

TEACHING GUIDE (2020/21 year)

Degree name	DEGREE ON EARLY CHILDHOOD EDUCATION
Curriculum	ORDER ECI/3854/2007, 27th of December, by which establishes the requirements for verification of official university degrees that enable for the exercise of the profession of Teacher in Early Childhood Education (BOE 29/12/2007).

Subject	PRACTICUM II	Credits	6 ECTS
Code	800306	Language	English
Module	Practicum		
Type	Compulsory		
Year	Third		

TEACHING STAFF			
Professor	Gil Ruiz, Miguel	E-mail	mgil@cesdonbosco.com
Professor	Sara Vera Nicolás	E-mail	svera@cesdonbosco.com

1.- PRESENTATION

The Royal Decree 592/2014, July 11, 2014, by the governing academic practices outside of the university students states that it "constitutes an activity of formative nature realised by the university students and supervised by the Universities, whose aim is to enable them to apply and complement the knowledge acquired in their academic training, favouring the acquisition of skills that will prepare them for the exercise of professional activities, facilitate their employability and foster their entrepreneurial capacity".

The Practicum allows you to get to know the reality of the school and the classroom, especially the teaching-learning processes. At the same time, it helps to establish a first contact with the teaching profession and makes it possible to link different knowledge, skills, and abilities of future teachers with the activities they engage in professional practice.

In particular, in the Practicum II, premium planning, design and development. It is intended that the student will in practice be more active in the teaching-learning processes and plan and implement a small intervention adjusted to the group/class in which it is immersed.

It is a compulsory course with 6 credits and it is studied in the 6th semester.

2.- COMPETENCIES

The Practicum is associated with those competences of the Degree, both general and transversal, that are linked to the to do and to be. In particular, in the Practicum II:

General	<p>CG5. Analyse the importance of social factors and their impact on the educational processes.</p> <p>CG6. Know and apply techniques for the collection of information through observation or other types of strategies in processes of research, evaluation and innovation.</p> <p>CG7. To understand the action tutorial and the guidance in the educational framework in relationship with the students and the contexts of development.</p> <p>CG8. Design strategies teaching appropriate to the nature of the scientific field specifically, based on the curriculum of the Elementary school, for the areas of Experimental Sciences,</p>
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	Social Sciences, Mathematics, Language, Music and visual arts, and Physical Education.
Transversal skills	<p>CT2. To promote actions of education in values aimed at the preparation of an active citizenship and democratic.</p> <p>CT3. Analysis in a reflective critique of the most relevant issues of today's society that affect the social and educational impact of audio-visual languages, changes in gender relations and intergenerational, multiculturalism and interculturalism, discrimination, social inclusion and sustainable development.</p> <p>CT4. Mastering interpersonal communication strategies in different social contexts and educational.</p> <p>CT5. Promote and cooperate in social actions, especially in those with incidence in the citizens' information.</p> <p>CT8. To learn about and address school situations in multicultural settings.</p> <p>CT14. Apply the use of oral and written foreign language in the development of the degree.</p> <p>CT15. Recognize the mutual influence between science, society and technology development, as well as the behaviours of citizens that are relevant, in order to secure a sustainable future.</p>
Module	<p>CMP2. Understand and apply the processes of interaction and communication in the classroom and master the skills and necessary social skills to promote an environment in the classroom that facilitates learning and coexistence.</p> <p>CMP4. To relate theory and practice with the reality of the classroom and the centre.</p> <p>CMP5. Participate in the teaching activity, and learn to know how to do it, acting and reflecting from practice.</p>

3.- LEARNING OUTCOMES

At the end of the Practicum II, the student shall demonstrate to have been able to:

- 1.- Advance the practical knowledge of the classroom and its management.
- 2.- Consolidate attitudes appropriate to the different sectors of educational and social environments.
- 3.- Collaborate in multidisciplinary teams in the processes of interaction and communication with early childhood groups.
- 4.- Plan and implement educational processes.

4.- CONTENTS

The content of the Practicum II is the basis of Teacher Training Report and the student must perform:

- 1.- Management of schools
- 2.- Programming and teaching functions.
- 3.- Planning and design of teaching strategies.
- 4.- Techniques and instruments for the development of teaching strategies adapted to the characteristics of the students.

5.- TEACHING METHODOLOGY

The Practicum II combines various activities:

- **Academic tutoring:**
 - Group: these tutorials will aim, essentially, to explain to the students the different sections that make up the Teacher Training Report
 - Individual: the teacher conducts individual tutorials to solve specific doubts of the students.

- **Practice in the schools:** during the period of the Practicum II students will attend the centres to perform their practices, supervised by a tutor.
- **Autonomous work of the student:** once completed the period of practical training at the schools, students will take the Teacher Training Report to Practicum II, following the instructions in the document Dossier, Practicum (see 8.1 Bibliography of support).
- **Interview:** students will defend the Teacher Training Report, answering the questions of the teacher about their practical experience in schools and the knowledge acquired.

6.- ASSESSMENT

6.1. Assessment System

The Practicum is graded according to the article five of Royal Decree 1125/2003. The grading system is based on the numerical scale of 0 to 10, with expression of a decimal, to which is added the corresponding qualitative grade: 0 – 4 Fail (F); 5.0 - 6.9: Pass (P); 7.0 - 8.9: Very Good (VG); 9.0 - 10: Excellent (E); 10: Outstanding (O).

