STUDY GUIDE

PRACTICUM II

**Degree in Primary Teacher Training
Bilingual Programme
C.U. Cardenal Cisneros
Universidad de Alcalá**

Academic Year 2020-21
3rd Year – 2nd Term

Subject	**Practicum II**
Code	**520018**
Degree	**Degree in Primary Teacher Training Bilingual Programme**
Department	**Practicum**
Character	**External work placements**
ECTS credits	**12**
Academic year and Term	**3rd Year, 2nd Term**
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Language:	**English**

1. PRESENTATION

The Practicum is a key subject in teacher training as it enables students to relate the theoretical and practical knowledge obtained in class with hands-on teaching practice in a real school environment. This relationship implies much more than directly applying acquired theoretical knowledge or understanding teaching techniques observed in schools.

In fact, the fundamental importance of this training period stems from the need for teachers to build their professional knowledge while integrating these two elements both critically and reflexively. Furthermore, this newly acquired knowledge must also help teachers to construct their own beliefs towards teaching and education. For this purpose, a collaborative effort is required between all involved parties: the students, the teachers at the work placement schools and the academic tutors at CUCC (Centro Universitario Cardenal Cisneros). During the Practicum, students will be supported by two tutors: one school tutor and one university tutor.

The Practicum is divided into two main components: classes at CUCC and practical work experience at a school. The university classes aim primarily to provide students with the key foundations to appreciate and understand the reality of classrooms and schools. In addition, it aims to equip students with the necessary tools and resources to observe and analyse this reality. During the work placement period, the University sessions will give students the chance to share and reflect upon their experience in the schools.

To gain a realistic understanding of school teaching one must consider the education community as a whole, namely, the students, teaching staff and families. Therefore, it is essential for students to integrate and actively participate in the school environment as this will constitute a key part of the competences that they will need as teachers.

Most importantly, the Practicum offers students an enormously rewarding and motivating experience. The knowledge and experience gained in this period help students to determine and consolidate their vocation and to gain first-hand experience as teachers.

Subject description

This is a basic subject and is taken in the 3rd year of the Primary Education Degree programme. It has a value of 12 ECTS. Students must have at least a B2 level of Spanish to participate in this course.

Students should first pass Practicum I before registering for Practicum II.

2. COMPETENCES

Generic competences:

1. Diseñar, planificar y evaluar procesos de enseñanza aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro (C2)

2. Diseñar y regular espacios de aprendizaje en contextos de diversidad (C4)

3. Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes (C5).

4. Conocer la organización de los colegios de educación primaria y la diversidad de acciones que comprende su funcionamiento. Desempeñar las funciones de tutoría y de orientación con los estudiantes y sus familias, atendiendo las singulares necesidades educativas de los estudiantes. Asumir que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida (C6).
5. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes (C10).

6. Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural (C11).

7. Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de educación primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los centros educativos (C12).

Specific competences:

1. Adquirir un conocimiento práctico del aula y de la gestión de la misma.
2. Conocer y aplicar los procesos de interacción y comunicación en el aula y dominar las destrezas y habilidades sociales necesarias para fomentar un clima de aula que facilite el aprendizaje y la convivencia.
3. Controlar y hacer el seguimiento del proceso educativo y en particular de enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias.
4. Relacionar teoría y práctica con la realidad del aula y del centro.
5. Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica.
6. Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro.
7. Regular los procesos de interacción en grupos de niños de 6-12 años.
8. Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.

3. CONTENTS

Contents:

Unit	Topic
UNIT 1. Analysing needs and invention in teaching/learning process: curriculum design, intervention and assessment.	• Explanatory models of the teaching/learning process. • The school and the classroom as environments for the teaching/learning process. • Analysis of requirements to provide individualised teaching. Attention to diversity. • Curriculum design: models, structure, criteria and methodology. • Intervention: teaching methodologies and resources. • Assessment of teaching and learning. Self-assessment.
UNIT 2. Resolution of problems in the classroom and school.	• Detecting problematic or conflictive situations related with learning, teaching, interpersonal relationships and classroom and school management. • Methodology for problem resolution: detection and analysis.
UNIT 3. Educational research.	• Introduction to research action • The thoughtful teacher. • General research elements: problems, variables, instruments, results, report, publication.
UNIT 4. Innovation and improvement in schools.	• New methodologies for the classroom. • ICT in education. • Teamwork. • Improvement projects

