COURSE PROGRAM

Academic Year 2019-2020

Identification and characteristics of the course			
Code	501634, 501636, 502882, 502883, 502884, 502885 FE 501683, 501684, 501685, 502880, 502881/502956, 502955, 502954,502878 (B) FFP 502069, 502071, 502072 CUSA	ECTS Credits	24
Course name (English)	Practicum II		
Course name (Spanish)	Prácticum II		
Degree programs	BA in Primary Education		
Faculty/School	Faculty of Education (FE, Badajoz) Teacher Training College (FPP, Cáceres) University Centre of Santa Ana (CUSA, Almendralejo)		
Semester	8th	Type of course	Compulsory

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Module	Practicum – Final Degree Project		
Matter	Practicum		

Lecturer/s			
Name	Office	E-mail	Web page

Subject Area	Didactics and School Organization Education Theory and History Sociology Didactics of Spanish Language and Literature Didactics of Social Science Evolutionary and Educational Psychology PETRA Didactics of Mathematics Didactics of Experimental Science Didactics of Musical Expression Didactics of Creative Art Didactics of Body Expression English Philology
Department	Educational Science Business Management and Sociology Didactics of Social Science, Language and Literature Psychology and Anthropology Didactics of Experimental Science and Mathematics Didactics of Musical, Plastic and Body Expression English Philology Sociology
Coordinating Lecturer	Vice-Dean of Internship

(if more than one)	

Competencies*

Verifica establishes the following competencies in PrimaryEducation Practicum: CB1, CB2, CB3, CB4, CB5, CT1, CT1.1, CT1.2, CT1.3, CT1.4, CT2, CT2.1, CT2.2, CT2.3, CT2.4, CT3, CT3.1, CT3.2,CT3.3, CT3.4, CT3.5, CT3.6, CE61, CE62, CE63, CE64, CE65, CE66, CE67, CE68.

Nonetheless, by virtue of adopted agreements in the Quality Committee of BA in Primary Education and the Internship Coordination Committee (12-6-2014) at Teacher Training College, and in the Quality Committee of BA in Primary Education and the Internship Coordination Committee (23-05-2014) at Faculty of Education, in reference to the endorsement of Internship Guide, it has been decided that, on the grounds of quality and assessment viability criteria, these are the most significant competencies of the course (without underestimating the importance of the remaining), as follows:

Basic and General Competencies (BC & GC)

CG10. To reflect on classroom activities to innovate and improve the teaching practice. To acquire habits and skills for cooperative and autonomous learning and promote this among the students.
CG12. To understand the function, possibilities and limits of education in today's society and the fundamental abilities which affect Primary Education schools and their staff. To know quality improvement models applicable to educational centres.

Cross-curricular Competencies (CT)

CT1.1. To publicly present ideas, problems and solutions in a logically structured way, both orally and in writing, at a C1 level of Spanish, according to the Common European Framework of Reference for Languages.

Specific Competencies (CE)

CE62.To know and apply interaction and communication processes in the classroom and master the necessary social skills to promote learning and coexistence.
CE63. Toknow and monitor the educational process and in particular the teaching-learning process with the knowledge of required techniques and strategies.
CE66.To participate indefining the educational project and the general activity of the centre, according to quality management criteria.
CE67.To analyze and understand the educational processes and beyond in the 6-12 age period.
CE68. To know ways to collaborate with the different sectors of the educative community and social context.

Contents

Course outline*

Practicum is a combination of structural activities in which educational centres and the faculties collaborate with the aim of getting students in touch with the teaching professional world in Primary Education. It is thought of as an essential reference in the initial training of the potential teachers in Primary Education.

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*   The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

Practicum II (24 ECTS) is carried out in the 8th semester.It includes a specific teaching practice period related to the Degree program. Nonetheless, it also aims to reinforce certain generalist aspects that were introduced in Practicum I. Throughout this period students will perform an active observation, and they will be introduced to autonomous and guided teaching by a tutoring teacher, together with a subsequent analysis and reflection on those aspects.

This course offers a training dimension that helps students get involved with the everyday life in this profession, and what this implies:

- Knowledge and observation of school reality.
- Development of theoretical professional competencies.
- Contact with concrete realities.
- Command of techniques and practice of skills.
- Experimentation in authorised and under-control situations.
- Reflection on what is done and what can be improved.

Likewise, this course presents a thoughtful-critical dimension since the professional competencies that must be developed by students require a real scenario.The fact of reflecting on the performance contributes to using and contrasting conceptual instruments that respond to the demands and problems that students will necessarily encounter in the practice.

Course syllabus

Name of lesson 1: Organization of Practicum. Explanation of the structure.
Contents of lesson 1: objectives, assessment systems, structure, functions, etc.

Name of lesson 2: Schooland its environment.
Contents of lesson 2:2.1. Educational environment at school. - 2.2. Educational centre's organization.- 2.3. The classroom. - 2.4. Student body. - 2.5. Observation techniques: field journal. - 2.6. Observation objects: styles and topics, discipline and motivation, classroom's relationships, attention to different learning abilities and educational needs, planning and organization of the classroom.- 2.7. Observation Guide.

