

Guía docente de la asignatura

Prácticum I (2561188)
Fecha de aprobación:
18/05/2021
14/07/2021

Grado	Grado en Educación Primaria (Bilingüe)		Rama	Ciencias Sociales y Jurídicas			
Módulo	Prácticas Escolares		Materia	Practicum			
Curso	3º	Semestre	1º	Créditos	20	Tipo	Obligatoria

PRERREQUISITOS Y/O RECOMENDACIONES

To have overcome 108 credits of the Bachelor's Degree in Primary Education in order to take this course.

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Grado)

During the school placement period, students, in addition to carrying out classroom actions that will provide them with strength in their training as professionals, must reflect, both in the primary classroom and in the supervision seminars, on how the development of the Primary Education curriculum is carried out, integrating their theoretical knowledge with practice. Reflections will focus on the following topics, among others: The context of the school, the school and the classroom. The role of the teacher. Academic activities to be carried out in a school. The resolution of problematic situations in the centre and in the classroom. The dynamics of how a school works. Teamwork among the teaching staff. Identification of didactic strategies to respond to different teaching situations. Teaching materials. Attention to diversity at school and in the classroom. Legal framework of Primary Education. Learning processes of curricular contents developed in the school where the School Placements is carried out. Programmes of the different curricular areas. Teaching sequences developed in the classroom. Curricular materials used. Didactic analysis of classes observed. Evaluation techniques used. Attention to the diversity. Transversal teaching carried out. Preparation of classroom activities. Materials and resources available and their use.

COMPETENCIAS ASOCIADAS A MATERIA/ASIGNATURA
COMPETENCIAS ESPECÍFICAS

- CE01 - Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos
- CE02 - Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto



- individualmente como en colaboración con otros docentes y profesionales del centro
- CE04 - Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana
 - CE09 - Valorar la responsabilidad individual y colectiva en la consecución de un futuro sostenible
 - CE10 - 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
 - CE11 - 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
 - CE37 - Comprender los principios básicos y las leyes fundamentales de las ciencias experimentales (Física, Química, Biología y Geología)
 - CE38 - Conocer el currículo escolar de estas ciencias
 - CE39 - Plantear y resolver problemas asociados con las ciencias a la vida cotidiana
 - CE40 - Valorar las ciencias como un hecho cultural
 - CE41 - Reconocer la mutua influencia entre ciencia, sociedad y desarrollo tecnológico, así como las conductas ciudadanas pertinentes, para procurar un futuro sostenible
 - CE42 - Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover la adquisición de competencias básicas en los estudiantes
 - CE54 - Valorar la relación entre matemáticas y ciencias como uno de los pilares del pensamiento científico
 - CE61 - Fomentar la lectura y animar a escribir
 - CE67 - Conocer el currículo escolar de la educación artística, en sus aspectos plástico, audiovisual y musical

RESULTADOS DE APRENDIZAJE (Objetivos)

At the end of their period of school placements under the supervision of their tutors, students must be able to:

- To understand the legal framework in which academic activity is carried out in the Primary Education cycle.
- To know the legal framework in which academic activity is carried out in the Primary Education cycle.
- To describe the context in which the schools where they carry out their teaching practice is located.
- To understand the dynamics of the functioning of the schools.
- To know the academic activities of the teaching activity in Primary Education, both of the teacher in the classroom and of the collaboration between the teaching staff.
- To identify the spaces of the schools.
- To achieve practical knowledge of the different teaching strategies and resources used by the Primary Education teacher.
- To identify the peculiarities of the programming of the different curricular areas.
- To provide solutions to conflicts in the classroom.
- To manage in an appropriate way the different aspects associated with attention to diversity.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS



TEÓRICO

The contents of the School Placement will be structured around three axes:

- Systematic observation of academic activity in the Primary Education classroom.
- Adaptation and knowledge of the educational centre.
- The application of the knowledge acquired to specific teaching-learning situations.

These axes will be taken into account when dealing with the following contents:

- Legal framework of Primary Education in relation to the dynamics of the functioning of the centre: School Education Project. General Annual Report. Organization and Operation Regulations, other school documents.
- Organisation of complementary activities (e.g. visit to the Parque de las Ciencias, Alhambra, Aula de la Naturaleza, etc.).
- Contextualisation of the school.
- The role and didactic activity of the teacher. Teamwork among the teaching staff.
- Programmes of the different curricular areas. Teaching sequences developed in the classroom. Teaching strategies. Teaching materials.
- Transversal teaching carried out.
- Attention to diversity at school and in the classroom.
- The resolution of problematic situations at the school and in the classroom.
- Didactic analysis of observed classes.
- Evaluation techniques used.
- Materials and resources available and their use.

PRÁCTICO

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

- Pérez-García, P., Domingo Segovia, J., Hernández Ríos, M. L., Latorre-Medina, M. J., López López, M. D. C., Molina Ruiz, E., & Montes Moreno, S. (2013). Tutorización académica durante el prácticum de la titulación de grado de educación primaria para la ética profesional. Recuperado de <https://digibug.ugr.es/bitstream/handle/10481/28427/materialseminariosPIyIIDIGIBUG.pdf?sequence=6&isAllowed=y>
- Martínez-Figueira, E. & Raposo-Rivas, M. (Eds.) (2019). Kit de supervivencia para el Prácticum de Educación Infantil y Primaria. Madrid:Universitas.