Unit	Topic	Hours
UNIT 1. Analysing needs and invention in teaching/learning process: curriculum design, intervention and assessment.	• Explanatory models of the teaching/learning process. • The school and the classroom as environments for the teaching/learning process. • Analysis of requirements to provide individualised teaching. Attention to diversity. • Curriculum design: models, structure, criteria and methodology. • Intervention: teaching methodologies and resources. • Assessment of teaching and learning. Self-assessment.	300
UNIT 2. Resolution of problems in the classroom and school.	• Detecting problematic or conflictive situations related with learning, teaching, interpersonal relationships and classroom and school management. • Methodology for problem resolution: detection and analysis.	
UNIT 3. Educational research.	• Introduction to research action • The thoughtful teacher. • General research elements: problems, variables, instruments, results, report, publication.	
UNIT 4. Innovation and improvement in schools.	• New methodologies for the classroom. • ICT in education. • Teamwork. • Improvement projects	

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

Methodology	Activities
Work Placements in schools.	Work placement of 155 hours. Participate in activities under the supervision of a school tutor (3 weeks, Monday to Friday; and 4 weeks, Monday to Thursday).
Training prior to teaching practice: · Lecture · Debates and information exchange · Seminars-workshops · Cooperative learning	Attend 6 hours of training at CUCC prior to the Work Placement.
Parallel Training to the Work Placement: · Tutorials · Case studies · Problem based learning (PBL) · Seminars-workshops · Cooperative learning	Attend 9 hours of training at CUCC during the work placement period.
Independent work throughout the teaching practice experience.	Student independent work (130 hours): • Class journal or portfolio • Reports and other written work • Research bibliography and other documents. • Preparing activities to carry out at the school work place. Creation of materials and resources required by the school or CUCC.

El Centro Universitario Cardenal Cisneros, adscrito a la Universidad de Alcalá, garantiza a sus estudiantes que, si por exigencias sanitarias las autoridades competentes impidieran la presencialidad total o parcial de la actividad docente, los planes docentes alcanzarían sus objetivos a través de una metodología de enseñanza-aprendizaje y evaluación en formato online, que retornaría a la modalidad presencial en cuanto cesaran dichos impedimentos.

4.1. Credits distribution

Número de horas totales:	
Número de hora presenciales: 170 hours	155 hours at work placement 15 hours of seminars and workshops
Número de horas del trabajo propio del estudiante: 130 hours	130 hours of independent/self-directed work

4.2. Methodology, materials and didactic resources

Materials and resources

Different kinds of materials and resources will be available to students in order to support the training, activities and work required of each student. These resources aim to facilitate and support their learning experience and include: guides and observation instruments, documentary resources, specific bibliography, etc.

At the same time, students will have access to the online platform (aula virtual) to communicate with tutors and classmates thereby exchanging knowledge and experiences that will enrich students individually and as a group.

5. ASSESSMENT: Assessment criteria, Calification criteria and Assessment system

Assessment criteria:

1. Demonstrates the ability to establish relationships between the processes of teaching and learning, and the characteristics of the school and classroom.
2. Explains the reality of the school and the classroom based on theoretical models.
3. Knows different programming models and is able to apply them to teaching activities adapted to students' needs.
4. Works in a team sharing knowledge and experiences.
5. Detects educational needs and proposes solutions.
6. Intervenes in classroom activities and considers their suitability.
7. Demonstrates the ability to put forward innovative ideas to improve the teaching process.
8. Carries out reflexive and objective self-assessment of the learning process and classroom activities.

Relación entre competencias y criterios de evaluación

Competencias	Criterios de evaluación
Adquirir un conocimiento práctico del aula y del centro y de la gestión de los mismos.	1,2
Conocer y aplicar los procesos de interacción y comunicación en el aula y dominar las destrezas y habilidades sociales necesarias para fomentar un clima de aula que facilite el aprendizaje y la convivencia.	1,6
Controlar y hacer el seguimiento del proceso educativo y en particular de enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias.	3,5
Relacionar teoría y práctica con la realidad del aula y del centro.	2,6
Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica.	3,4,6,8
Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro.	4,7
Regular los procesos de interacción en grupos de estudiantes 6-12 años.	3,5
Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.	5,7

Assessment system:

A final grade is awarded based on (1) the assessment conducted by the tutor at the practicum school, (2) the assessment by the practicum tutor at CUCC, and (3) the self-assessment completed by the student.

A grade of 5 or above is needed to pass the practicum. This applies to the report provided by the practicum school, as well as the activities and materials produced with the university tutor. If the student fails to pass either of these two elements, the grades for the remaining assessment criteria will not be considered. This requisite applies to ordinary and extraordinary examinations.

Due to the specific characteristics of this subject, it is compulsory to attend prior and simultaneous training sessions held at CUCC and the school during the practicum period:

- ☐ Students may miss one of the training sessions, however, they must justify their absence with relevant documentation.
- ☐ Students must attend at least 90% of the programmed hours at the practicum school. Any absences within the allowed 10% must be properly justified by the student.

Any student that fails to meet the established limits must repeat the practicum, even if their absences are justified.

