



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410403 **Name:** Practicum IV

Credits: 21,00 **ECTS Year:** 4 **Semester:** 1

Module: Internship and Final Degree Project

Subject Matter: Practicum **Type:** Internship

Department: General Didactics, Theory of Education and Technological Innovation

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

ACCESS REQUIREMENTS:

To have passed the PI, PII and PIII of the degree and to have also passed 150 ECTS. In the case of students who are pursuing a mention, they must have passed the corresponding 3rd year subjects.



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 Students actively participate in the Practicum training activities.
- R2 Students use reflective practice as a learning tool.
- R3 The students communicate in writing and orally, by means of an adequate vocabulary and a correct expression, the pedagogical reflections derived from their practices.
- R4 Students know and identify the variables that influence the teaching-learning process in the classroom.
- R5 Students know the didactic principles on which the use of ICT in education is based.
- R6 Students actively participate in the Practicum training sessions.
- R7 Students use reflective practice as a learning tool.
- R8 Students communicate, in writing and orally, using appropriate vocabulary and correct expression, the pedagogical reflections derived from their practices.
- R9 Students analyze the school context in order to integrate it in the planning of the teaching task.
- R10 Students design and apply a didactic unit in the real classroom context.
- R11 Students analyze the school context in order to integrate it in the planning of the teaching task.
- R12 Students deepen in the demands derived from the ethical-professional commitment.
- R13 Students deepen their professional competencies as teachers and educators.
- R14 Students actively participate in the Practicum training sessions.
- R15 Students use reflective practice as a learning tool.



- R16 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
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.				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
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.				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
E58 To elaborate didactic proposals that promote perception and expression, motor skills, and creativity.				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
E69 To control and monitor the educational process and, in particular, the teaching and learning process by mastering the necessary techniques and strategies.				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
E72 To participate in the improvement proposals in the different areas of action that may be established in a center.				X
E73 To regulate interaction and communication processes in groups of students aged 0-6 years old.				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



Assessment system for the acquisition of competencies and grading system

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

Observations

The adequate and participative follow-up of the theoretical training seminars and the delivery of the corresponding documentation are mandatory to validate the stay in the internship center.

To pass the course the student must pass each of the sections that make up the subject Prácticum IV.

In order to academically pass this internship, the judgment on the student's work and performance issued by the EXTERNAL TUTOR (teacher assigned at the EDUCATIONAL CENTER) is the most valid, since he/she is the one who can observe daily the achievements acquired by the student during the internship; therefore, it is decisive for the evaluation. Thus, if the CENTER'S REPORT is not satisfactory (pass), the student will have to repeat his/her P-IV in the following year.

Criteria for the awarding of Honors Grades:

The awarding of MH in Practicum IV is configured considering that all the assessments of the evaluation instruments have to be of maximum excellence. The number of MH will follow the regulations established by the UCV for the corresponding number of students per group. The awarding of MH is not mandatory.

Additional information

WEIGHTING OF SCORES GRANTED BY DIFFERENT EVALUATORS: external tutors, internal supervisors, seminar trainers and students.

For the second call students can be in several situations:

Pending due to NOT PASSING in the report of the EXTERNAL TUTOR. In this case the student will have to return to a center in the first semester of the following year. The evaluation criteria and instruments will be the same as for a first registration.

Pending the negative evaluation of the SUPERVISOR regarding the academic level of the report and follow-up of the required meetings and deliveries. In this case the student will have to redo the report and elaborate any requested activity, as well as to meet again with the SUPERVISOR for the self-assessment-guided.

Pending for failure to submit the MEMORY to the supervisor within the established deadlines. In this



case, he/she will have to present the documentation and carry out the interview for the guided self-evaluation with the SUPERVISOR.

A negative evaluation in the second call by the supervisor will require the re-enrollment of the student with the recommendation to repeat what the Internship Commission and the legality in force determine according to the record of the previous course.

A negative evaluation in two consecutive enrollments of the subject will give rise to specific guidance and monitoring from the Internship Committee, as stated in the Internship regulations of the Faculty of Teaching and Educational Sciences.

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 M1, M6	R4, R10, R12, R13	350,00	14,00
Training, monitoring and evaluation M1, M5	R1, R2, R3, R6, R7, R8, R14, R15, R16	100,00	4,00
TOTAL		450,00	18,00

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M1, M8	R2, R3, R6, R7, R8, R14, R16	75,00	3,00
TOTAL		75,00	3,00

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK I	SENSE OF THE PRACTICUM IV AND ITS MANAGEMENT
BLOCK II	CONTEXT ANALYSIS: SCHOOL CLIMATE. TEACHING-LEARNING MODELS AND STYLES
BLOCK III	PLANNING OF PROGRAMMING OR INTERVENTION UNITS
BLOCK IV	PROFESSIONAL ETHICS. REFLECTIVE PRACTICE



Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I	1,00	2,00
BLOCK II	1,00	2,00
BLOCK III	2,00	4,00
BLOCK IV	2,00	4,00



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