

## TEACHING GUIDE

(2021/22 year)

<b>Degree name</b>	<b>DEGREE IN PRIMARY EDUCATION</b>
<b>Curriculum</b>	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).

<b>Subject</b>	<b>PRACTICUM III</b>	<b>Credits</b>	30 ECTS
<b>Code</b>	800449	<b>Language</b>	English
<b>Module</b>	Prácticum		
<b>Type</b>	Obligatorio		
<b>Year</b>	Segundo		

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1.- PRESENTATION
<p>According to the Royal Decree 592/2014, 11th July 2014, in which the external academic training of university students is regulated, it is stated that “constituyen una actividad de naturaleza formativa realizada por los estudiantes universitarios y supervisada por las Universidades, cuyo objetivo es permitir a los mismos aplicar y complementar los conocimientos adquiridos en su formación académica, favoreciendo la adquisición de competencias que les preparen para el ejercicio de actividades profesionales, faciliten su empleabilidad y fomenten su capacidad de emprendimiento”. In particular, in Teaching Placement III, intervention is paramount. The aim is that the students design and develop a complete educative or didactic intervention that allows to put into practice all the objectives achieved throughout their training at the same time that all the competences established for the development of their teaching profession are fully accomplished.</p> <p>It is a compulsory subject with a 30-credit load undertaken in the 8th semester.</p>

2.- COMPETENCIES	
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 III:	
Generales	CG4. Diseñar, planificar y evaluar el proceso de enseñanza-aprendizaje en el marco de la escuela como organización educativa. 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. CG8. Diseñar, planificar y evaluar el proceso de enseñanza-aprendizaje en el marco de la escuela como organización educativa, con la flexibilidad exigida en esta etapa.
Transversales	CT6. Valorar la importancia del liderazgo, el espíritu emprendedor, la creatividad y la innovación en el desempeño profesional.

	<p>CT7. Valorar la importancia del trabajo en equipo y adquirir destrezas para trabajar de manera interdisciplinar dentro y fuera de las organizaciones, desde la planificación, el diseño, la intervención y la evaluación de diferentes programas o cualquier otra intervención que lo precise.</p> <p>CT9. Mostrar habilidades sociales para entender a las familias y hacerse entender por ellas.</p> <p>CT12. Conocer y aplicar los modelos de calidad como eje fundamental en desempeño profesional.</p> <p>CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo.</p> <p>CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.</p>
<b>Módulo</b>	<p>CMP3. Controlar y hacer el seguimiento del proceso educativo y en particular de la enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias.</p> <p>CMP4. Relacionar teoría y práctica con la realidad del aula y del centro.</p> <p>CMP5. Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica.</p> <p>CMP6. Participar en las propuestas de mejora de los distintos ámbitos de actuación que se pueden establecer en el centro.</p> <p>CMP7. Regular los procesos de interacción y comunicación en grupo de estudiantes.</p>

### 3.- LEARNING OUTCOME

Teaching Placement III qualifies the student to:

- 1.- Master the different areas of performance that can be established in the center.
- 2.- Know the diverse groups and entities where he will develop as a professional extensively.
- 3.- Take part in the teaching-learning process together with other professionals.
- 4.- Master the interaction and communication processes of groups of children between 6 and 12-year-old.
- 5.- Design, plan, implement and assess techniques and educative strategies.

### 4.- CONTENT PROGRAM

The contents of Teaching Placement III are those underlying the Teaching Placement report that the student has to carry out:

- 1.- Organization and management of agents and areas of the educative Centers.
- 2.- Programming and educational role.
- 3.- Interdisciplinary participation in multidisciplinary teams.
- 3.- Design, planning and assessment of the teaching-learning process.
- 4.- Practice in the classroom.

### 5.- TEACHING METHODOLOGY

Teaching Placement III combines different activities:

#### - Academic tutorials:

- **Group:** Mainly, these sessions will have as an objective, to explain the students, the different parts that give shape to the Teaching Placement report.
- **Individual:** Individual tutoring by the teacher to solve students' specific doubts.