Grading criteria

Assessment criteria	%
Demonstrates the ability to establish relationships between the processes of teaching and learning, and the characteristics of the school and classroom.	15
Explains the reality of the school and the classroom based on theoretical models.	10
Knows different programming models and is able to apply them to teaching activities adapted to students' needs.	15
Works in a team sharing knowledge and experiences.	10
Detects educational needs and proposes solutions.	10
Intervenes in classroom activities and considers their suitability.	15
Demonstrates the ability to put forward innovative ideas to improve the teaching process.	15
Carries out reflexive and objective self-assessment of the learning process and classroom activities.	10

- The grade obtained in the practicum school constitutes 45% of the final grade. To pass the subject, students must fulfil the conditions established in the report card. Then, the student will obtain a grade from the practicum school based on the report card. Any students who obtain a negative grade from the practicum school will have to repeat the practicum in the following academic year.

- The grade obtained from the tutor at CUCC constitutes 50% of the final grade. The tutor will consider the student's performance in different activities during the prior and simultaneous training sessions, as well as the student's work and materials submitted during and after the practicum period.

- Each student will carry out a self-assessment of their practicum period using tools provided by the tutor. The student will propose a grade for their practicum which will constitute 5% of the final grade for the practicum subject.

6. BIBLIOGRAPHY

Basic bibliography

- Cabrerizo, J., Castillo, S. y Rubio, J. (2010): El Prácticum en los Grados de Pedagogía, de Magisterio y de Educación Social. Madrid: Pearson.

   The authors of this book aim to guide students, teachers, tutors and other professionals through the practicum by offering a range of theoretical and practical knowledge, which foster a reflexive, educational and enriching experience.

- Cochran-Smith, M. y Lytle, S. L. (2002). Dentro/fuera. Enseñantes que investigan. Madrid: Akal.

   The first section presents a conceptual framework for reading and understanding research on teaching. It includes an analysis of its history, potential and relationship with university research. The second section describes and compares the opinions of different educational researchers, each analysing the meaning of their approaches and results. Both sections highlight the important relationship between research and teaching.

- Day, C. (2006). Pasión por enseñar. La identidad personal y profesional del docente y sus valores. Madrid: Narcea.

   An introduction to the world of human studies in education, both for new teachers and experienced teachers who wish to review their educational values and goals. The author maintains that effective learning and teaching are only possible if teachers are passionate in the classroom.

- Escudero, J. M. (Coord.) (2006) La formación del profesorado y la mejora de la educación. Barcelona: Octaedro.

   This collective work presents the opinions of different experts in lifelong teacher training regarding topics of an ideological, institutional or practical nature. The book analyses current training practices and proposes a number of keys ideas for the future consideration and design of training strategies.

- González Sanmamed, M. (1994). Aprender a enseñar: mitos y realidades. A Coruña: Publicaciones de la Universidad da Coruña.

   The author conducts an investigation into the learning process during the practicum period. Through case studies, she uses observational techniques, interviews and papers to gather information and make several interesting conclusions regarding the implications of the Practicum for successful teacher training.

- Latorre, A. (2003). La investigación-acción. Conocer y cambiar la práctica educativa. Barcelona: Graó.

   In this book, Latorre considers the question of the professionalism of teachers: transmitters and reproducers of knowledge or reflexive and autonomous professionals who question their own teaching, take decisions and implement new educational techniques to improve educational quality. To implement innovation and change in the classroom, teachers must be trained in two key areas: firstly, their individual discipline and, secondly, teaching and education.

- Tardif, M. (2005). Los saberes del docente y su desarrollo profesional. Madrid: Narcea.

    This book tackles current problems and issues regarding the teaching profession, from initial training to the later professional development of teachers. It analyses the existing relationships between the teacher's university training, individual knowledge and professional experience. It also focuses on new models of teacher training and their limitations, the relationships between teaching as a career, teachers' practical experience and other questions of educational interest.

- La formación práctica de estudiantes universitarios: repensando el Prácticum (2011): Revista de Educación 354, (Monográfico).

    This study focuses on the practical training of future graduates: Rethinking the Practicum aims to provide elements for consideration, action and decision making in this field. "Rethink" according to the Dictionary of the Royal Spanish Academy (RAE), means "to reflect, consider something again or carefully". This is precisely the objective of this study at a time when the new degree system is being introduced. It aims to describe studies and innovation, good ideas and experiences of the Practicum as a moment of professional development of future graduates.

- Zabalza, M. A. (2013) *El prácticum y las prácticas en empresas. En la formación universitaria.* Madrid: Narcea

    The book describes the experience of the author on the practicum over more than thirty years of dedication to this matter. Check the sense of practicum in university education and structural components thereof (from an institutional action to its value as a personal experience). Finally, it proposes a model of comprehensive evaluation for the subject designed to achieve maximum training quality.