Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410106 **Name:** Practicum I

Credits: 5,00 **ECTS Year:** 1 **Semester:** 2

Module: Internship and Final Degree Project

Subject Matter: Practicum **Type:** Internship

Department: Language and Literature

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

Module organization

Internship and Final Degree Project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	38,00	Practicum I	5,00	1/2
		Practicum II	6,00	2/2
		Practicum III	6,00	3/2
		Practicum IV	21,00	4/1
Internship and Final Degree Project	12,00	Bachelor's Thesis	12,00	4/2

Recommended knowledge

No access requirements

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   The students distinguish the typologies of the school center in a wide and global way and identify the characteristics of the school center.

R2   The students know the organization of the school center.

R3   Students actively participate in the Practicum training activities.

R4   Students discover the educational possibilities of the classroom space by carrying out a real observation.

R5   Students use reflective practice as a learning tool.

R6   The students communicate in writing and orally, by means of an adequate vocabulary and a correct expression, the pedagogical reflections derived from their practices.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			x	
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			x	
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.		x		
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.		x		
G8	To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.		x		
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.				x
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				x

SPECIFIC		Weighting			
		1	2	3	4

E12	To understand that the daily dynamics in early childhood education is changing depending on each student, group and situation and to know how to be flexible in the exercise of the teaching function.			**x**
E16	To understand that systematic observation is a basic tool to be able to reflect on practice and reality, as well as to contribute to innovation and improvement in early childhood education.			**x**
E67	To acquire a working knowledge of the classroom and classroom management.			**x**
E68	To know and apply the processes of interaction and communication in the classroom, as well as to master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence.		**x**	
E70	To understand the learning and educational processes during childhood in the family, social and school environments.		**x**	
E71	To participate in the teaching activity and learn to know how to do, acting and reflecting from practice.	**x**		
E74	To know ways of collaboration with the different sectors of the educational community and the social environment.		**x**	
E75	To analyze the results obtained in the teaching-learning processes in order to reflect on them and on one's own knowledge, skills, attitudes and actions in relation to the teaching profession.			**x**

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Course guide

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R5, R6	20,00%	Attendance and participation in internship seminars
R1, R2, R3, R5, R6	40,00%	Monitoring and tutoring of the Practicum, including assignments and reports.
R1, R2, R4	40,00%	Attendance and performance of tutored activities at the placement centre.

Observations

Proper and participatory attendance of the theoretical training seminars and submission of the corresponding documentation are mandatory to validate the stay at the internship centre. To pass the course, students must pass each of the sections that make up the Practicum I course. In order to academically overcome these practices, the judgement on the student's work and performance made by the EXTERNAL TUTOR (teacher assigned at the EDUCATIONAL CENTRE) is the most valid, as he/she is the one who can observe daily the achievements acquired by the student during the P-I is therefore decisive for the evaluation. Therefore, if the CENTRE REPORT is not satisfactory (pass), the student will have to repeat his/her P-I in the following year.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   PARTICIPATIVE MASTERCLASS

M5   WORK AT SEMINARS

M6   PROBLEM-BASED LEARNING

M8   INDIVIDUAL TUTORING

M9   PROJECT-BASED LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Face-to-face activity at the training centre M6	R1, R2, R4	100,00	4,00
Training, monitoring and evaluation M1, M5, M8	R1, R2, R3, R5, R6	8,50	0,34
TOTAL		**108,50**	**4,34**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M5, M8	R1, R2, R4, R5, R6	16,50	0,66
TOTAL		**16,50**	**0,66**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK 1	Distributionand meaning of the Practicum at the UCV. The Internship Commission
BLOCK 2	Typology of centres
BLOCK 3	Analysis of the school context: the school and the classroom
BLOCK 4	Teaching: observation of teaching activity
BLOCK 5	Observation techniques and guides
BLOCK 6	Observation and Reflective Practice I Analysis and Reflection on Action Self-observation Formal written work and oral presentation in teaching contexts.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1	1,00	2,00
BLOCK 2	2,00	4,00
BLOCK 3	2,00	4,00
BLOCK 4	2,00	4,00
BLOCK 5	1,00	2,00
BLOCK 6	2,00	4,00