6.2- Assessment techniques

Technique	Description	Weighing
Training	School Assessment Form The school tutor fills in a questionnaire that assesses different aspects of the students' training in the centers, in a scale from 1 to 10.	40%
Final report, interview and tutorials	Rubric that gathers the assessment criteria and the weighting to assess aspects from:	
	The Placement Report: Academic paper carried out by the student in an autonomous way where he shows his practice experience, his learning and reflection.	40%
	The personal Interview and tutorials: the professor will assess the compliance with the tutorials established by the tutor for the supervision of the students' training and the oral presentation about their Placement period.	20%

6.3. Assessment criteria

Related to the training center:

If the placement center considers that the work carried out by the student during the Placement period deserves a failing grade, the student fails the whole subject and must repeat the Placement period.

Related to CES Don Bosco tutor:

If the professor (CES DB tutor) considers that any of the documents or papers required to the student is inadequate or deficient, correction may be asked to complete the paper without having to repeat the Placement period whenever that can be fulfilled in the any of the two calls of the same academic year.

Depending on the reasons why the student has to redo the paper, there is the possibility of handing it in just on the first call of June or on the second call in July of that same academic year.

It will be enough reason to obtain a failing grade in the Teaching Placement whenever the Placement report does not meet the proposed structure or contains spelling and grammar mistakes and is written in an incomplete or incorrect way. They will also get a failing grade in the case of plagiarism.

Related to the Final Report (for more details, see its corresponding section of the assessment Rubric):

Previous expectations are clearly outlined and based on the analysis of previous experiences, the knowledge of the assigned center, the linking of the practice with the teacher training and on the learning results reflected on the corresponding Teaching Guide.

Description of the school and teaching context are thoroughly and clearly described. The students' profile and the pedagogical principles of the school are outlined and referenced according to the requested sections.

Teaching planning & intervention. The student bases, contextualizes and justifies adequately between 12 and 16 activities witnessed and / or performed responding to the requested sections.

Self-assessment and improvement proposals. Provides information on the feedback provided by the School Tutor during the internship on their professional, pedagogical, disciplinary, intercultural and linguistic competence. Perform a detailed self-assessment of the progress made in the PII through a critical analysis and a reasoned reflection.

Format, APA Guidelines and Annexes. Citation and references strictly follow the APA guidelines (6th Ed.). The references are quoted and the quotations referenced. The annexes effectively supplement the body of the text, and are correctly referenced.

Language (vocabulary, grammar and spelling). Uses a range of vocabulary, including less common lexis and academic language appropriately. Uses a range of simple and complex grammatical forms with control and flexibility.

Organisation (cohesion and coherence). Text well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.

Communicative achievement. Uses the conventions of the communicative task (academic writing) effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.

The Placement Report must obtain at least 50% of the corresponding weighing grade (see 6.2- Assessment techniques) in any of the two calls available for students in the same academic year.

Related to the tutorials and the final interview (for more details, see its corresponding section of the assessment Rubric):

Grammar. Shows an excellent degree of control of a range of simple and complex grammatical forms.

Vocabulary. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics, including a great variety of technical and academic terms.

Pronunciation is intelligible. Intonation is appropriate. Sentence and word stress are accurately placed. Individual sounds are articulated clearly.

Discourse. The student produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.

Reply to questions. The student answers all the questions effectively and precisely. He/she shows an excellent command of the report, thus supporting his/her answers with well-rounded arguments and sustained evidence.

Tutorials. The student has attended all the tutorials. Prepares face-to-face sessions and actively participates in them. Keeps regular (online) contact with the tutor and always follows his/her advice.

This section must obtain at least 50% of the corresponding weighing grade (see 6.2- Assessment techniques) in any of the two calls available for students in the same academic year.

7. ACTIVITIES TIMETABLE	
ACTIVITY	DATES
Post on the web of the reference files	7 th October
Meeting	7 th October
Applying period	From 21th to 28th October
Review of applications	29th 30 th October
Post of schools assigned	16th November
Practice period	From April 6 to April 30 2021
Report submission	May 19, 2021

8.- DOCUMENTS AND RESOURCES

8.1.- Bibliography

- Armstrong, T. (2012). *Inteligencias múltiples en el aula. Guía práctica para educadores*. Madrid: Grupo Planeta.
- Fernández, J. M. (2015). *Atención a la diversidad en el aula de educación infantil*. Madrid: Ediciones Paraninfo.
- García, M. M. y Olivares, M. A. (2017). *Vivir la escuela como un proyecto colectivo*. Madrid: Ediciones Pirámide.
- García-Ruiz, R. (2013). *Enseñar y aprender en educación infantil a partir de proyectos*. Santander: Ediciones UC.
- Sánchez, M. V. (2018). *Didáctica de la Educación Infantil*. Madrid: Editex.
- San José, M. C. (2017). *La labor del tutor en el aula*. Madrid: Editorial CEP.
- Soriano, E. (2012). *Investigación en educación infantil y primaria*. Almería: Ediciones UA.
- VV. AA. (2017). *Aprendizaje cooperativo*. Madrid: Ediciones Pirámide.
- VV. AA. (2016). *Los proyectos de trabajo*. Madrid: Ediciones Pirámide.
- VV. AA. (2012). *Observar para interpretar*. Barcelona: Grao.

APROBADO POR:

AMAIA GARCÍA APARICIO

Coordinadora de grado.

FECHA: 7/10/2020