



Universidad  
de Alcalá



Centro Universitario  
Cardenal Cisneros

# STUDY GUIDE

## PRÁCTICUM II

**Degree in Infant Teacher Training**

Bilingual programme

**C.U. Cardenal Cisneros**

**Universidad de Alcalá**

**Academic year 2024-25**

**3<sup>th</sup> Year – 2<sup>nd</sup> Term**

## STUDY GUIDE

<b>Subject:</b>	<b>Prácticum II</b>
<b>Code:</b>	<b>510023</b>
<b>Degree:</b>	<b>Degree in Infant Teacher Training Bilingual Programme</b>
<b>Department:</b>	<b>Prácticum</b>
<b>Character:</b>	<b>External work placements</b>
<b>ECTS credits:</b>	<b>12</b>
<b>Year and Term</b>	<b>3<sup>rd</sup> Year, 2<sup>nd</sup> Term</b>
<b>Lecturer</b>	<b>Josué Llull</b>
<b>Horario de Tutoría:</b>	<b>Lunes y martes de 13 a 15 horas</b>
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<b>Language:</b>	<b>Spanish</b>

### 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.

This subject is associated with the "Academic Skills Program" and it will work on the skill "Reading books and articles".

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.

This subject is part of the CUCC's Digital Teaching Competence Program, which is worked transversally in the different subjects of the Degree. Specifically, in accordance with the Resolution of May 4, 2022, of the Directorate General for Evaluation and Territorial Cooperation, which publishes the Agreement of the Sectoral Conference of Education, on updating the reference framework of teaching digital competence, this course works on level B1 of Área A.5 Empoderamiento del alumnado. Las competencias que se trabajan en la asignatura son: 5.1. Accesibilidad e inclusión, 5.2. Atención a las diferencias personales en el aprendizaje, 5.3. Compromiso activo del alumnado con su propio aprendizaje".

## Prerequisites and Recommendations

This is a basic subject and is taken in the 3<sup>rd</sup> year of the Infant 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. Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones del desarrollo (C2)
2. Diseñar y regular espacios de aprendizaje en contextos de diversidad (C3)
3. Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. (C4).
4. Saber observar sistemáticamente contextos de aprendizaje y convivencia y reflexionar sobre ellos (C4).
5. Reflexionar en grupo sobre la aceptación de normas y el respeto a los demás (C5).
6. Promover la autonomía y la singularidad de cada estudiante como factores de educación de las emociones, los sentimientos y los valores en la primera infancia (C5).
7. Conocer la evolución del lenguaje en la primera infancia, saber identificar posibles disfunciones y velar por su correcta evolución (C6).
8. Conocer la organización de las escuelas de educación infantil y la diversidad de acciones que comprende su funcionamiento (C9).
9. Dominar habilidades sociales para el trato con las familias (C10).

10. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo (C11).

### 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 0-3 y de a 3-6 años.
8. Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.

## 3. CONTENTS

### Programme of contents

Unit	Topic	Horas
<b>UNIT 1. Analysing needs and intervention in teaching/learning process: curriculum design, intervention and assessment.</b>	<ul style="list-style-type: none"> <li>• Explanatory models of the teaching/learning process.</li> <li>• The school and the classroom as environments for the teaching/learning process.</li> <li>• Analysis of requirements to provide individualised teaching. Attention to diversity.</li> <li>• Curriculum design: models, structure, criteria and methodology.</li> <li>• Intervention: teaching methodologies and resources.</li> <li>• Assessment of teaching and learning. Self-assessment.</li> </ul>	<b>300 hours</b>
<b>UNIT 2. Resolution of problems in the classroom and school.</b>	<ul style="list-style-type: none"> <li>• Detecting problematic or conflictive situations related with learning, teaching, interpersonal relationships and classroom and school management.</li> <li>• Methodology for problem resolution: detection and analysis.</li> </ul>	
<b>UNIT 3. Educational research.</b>	<ul style="list-style-type: none"> <li>• Introduction to research action</li> <li>• The thoughtful teacher.</li> <li>• General research elements: problems, variables, instruments, results, report, publication.</li> </ul>	
<b>UNIT 4. Innovation and improvement in schools.</b>	<ul style="list-style-type: none"> <li>• New methodologies for the classroom.</li> <li>• ICT in education.</li> <li>• Teamwork.</li> <li>• Improvement projects</li> </ul>	

## 4. LEARNING-TEACHING METHODOLOGY. FORMATIVE ACTIVITIES

METHODOLOGY	ACTIVITIES
<b>Work Placements in schools.</b>	Work placement of 135 hours. Participate in activities under the supervision of a school.
<b>Training prior to teaching practice:</b> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Debates and information exchange</li> <li>• Seminars-workshops</li> <li>• Cooperative learning</li> </ul>	Attend 6 hours of training at CUCC prior to the Work Placement.
<b>Parallel Training to the Work Placement:</b> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Case studies</li> <li>• Problem based learning (PBL)</li> <li>• Seminars-workshops</li> <li>• Cooperative learning</li> </ul>	Attend 9 hours of training at CUCC during the work placement period.
<b>Independent work throughout the teaching practice experience.</b>	Student independent work (150 hours): <ul style="list-style-type: none"> <li>• Class journal or portfolio</li> <li>• Reports and other written work</li> <li>• Research bibliography and other documents.</li> <li>• Preparing activities to carry out at the school work place.</li> </ul> Creation of materials and resources required by the school or CUCC.

### 4.1. Credit distribution

Total number of hours: 300	
Number of hours of classroom attendance: 150 hours	135 hours at work placement 15 hours of seminars and workshops
Number of hours of independent learning: 150 hours	150 hours of independent/self-directed work

### 4.2. Methodological strategies, material 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:

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 niños de 0-3 y de a 3-6 años.	3,5
Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.	5,7

### Assessment system:

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

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.

If the report from the internship center is fail, the subject can only be made up in the following academic year and the student will appear as not presented in the 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.

En la evaluación de la asignatura será de aplicación la Normativa de evaluación de los aprendizajes de la UAH. <https://www.uah.es/export/shared/es/conoce-la-uah/organizacion-y-gobierno/galleries/Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

## Grading criteria

- ☐ 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.

“Durante el desarrollo de las pruebas de evaluación han de seguirse las pautas marcadas en el Reglamento por el que se establecen las Normas de Convivencia de la Universidad de Alcalá, así como las posibles implicaciones de las irregularidades cometidas durante dichas pruebas, incluyendo las consecuencias por cometer fraude académico según el Reglamento de Régimen Disciplinario del Estudiantado de la Universidad de Alcalá”.



## 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 there 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 Universidade 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.

This book reviews the significance and foundation of the work experience practicum as part of university education, focusing on its educational benefits (both for the students and the schools). In addition, it provides an analysis of the different components of the practicum, and the opportunities for learning and personal development it offers. Finally, it suggests guidelines to identify the quality of design and implementation of the work experience practicum.