Approval date: 12/11/2025

COURSE GUIDE

Practicum 1 (2561188)

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	Branch	Social and Legal Sciences
Module	Prácticas Escolares	Subject	Practicum

Year of study	3º	Semester	1º	ECTS Credits	20	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

Students must have passed 102 credits of the Bachelor's Degree in Primary Education to take Practicum I.
Once the placement centre has been assigned, it will be necessary to confirm the student's incorporation within the period and procedures established by the Vice-Dean's Office for Work Placements.
The student is obliged to join the centre/collaborative entity on the agreed date, comply with the timetable set out in the educational project and respect the centre's rules of operation, safety and occupational risk prevention.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

During the work placement period, students, in addition to carrying out classroom actions that provide them with a firm foundation in their training as professionals, must reflect, both in the primary education 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 centre, the centre and the classroom; The role of the teacher; Academic activities to be carried out in a centre; The resolution of problematic situations in the centre and in the classroom; The dynamics of functioning of a centre; Teamwork among teaching staff; Identification of didactic strategies to respond to different teaching situations; Didactic materials; Attention to diversity in the centre and in the classroom; Legal framework of primary education; Processes of competence development implemented in the centre where the placement is carried out; Programmes of the different curricular areas; Teaching sequences developed in the classroom; Curricular materials used; Didactic analysis of classes observed; Assessment techniques used; Attention to the diversity that occurs; Transversal teaching that is carried out; Preparation of classroom actions; Materials and resources available and their use.

SKILLS

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SUBJECT-SPECIFIC SKILLS

- 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

LEARNING OUTCOMES

At the end of their period of stay in the centres under the supervision of their tutors, students must be able to: - Understand the legal framework in which academic activity is carried out at the Primary Education stage:
- Know the legal framework within which academic activity is carried out at the Primary Education stage
- Describe the context in which the educational centre where they carry out their teaching practice is located.
- To understand the dynamics of the functioning of the educational centre.
- 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.
- Identify the spaces of the centre.
-Practical knowledge of the different teaching strategies, as well as the resources used by the Primary Education teacher.
-Identify the peculiarities of the programming of the different curricular areas.
-Provide solutions to conflicts in the classroom.
-Manage in an appropriate way the different aspects associated with attention to diversity.

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PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

The contents of the Practicum 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: Plan de Centro. Educational Project. Annual report of the centre. Organisation and Operation Regulations. Other school documents.
Organisation of complementary activities (e.g. visit to the Science Park, Alhambra, Nature Classroom, etc.).
Contextualisation of the school.
The role and teaching 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.
Didactic analysis of observed classes.
Evaluation techniques used.
Materials and resources available and their use.

PRACTICAL SYLLABUS

The practical content corresponds to tasks associated with the theoretical content.

RECOMMENDED READING

ESSENTIAL READING

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

COMPLEMENTARY READING

- Ramírez Fernández, S. (coord.) (2011). El prácticum en Educación Infantil, Primaria y Máster Secundaria, tendencias y buenas prácticas. EOS.
- Zabalza, M.A., Montero, L. y Cabreiro, B. (Coords) (1995). El practicum en la formación de profesionales: problemas y desafíos. Universidades de Santiago de Compostela, Departamento de Didáctica e Organización Escolar.
- Sáenz, O. (Dir.) (1991). Prácticas de enseñanza. Proyectos curriculares de investigación acción. Marfil.

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RECOMMENDED LEARNING RESOURCES/TOOLS

- https://educacion.ugr.es/docencia/practicas-externas
- http://www.adideandalucia.es/
- http://www.juntadeandalucia.es/educacion/portals/web/ced
- http://www.adideandalucia.es

TEACHING METHODS

- 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.

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

The assessment of the competences acquired by the students is carried out by two agents:
The Professional Tutor is the professional in charge of the students during their teaching practice; they are teachers from Primary Education centres; their assessment will focus on the practical activities in the classroom and in the practice centre.
The Academic Tutors are teachers from the Faculty or Affiliated Centre; their assessment will focus on the theoretical-practical reflection activities in seminars and other autonomous activities of the students. For the delivery of autonomous activities different documents can be used, such as portfolios, diaries, final report, questionnaires, activities, among others.
The final evaluation of the Practicum is obtained, consequently, from the following assessments:
Evaluation of the professional tutor: 50%.
Evaluation of the academic tutor: 50%.
In order to pass the Practicum 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, given that attendance is compulsory, having more than 20% of unjustified absences will mean failing the Practicum, and having 10% will imply a drop in the final grade of the Practicum.
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, content, level of reflection and depth of the tasks carried out, as well as suggestions for improvement.
If the placement is suspended 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.

EXTRAORDINARY EXAMINATION DIET

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

SINGLE FINAL ASSESSMENT (evaluación única final)

This corresponds to the non-attendance monitoring of the seminars. In the assessment of 50% of the practicum corresponding to the content of the seminars in the academic tutorial, the documents and activities required in the ordinary assessment for the students' autonomous activities are used. In addition, for the assessment of the theoretical-practical reflection activities, the student must take a written test of the contents included in the teaching guide.

ADDITIONAL INFORMATION

In this subject, adaptations in the assessment will be taken into account, without altering the competences, objectives and basic contents, in order to adapt and 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 (SEN) of the University of Granada':
https://ve.ugr.es/pages/sae/atencion_social/guiasneae20162017caso.
In the case of using Artificial Intelligence tools for the development of the subject, students must adopt an ethical and responsible use of them. The recommendations contained in the document 'Recommendations for the use of artificial intelligence in the UGR' available at the following link: https://ceprud.ugr.es/formacion-tic/inteligencia-artificial/recomendaciones-ia#contenido0' In the development of the work it is recommended to follow the recommendations contained in the 'Guide to the non-sexist use of language" published by the Vice-Rectorate for Equality, Inclusion and Sustainability of the University of Granada and published at https://viics.ugr.es/sites/vic/viics/public/inline-files/Guia%20de%20Lenguaje.%20Maquetado.pdf.
Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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