BIBLIOGRAFÍA COMPLEMENTARIA

- Amaro, A.E. & Arjona, Y. (2013). Atención a la diversidad en Educación Primaria: un enfoque inclusivo. Madrid: Universitas.
- Canale, J.A., Aguilar, M. & Ganem, P. (2012).(Coord). Resolución de conflictos en el aula:



- cómo encontrar soluciones aceptables ante una realidad social. México: Limusa.
- Dean, J. (2002). Improving children's learning effective teaching in the Primary Education. London: New York, Routledge.
 - Hashim, S.N.A. & Yusoff, N.M.(2021). The Use of reflective practice towards achieving effective english language teaching at Primary Schools. International Journal of Evaluation and Research in Education, 10, 1, 364-374. DOI: 10.11591/ijere.v10i1.20956.
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 - Madrid, D. & Hughes, S. (2006). Teaching Practice for Language Teachers. Granada: GEU.
 - Marín, J.A., Rodríguez, A., Romero, J. M^a, Campos, N & Rodríguez, C. (2018). Desarrollo de competencias para el aprendizaje en Ciencias de la Educación. Guía para el trabajo autónomo del alumnado. Granada: Editorial Técnica Avicam
 - Ortega Martín, J.L. & Peña García, S. (2019). Comparative Study on Language Support Classrooms: the case of Andalusia and England. Aula Abierta, 48 (2), 213-220.
 - Ökmen, B., Sahin, S. & Kiliq, A. (2020). A critical view to the Primary School Teaching. International Journal of Contemporary Educational Research, 7 (1). 54-70. DOI: <https://doi.org/10.33200/ijer.633051>.
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 - Sáenz, O. (Dir.) (1991). Prácticas de enseñanza. Proyectos curriculares de investigación acción. Marfil. Alcoy.
 - Zabalza, M.A., Montero, L. & Cabreiro, B. (Coords) (1995). El practicum en la formación de profesionales: problemas y desafíos . Santiago, Universidades de Santiago de Compostela, Departamento de Didáctica e Organización Escolar. ISBN 84-921145-0-9.

ENLACES RECOMENDADOS

Website of School Placements: <https://fcee.practicaseduccion.com>

Association of Education Inspectors: <http://www.adideandalucia.es>

Department of Education and Sport of the Andalusian Regional Government: <https://www.juntadeandalucia.es/educacion/portals/web/ced>

National Institute of Educational Technologies and Teacher Training: <https://intef.es/recursos-educativos/recursos-para-el-aprendizaje-en-linea/>

Educational resources: <http://www.tiching.com>

Social network for foreign language teachers: <http://internetaula.ning.com/group/lenguasextranjeras>

Website for student teachers: <http://laeduteca.webcindario.com/estudiantesdemagisterio.html>



METODOLOGÍA DOCENTE

- MD01 - Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 - Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 - Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 - Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

The evaluation of the competences acquired by the students will be carried out taking into consideration the reports issued by two agents, the Academic Tutor and the Professional Tutor. The Professional Tutor is the professional in charge of the students during their teaching practice; they are teachers at Primary Education centres; their report will focus on the practical activities in the classroom and in the practice centre. Academic Tutors are teachers from the Faculty or affiliated centre; their report will focus on the theoretical-practical reflection activities in seminars and other autonomous activities of the students.

The final evaluation of the School Placement is obtained, consequently, from the following evaluations:

- Evaluation of the professional tutor: 50%
- Evaluation of the academic tutor: 50%

In order to pass the School Placement, it is essential to have obtained at least a grade of "Pass (5)" in each of the two evaluations: the one carried out by the professional tutor and the one carried out by the academic tutor. In both cases, it must be taken into account that attendance is compulsory, 20% of unjustified missed attendance will result in failure of the School Placement, and 10% of unjustified missed attendance will result in a reduction in the final grade for the School Placement.

The following criteria will be taken into account: attendance and punctuality, the degree of integration in the Centre, the relationship with students and classmates, the degree of initiative, the appropriate use of methodological and evaluative procedures, the ability to solve problems and the attitude of collaboration and teamwork.

Special consideration will be given to the presentation, the content, the level of reflection, and the depth of the tasks carried out, as well as suggestions for improvement.

EVALUACIÓN EXTRAORDINARIA

If the placement is failed for different reasons: failure to comply with the minimum hours of stay, expulsion, lack of interest, among others, the student will have to start a new placement in the following academic year.



In the event of failing the part of the academic tutor, the student must sit for develop the exam in the extraordinary exam session. If the failure is due to failure to pass the activities (essays and/or reports), the student must hand in the progress of the activities that can be improved; if, on the other hand, the failure is due to lack of attendance at the face-to-face sessions (more than the allowed 20%), the student must take a written test of the contents included in the syllabus.

EVALUACIÓN ÚNICA FINAL

Delivery of the required documentation of the subject (diary and final report) to the email of the academic tutor, on the dates specified.

The documents must follow the indications and suggestions given by the academic tutors.

INFORMACIÓN ADICIONAL

In this subject, adaptations in the evaluation will be taken into account, without altering the competences, objectives and basic contents, in order to adapt it to the disability and other specific educational support needs, taking into account everything reflected in the "Guide for the attention to students with disabilities and other specific educational support needs of the University of Granada". <https://ve.ugr.es/servicios/asistencia-estudiantil/atencion-social/protocolo-actuacion-sae>