Name of lesson 3: Introduction to teaching.
Contents of lesson 3: 3.1. Planning determinants - 3.2. Definition of objectives.
3.3. Selection of contents, skills, abilitiesand attitudes.- 3.4. Organization of learning strategies.- 3.5. Choice of assessment criteria and guidelines.- 3.6. Basic competencies.

Name of lesson4:Assessment and conclusions of the course.
Contents of lesson 4: Assessment of learning: models, techniques and results from the teaching-period-practice classroom. Quality improvement proposals in the classroom teaching during the practice period. Assessment and proposals for the improvement of the subject.

Educational activities*							
Student workload in hours by lesson		Practical activities				Monitoring activity	Homework
Lesson	Total	SI	HI	LAB	COM	SEM	SGT	PS
1	32					7		25

3

2	81					6		75
3	81					6		75
4	81					6		75
School Internship	375	375						
Total	600	375				25		200

SI: School Internship.
HI: Hospital internships (7 students).
LAB: Laboratory or field practices (15 students).
COM: Computer room or language laboratory practices (30 students).
SEM: Problem cases or seminars or case studies (40 students).
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials).
PS: Personal study, individual or group work and reading of bibliography.

Teaching Methodologies*

The content of the course has an applied nature, which is based on the own students' experience in the educational centres during a 15-week period. The 7 in-person seminars aim to facilitate students' critical and thoughtful acquisition of knowledge linked to the observed and/or applied teaching practice. That is to say, apart from observing, not only are students asked to get involved, participate and take the lead in the classroom but also in the educational centre's life. Accordingly, "topics", "subjects" or "centres of interest" are established in order to support the reflection on the teaching practice by means of the execution of different educational activities. The latter are described-guided by the tutoring teachers and designed-presented by the students in the different seminar's sessions. The theoretical concepts related to these "topics", "subjects" or "centres of interest" will be referred to the different courses that deal with them in the Degree. Therefore, they are not any specific purpose of theoretical study in this course.

Practicum includes the following typology of activities:

2. Discussion and debate. Oral exposition is combined with activities so that students can build new concepts from known concepts (in relation to the previous course or other contents in the syllabus.)
5. Autonomous work presented orally in class. This activity will be scheduled so that students can present their autonomous projects and materials in an autonomous way.
8. Experiences and practical implementations. Along with the previous one, this activity is thought of as a simulation and practice of the strategies and techniques presented by the specialists and professionals (presentation of educational psychological reports, dissimilar curricular adaptations, social contexts analysis), discussion and analysis of scientific-technical documentaries.
17. Writing of papers and projects (assessment and intervention guidelines, material adaptations, etc.)
18. Analysis of bibliographical and audio-visual materials, and sociological data.
20. Student's internship in educational centres supervised by Primary-Education collaborative faculty.

The teaching practice period will be carried out in three stages:

- **First stage** (before the incorporation into the Collaborative Centres). This stage is developed at the Faculty and it includes the earlier period to the arrival of students toschools.

-**Development stage** (throughout the internship in the Collaborative Centres). It is carried out in the Educational Centres and at the Faculty. The length is that of a fourteen-week internship at the schools.The performance of the teaching practice period basically implies the development of the professional activity by the students as potential instructors. These will always be guided by an experienced teacher within the global context of the school, where students will have to adapt, participate, observe and put into practice their knowledge, intuition and skills. The internship at the educational centres will be combined with the attendance to the seminars taught at Teacher Training College.

- **Assessment stage** (after the internship in the Collaborative Centres).

As will be seen, this is the schedule of the seminars:
  * First stage: 2 seminars
  * Development stage: 4 seminars.
  * Assessment stage: 1 seminar.

Learning outcomes*

  * Knowledge of the running and organisation of the educational centre.
  * Discrimination of the surroundings'features that determine the running of the educational centre.
  * Analysis of the social environment at the school.
  * Knowledge of the real context for the teaching practice.
  * Understanding of the educational processes in general, and, especially, the teaching-learning processes.
  * Capacity to develop a systematic observation.
  * Capacity to reflect on the individual teaching practice.
  * Collaboration with the different areas of the educative community and the environment.

Assessment systems*		
Assessment system	Activities	Weight
Exams		0%
Ongoing assessment		100%

According to the Administrative Resolution of the Assessment Regulations for the official degrees of the University of Extremadura, published in the DOE number 236, December 12th 2016, and on the basis of its article 7.6, it is established the obligatory nature of the attendance to the Internship and the ongoing evaluation as the only assessment system.

Ongoing assessment: portfolios, observation of the student's involvement and participation in seminars and tutorial hours, writing of journals and other written documents, project presentations, oral exposition of homework and tasks, skillful knowledge for written documents, graphics, etc., participation in blogs, forums, virtual campus, wikis, among others.

The tutoring professor at university will assess the degree of acquisition of the specific competencies by the students. The corresponding weight of the final grade in this

course will be the 60%.

The remaining 40% will be assessed by the tutoring teachers from the educational centres.

In order to pass the course, it is necessary to have passed both the tutoring teacher's and the tutoring professor's assessment.

The assessment activities are fully explained in the Practicum Guide.

Bibliography (basic and complementary)

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Other resources and complementary educational materials