

TEACHING GUIDE

(2021/22 year)

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| Degree name | DEGREE IN PRIMARY EDUCATION |
| Curriculum | ORDER ECI/3857/2007, 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 Primary Education (BOE 29/12/2007). |

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| Subject | PRACTICUM I | Credits | 8 ECTS |
| Code | 800437 | Language | English |
| Module | Practicum | | |
| Type | Compulsory | | |
| Year | Second | | |

| TEACHING STAFF | | | |
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| 1.- COURSE DESCRIPTION |
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| <p>The norms for school placements of student teachers are outlined in the Royal Decree 592/2014 from 11th July 2014. According to the law school placements “are a training activity for university students that should be supervised by the universities themselves. The main aim is to allow students to apply and complement the knowledge acquired along their academic training, thus supporting the acquisition of the necessary competences that eventually help them to perform their professional teaching activity, enable their employability and foster their entrepreneurial mindset.</p> <p>The school placement allows students to be in touch with and find out about the reality of the school and the classroom, particularly with the teaching-learning processes involved. Simultaneously, this experience helps students to establish a first contact with the teaching profession, so that they can interconnect the knowledge, skills and abilities that already acquired with those they will eventually develop in their professional practice.</p> <p>During the Practicum I teaching placement students will focus on classroom observation, the organisation and internal functioning of the school, and the relationships and dynamics established at the school. In other words, it is aimed that the students may acquire a broad overview of the life and organisation in both the classroom and the school.</p> <p>This is compulsory 8 ECTS course that is taken during the second term.</p> |

| 2.- COMPETENCIES | |
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| The Practicum is associated with those competencies of the Degree, both general and transversal, that are linked to the to do and to be. In particular, in the Practicum I: | |
| Generales | CG2. Comprender los procesos de aprendizaje relativos al período 6-12 años. |
| | CG5. Analizar la importancia de los factores sociales y su incidencia en los procesos educativos. |
| | CG6. Conocer y aplicar técnicas para la recogida de información a través de la observación u otro tipo de estrategias en procesos de investigación, evaluación e innovación |



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| | CG7. Comprender la acción tutorial y la orientación en el marco educativo en relación con los estudiantes y los contextos de desarrollo. |
| Transversales | <p>CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual.</p> <p>CT2. Promover acciones de educación en valores orientadas a la preparación de una ciudadanía activa y democrática.</p> <p>CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos.</p> <p>CT5. Promover y colaborar en acciones sociales especialmente en aquellas con incidencia en la información ciudadana.</p> <p>CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional.</p> <p>CT11. Adquirir un sentido ético de la profesión.</p> <p>CT15. Reconocer la mutua influencia entre ciencia, sociedad y desarrollo tecnológico, así como las conductas ciudadanas pertinentes, para procurar un futuro sostenible.</p> <p>CT16. Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico.</p> <p>CT17. Valorar la relevancia de las instituciones públicas y privadas para la convivencia pacífica entre los pueblos.</p> |
| Módulo | <p>CMP1.- Adquirir un conocimiento práctico del entorno aula y de la gestión de la misma.</p> <p>CMP8. Conocer las formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.</p> |

3.- LEARNING OUTCOME

The Practicum I experience enables students to

- 1.- Know and adapt themselves to a given professional environment and its dynamics.
- 2.- Develop suitable abilities for different educational sectors and social environments.
- 3.- Initiate into professional relationships.
- 4.- Observe and identify strategies an effective for educational intervention.

4.- CONTENTS

The contents match the outline of the school placement report that students will have to write down:

- 1.- School organisation.
- 2.- Planning and the teaching role.
- 3.- Areas of intervention within the school context.
- 4.- Classroom observation technique.
- 5.- Observation tools and strategies.

5.- METHODOLOGY

The Practicum I course implies doing different activities:

- Academic tutorials with the university tutor:

- Group tutorials: To explain the students how to complete their school placement report, section by section.
- Individual tutorials: To clarify specific questions and doubts.

- School placement: students will do their teaching practice at school under the guidance of a school mentor.

- **Student's autonomous work:** Once the school placement has finished the students will write down their school placement report following the guidelines given in the document "Guidelines for Writing the school placement report".
- **Interview:** Students will present their school placement report and reply to their university tutor's questions about their teaching experience at school and the knowledge or abilities 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 | Percentage |
|---------------------------------------|--|------------|
| Training | School Assessment Form The school mentor will fill in the form assessing a variety of items on the student's performance at school. He will be using a 1 to 10 scale to assess each item, although the final mark will follow the 1 to 10 scale. | 40% |
| Final report, interview and tutorials | An assessment rubric aligned with the assessment criteria and their respective percentages to assess. | |
| | The School Placement Report The academic work autonomously written by the students through which they express their teaching experience, their learning process and their reflections. | 40% |
| | The Personal Interview and the Tutorials Attendance and participation in the tutorials set by the university teacher. The oral presentation during the interview. | 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 it can be fulfilled in 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 Rubric):

Expectations and previous experience, clearly outlined and based on the analysis of previous experiences. Objectives defined, realistic and set upon areas of improvement and "Practicum" competences.

Description of the school and teaching context which is clearly described together with the students' profile and the pedagogical principles of the school.

Classroom Observation and Analysis. The lessons observed are clearly described and the students' and teacher's profile from the classroom(s) observed are outlined. Specific teaching/learning aspects are analysed.

Placement Diary. The diary activities, either observed or implemented, are clearly described. They are also critically assessed, thus highlighting pros and cons.

Reflection on the teaching-learning process and self-assessment. A thorough critical analysis is provided. Strengths and weaknesses of both observed and self-carried practices are well identified and arguments are given to assess them.

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

Tutorials. The student has attended 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 |
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| The reference documents are published on the web | 7 th October 2020 |
| Briefing | 7 th October 2020 |
| Application period | From 21th to 28th October 2020 |
| Review of applications | 29th 30th October 2020 |
| Publication of assigned school | 16th November 2020 |



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| School placement period | from March 1 to March 25 2021 |
| Submission of the school placement report | April 14, 2021 |

8.- DOCUMENTS AND RESOURCES

8.1.- Supporting References

- Boisvert, F. (2015). *Juegos divertidos en Educación Primaria*. Madrid: Narcea Ediciones.
- Cañal, P. (Ed.). (2016). *La Didáctica de las Ciencias Experimentales en Educación Primaria*. Madrid: Ediciones Paraninfo.
- Comisión de Prácticas del CES Don Bosco. (2018). *Dossier de prácticas* (available on CES Don Bosco's website. "Prácticas externas" section).
- García, M. M & Olivares, M. A. (2017). *Vivir la escuela como un proyecto colectivo*. Madrid: Ediciones Pirámide.
- Martín, D. & Calvillo, A. J. (2017) *The Flipped Learning*. La Rioja: UNIR.
- 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. (2012). *Observar para interpretar*. Barcelona: Graó.

APPROVED BY:

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DATE: 27/01/2022