- **Training in the centres:** During the Teaching Placement period, the students will attend the centers to develop their training, supervised by a professional tutor.

- **Autonomous work by the student:** Once the placement period in the centers is concluded, the students will write a Placement report corresponding to Teaching Placement III, following the guidelines gathered in the document called "Pautas de elaboración de la Memoria".

- **Interview:** The students will defend the Placement report answering the teacher's questions about their practical experience in the centers 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	Assessment questionnaire by the Teaching Placement center. 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:	
	<b>The Placement Report:</b> Academic paper carried out by the student in an autonomous way where he shows his practice experience, his learning and reflection.	40%
	<b>The personal interview and tutorials:</b> 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 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 section of the assessment Rubric):

Previous expectations. Expectations are clearly outlined and completely 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. Both the school and the teaching context are thoroughly and clearly described. The students' profile and the pedagogical principles of the school are perfectly outlined and appropriately referenced according to the requested sections and present in the assessment rubric.

Teaching planning & intervention. The required lesson plans have been thoroughly developed and coherently implemented. The sequence of activities perfectly follows teaching principles, strategies and resources, according to students' profile and subject. The student bases, contextualizes and justifies adequately between 12 and 16 performed activities responding to all the requested sections and present in the assessment rubric.

Self-assessment and improvement proposals. Provides detailed information on the feedback provided by the School Tutor during the internship on their professional, pedagogical, disciplinary, intercultural and

linguistic competence. Performs a detailed self-assessment of the progress made in the PIII through a critical analysis and a reasoned reflection supported by the aspects introduced in the assessment rubric.

Format, APA Guidelines and Annexes. The report perfectly adjusts to the guidelines explained in the "Practicum Guide". Citation and references strictly 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 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. Occasional errors may be present, but do not impede communication. If any, spelling mistakes are rarely.

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 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.- SCHEDULE

ACTIVITY	DATES
Announcement of the reference documents in the web	7 th October 2020
Informative meeting	7 th October 2020
Application period	From 21 to 28 October 2020
Revision of applications	On 29 30 October 2020
Announcement of centers assigned	On 16 November 2020
Placement period	from January 25 to May 7 from January 25 to May 20(PII+PIII) 2021
Report submission	May 20, 2021 May 28, 2021(PII+PIII)

## 8.- DOCUMENTS AND RESOURCES

### 8.1.- Support References

- Boisvert, F. (2015) *Juegos divertidos en Educación Primaria*. Narcea Ediciones, Madrid.
- Cañal, P. (Coord.) (2016) *La Didáctica de las Ciencias Experimentales en Educación Primaria*. Ediciones Paraninfo, Madrid.
- Comisión de Prácticas del CES Don Bosco (2018) *Dossier de prácticas* (disponible en el apartado de Prácticas externas de la web del CES Don Bosco).
- García, M. M y Olivares, M. A. (2017) *Vivir la escuela como un proyecto colectivo*. Ediciones Pirámide, Madrid.
- Martín, D. y Calvillo, A. J. (2017) *The Flipped Learning*. UNIR, LA Rioja.
- Ramírez, A. (2013) *Orientación educativa en Educación Primaria*. Ediciones Pirámide, Madrid.
- San José, M. C. (2017) *La labor del tutor en el aula*. Editorial CEP, Madrid.
- Soriano, E. (2012) *Investigación en educación infantil y primaria*. Ediciones UA, Almería.
- VV. AA. (2017) *Aprendizaje cooperativo*. Ediciones Pirámide, Madrid.
- VV. AA. (2012) *Observar para interpretar*. Graó, Barcelona.
- VV. AA. (2015) *Conocer y comprender las organizaciones educativas*. Ediciones Pirámide, Madrid.
- VV. AA. (2015) *La diversidad en Educación Primaria. Una realidad que nos implica a todos*. Punto Rojo, Sevilla.

**APPROVED BY:**

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**DATE: 27/01/2022**