References

ANGULO, A. (2009). La tutoría en la Educación Primaria. Madrid: Wolters Kluwer. BIRKENBIHL, M. (2008). Train the Trainer. Practical manual for educators and teachers, with 21 role plays and case studies. Madrid: Paraninfo; Cengage Learning. CABRERIZO, J.; RUBIO, M. J.; CASTILLO, S. (2008). Programming by competencies. Formación y práctica. Madrid: Pearson Educación. CANO, E. (2005). How to improve teachers' competences. Guía para la autoevaluación y el desarrollo de las competencias del profesorado. Barcelona: Graó. CASINO, A. and others (2007). El Prácticum de la diplomatura de magisterio en la Universidad Católica de Valencia : formación inicial. Valencia: Catholic University of Valencia. CEBRIÁN DE LA SERNA, M.(2011). Educational processes with ICT in the knowledge society. Madrid.Piramide DÍAZ, F. (2007). Modelo para autoevaluar la práctica docente (aimed at pre-school and primary school teachers). Madrid: Wolters Kluwer. FUNES, S. (coord.) (2009). Gestión eficaz de la convivencia en los centros educativos. Madrid: Wolters Kluwer. GARCÍA, J. A.; GOENECHEA, C. (2009). Intercultural Education. Analysis of the situation and proposals for improvement. Madrid: Wolters Kluwer. GÜEL, M.; MUÑOZ, J. (2010). Emotional education. Programme of activities for Post-compulsory Secondary Education. Madrid: Wolters Kluwer. ISAACS, D. (2010). The work of teachers. Virtues in educators. Pamplona: EUNSA; Astrolabio. KLENOWSKI, V. (2005). Portfolio development for learning and assessment. Madrid: Narcea. LOZANO, J.; ALCARAZ, S. (2009). Didactic proposals for learning emotional and social skills. Madrid: Wolters Kluwer. MATEOS, V.; MONTANERO, M. (coord.) (2008). Diseño e implantación de Títulos de Grado en el Espacio Europeo de Educación Superior. Madrid: Narcea. MESANZA, J. (2008). Speaking and writing correctly. Barbarisms, improprieties and doubts in oral and written Spanish. Madrid: Wolters Kluwer. MIGUEL, M. de (coords.) (2006). Teaching and learning methodologies for the development of competences. Orientaciones para el profesorado universitario ante el Espacio Europeo de Educación Superior. Madrid: Alianza Editorial. MOMINÓ, J. M. and Sigalés C. (coords.) (2016). The impact of ICT in education: beyond promises. Barcelona: UOC. MONGE, C. (2009). Tutoring and educational guidance. Nuevas Competencias. Madrid: WoltersKluwer. PEÑA, R. (2011). New Technologies in the Classroom. Barcelona: Altaria PÉREZ, P.; ZAYAS, F. (2007). Competencia en comunicación lingüística. Madrid: Alianza Editorial. PERRENOUD, Ph. (2004). Developing reflective practice in the teaching profession. Barcelona: Graó. PERRENOUD, Ph. (2004). Ten new competencies for teaching. Barcelona: Graó. PUYOL PÉREZ, A. (2010). Nuevas Tecnologías, nuevas adicciones: Guía pedagógica con casos prácticos (escuela de padres). Madrid: Gesfomedia. REPETTO, E. (dir.) (2009). Formación en competencias socioemocionales. Trainer's book. Madrid: La Muralla. REPETTO, E. (dir.) (2009). Formación en competencias socioemocionales. Libro del alumno. Madrid: La Muralla.RODRÍGUEZ, A. (dir.) (2002). How to innovate in the teaching practicum. Application of the portfolio to university teaching. Oviedo: Septem Ediciones. ROMERO DEL CASTILLO, J. A. (2015). Minores en la red: manual de seguridad para padres y educadores. Madrid: Toromítico. SCHÖN, D. A. (1992). The formation of reflective practitioners. Towards a new design of teaching and learning in the professions. Barcelona: Paidós Ibérica. VAELLO, J. (2009). The emotionally

