teaching and learning through the mastery of the necessary techniques and strategies.   |
| CM10.4 | To relate theory and practice to the reality of the classroom and of the institution.   |
| CM10.5 | To take part in actively teaching and to learn to be able to, perform and reflect on the practice.  |
| CM10.6 | To participate in the improvement proposals in the different areas of action that can be established in an institution.   |
| CM10.7 | To regulate the processes, interaction and communication in groups of students aged 6-12.   |
| CM10.8 | 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.

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### 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.

### 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)

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.

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



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### 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 II 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
Assessment activities	2	2	-	4
Debates	4	4	-	8
Group presentation	4	4	-	8
Group work (cooperative )	2	4	-	6
Text analysis	-	2	-	2
Work placement	-	-	200	200
<b>Total hours:</b>	<b>12</b>	<b>16</b>	<b>200</b>	<b>228</b>

### Off-site activities

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

## WORK MATERIALS FOR STUDENTS

Coursebook  
Dossier  
Oral presentations

## EVALUATION

Intended learning	Log	Placement reports	Real and/or simulated tasks
CM10.1			X
CM10.2			X
CM10.3		X	X



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Intended learning	Log	Placement reports	Real and/or simulated tasks
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.

### Method of assessment of attendance:

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

### General clarifications on instruments for evaluation:

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 II

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.

To pass the subject it is necessary to have approved each of the previous sections

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

The Practicum II coordination team may make any adaptations it considers appropriate in relation to part-time

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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 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](http://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 teacher 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.

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.

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 partners: 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

## COURSE DESCRIPTION

### 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.