Information about the subject

Degree: University Master in Inclusive Education

Faculty: Education

Code: 1630017   **Name: Practicum**

Credits: ECTS   Semester: 2/2

Module: Practicum and Master's Dissertation

Subject Matter: Practicum   **Type:** Obligatory

Department: Inclusive Education, SocialCommunity Development and Occupational Sciences.

Type of learning: Obligatory

Language(s) in which it is taught: english

Lecturer/-s

Name and surname **Montserrat Roca Hurtuna**   e-mail: montse.roca@ucv.es

Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum and Master's Dissertation	18	Practicum	12	2/2

Recommended Knowledge

None

Learning outcomes

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

Code	Learning outcomes
R1	The student participates in the most frequent activities and situations related with the teaching-learning process
R4	The student transmits specific didactic or investigation proposals in official educational contexts.
R5	The student interacts and collaborates with students, teachers and families in educational environments, and reflects on his/her intervention and the needs that were detected.
R6	The student creates inclusive learning environments where the individual differences of the students are respected.
R7	The student knows how an educational centre is organized and works. She/he also knows about the available resources for its transformation in an inclusive centre.
R8	The student plans, designs and applies intervention units in the classroom.
R9	The student knows about the required methodological methods for a sensible professional practice which facilitates regular processes of teaching improvement and innovation.

x

Competences

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

Code	General	Weighting			
		1	**2**	**3**	**4**
G1	To be able to use new technological applications of information and communication applied to inclusive education contexts.		X		
G2	Critical thinking and self-criticism.			X	
G3	To be able to work as a team in the educational community and in collaboration with other professionals and social agents.				X
G4	To develop new knowledge and specialized techniques, suitable for investigation and development		X		
G5	Master social skills and abilities required to promote an environment that favours learning and coexistence			X	
G6	To know how to deal with and resolve diverse problematic situations and different interpersonal conflicts.				X

Code	Basic	Weighting			
		1	**2**	**3**	**4**
B7	Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.			X	
B8	Students should be able to integrate knowledge and deal with the complexity of making judgments based on information that, despite being incomplete and limited, includes considerations about social and ethical responsibilities linked to the application of their knowledge and judgments				X
B9	Students should know how to transmit their conclusions and the knowledge and reasons that support them to specialized and not		X		

Code				
	specialized audiences in a clear and not ambiguous way.				
B10	Students should have learning abilities that allow them to carry on studying in a self-sufficient and self-directed way.			X	

Code	Specific	Weighting			
		1	2	3	4
E2	To guarantee the critical and active knowledge of the legal and ethical requirements that are required to facilitate the inclusion of people with diverse educational needs, and make professional judgments that improve the educational practice		X		
E4	To critically assess educational contexts (classroom and school) in their environment and to promote their quality and adaptation so that the well-being and accessibility of students are guaranteed.				X
E5	To be able to design, plan and assess programs that include ordinary and specific measures to attend diversity which are predicted in the current regulation, according to different specific needs of educational support and individual differences detected in centres, from an inclusive perspective.				X
E6	To select and apply a scientific methodology to select, develop and implement different exploration, assessment and diagnostic methods and tools which allow to determine specific needs in educational support of students.		X		
E7	To design programs and treatments that attend to the individual needs detected, based on scientific evidence, which promote inclusion.				X
E8	To inform, guide and collaborate with the different sectors of the educative community and the environment by promoting the social interaction of students with specific needs			X	
E11	To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.			X	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R4	40%	Assessment of Professional Tutor (external)
R7	10%	Assessment Academic Tutor (internal)
R5	40%	Individual work: Practice Report
R9	10%	Attendance to Preparatory Seminars

Mention of Distinction: Criteria for the awarding of Honours Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matrícula de Honor' may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one 'Matrícula de Honor' may be awarded.

Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for awarding 'Honours' will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the 'Observations' section of the assessment system of the teaching guide.

Learning activities

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

M1	PARTICIPATORY MASTER CLASS
M2	PRACTICAL CLASSES
M3	FACE-TO-FACE AND VIRTUAL TUTORING

M4	ASYNCHRONOUS VIRTUAL SESSIONS
M5	CONTINUOUS ASSESSMENT
M6	AUTONOMOUS WORK

In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
PRACTICAL CLASSES	R4, R5	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student	4,64
FACE-TO-FACE TUTORIALS	R7, R9	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class	0,16
		Total	4,80

On-line learning

SYNCHRONOUS LEARNING ACTIVITIES			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
PRACTICAL CLASSES	R4, R5	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student	4,64
FACE-TO-FACE TUTORIALS	R7, R9	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class	0,16
		Total	4,80

ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
PRACTICAL CLASSES	R4, R5	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student	4,64

FACE-TO-FACE TUTORIALS	R7, R9	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class	0,16
		Total	4,64

Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	**Learning Outcomes**	**Methodology**	**ECTS**
INDEPENDENT WORK		Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions. It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/.	7,2
		Total	7,2

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents

Knowledge and deepening of the organizational and educational aspects, methods, techniques, skills and competences required in official and non-official educational environments.	B7, B8, G1, G4, E2, E4, E6
To promote intervention, investigation and innovation in order to develop and encourage inclusive cultures which allow a better adaptation to the different abilities of every student.	B7, B8, B10, G1, G3, G5, G6, E2, E5, E7, E8, E11
Deepening and perfection of those aspects related with the practice of inclusive education in educational environments, managing and updating significant techniques and theories in order to develop specialized theoretical-practical works which promote innovation and dissemination of an inclusive education for everybody.	B7, B9, G2, G4, E4, E5, E6, E11

Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Knowledge and deepening of the organizational and educational aspects, methods, techniques, skills and competences required in official and non-official educational environments.	1	2
To promote intervention, investigation and innovation in order to develop and encourage inclusive cultures which allow a better adaptation to the different abilities of every student.	1	2
Deepening and perfection of those aspects related with the practice of inclusive education in educational environments, managing and updating significant techniques and theories in order to develop specialized theoretical-practical works which promote innovation and dissemination of an inclusive education for everybody.	1	2

References

CASINO, A y otros (2007). El prácticum de la diplomatura de magisterio en la Universidad Católica de Valencia: formación inicial. Valencia: Universidad Católica de Valencia.

DIAZ, F. (2007) Modelo para autoevaluar la práctica docente (dirigido a maestros de infantil y primaria). Madrid: Wolters Kluwer.

KLENOWSKI, V. (2005) Desarrollo de portafolios para el aprendizaje y la evaluación. Madrid: Narcea.

RODRIGUEZ, A. (dir.) (2002). Cómo innovar en el prácticum de Magisterio. Aplicación del portafolios a la enseñanza universitaria. Oviedo: Septem ediciones.