competent teacher. A bridge over turbulent "classrooms". Barcelona: Graó. VÁZQUEZ-CANO, E. and SEVILLANO, M. L. (Edits.) (2019). Mobile digital devices in education. Ubiquitous learning. Madrid. Narcea. VIZCAÍNO, I. M. (2008). Guía fácil para programar en Educación Infantil (0-6 years). Working by projects. PIPA. Programa Informático para Programar en tu Aula. Madrid: Wolters Kluwer.

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams
	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

X	Microsoft Teams
	Kaltura

Explanation about the practical sessions:

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activityin the Higher Education Institution teaching area, the following changes have beenmade in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject: Training activity at the University

Situation 1: Teaching without limited capacity (when the number of enrolled students in the classroom is lower than the allowed classroom capacity, according to the existing security measures).

In this case, no changes are made in the teaching guide.

Situation 2: Teaching with limited capacity (when the number of enrolled

students is higher than the allowed classroom capacity ,according to the existing security measures).

In this case, the following changes will be made:

1. Educational Activities on-site:

All the on-site educational activities that are indicated in the Course Guide will be done through a blended teaching approach that combines on-site teaching in the classroom with synchronous online teaching.

Students will be able to attend classes on-site or to attend them online through the telematic tools provided by the university (videoconferences). The students who attend classes on-site and those who attend them by videoconference will be rotated

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

The assessment system will not be modified. If off-site assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to an online system.

Teaching guide Adaptation

Assessment

tool

Allocated

Percentage

Description of suggested

changes

Platform to be

used

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The other assessment tools will not be modified with regards to what is indicated in the Teaching Guide.

Comments on the evaluation system:

Training activities at the internship schools

Situation A: STUDENTS TUTORED BY THE CENTRES

All the activities foreseen in this section of the teaching guide to be carried out in the placement centres will be carried out through the telematic tools proposed by the educational centres. In these situations, the assessment system will not undergo any change.

Situation B: PUPILS WHO ARE TUTORED IN MIXED MODE BY THE SCHOOLS

In case the student cannot complete the internship at the school, the centre will assign telematic tasks of support and collaboration. If necessary, a series of complementary activities will be assigned by the mentor consisting of information

gathering and reflection so that the student can achieve the competences stipulated in the teaching guide.

Clarifications on equivalent activities: In case the student has not been able to put their activities into practice, he/she may present them to their supervisor through the telematic tools provided by the University, as well as carry out other activities that complete their practicum dossier.

Situation C: STUDENTS WHO CEASE TO BE TUTORED BY THE CENTRES

In case the student is unable to carry out the activities in person, and the mentor does not contemplate assigning extra tasks, a series of equivalent activities will be Catholic University of Valencia "San Vicente Mártir".

 PCA-27-F-01 Ed.02

assigned by the supervisor so that the student can achieve the competences stipulated in the teaching guide.

his/her supervisor will propose a series of equivalent activities so that the student can achieve the competences stipulated in the teaching guide.

Explanation about equivalent activities: The supervisor will be responsible for assigning and assessing the equivalent activities to be submitted through the telematic tools provided by the University.

Situation D: STUDENTS WHO HAVE NOT STARTED THE INTERNSHIP

In case the student cannot complete the internship at the school, and scenarios B & C are not contemplated, his/her supervisor will propose a series of equivalent activities so that the student can achieve the competences stipulated in the teaching guide.

Explanation about equivalent activities: The supervisor will be responsible for assigning and assessing the equivalent activities to be submitted through the telematic tools provided by the University.

1. Assessment system of the acquisition of competences and grading system of the training activities of face-to-face work IN THE INTERSHIP CENTRES.

CASE A: STUDENTS WHO CONTINUE TO BE TUTORED BY THE CENTRES

In this case the assessment system will remain unchanged.