

Practicum

Code: 43664
ECTS Credits: 12

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OB	0	A

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

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Prerequisites

None.

Objectives and Contextualisation

This module is compulsory for the various specializations offered in this masters programme. The module structure and the contents linked to the areas of psychology, pedagogy and social education are common to all specialization. Each specialisation has also specific contents and goals related to this module.

Students do their internships in educational establishments under the supervision of a school mentor and a university practicum tutor with the objective to guide them in this first contact with the world of education.

During their internships students are expected to become familiar with the function, structure and organisation of the school that hosts them. They should also take an active part in the academic and non-academic tasks the school sets them. Finally, they should assist their school teachers and design, implement and evaluate a pedagogical project.

Skills

- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Adopt an attitude and ethical behavior and act according to ethical principles of the profession.
- Analyze and recognize their own skills to develop those necessary for the development and professional practice.

- Communicate effectively both verbally and non-verbally.
- Continue the learning process, to a large extent autonomously.
- Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students.
- Generate innovative and competitive professional activities and research.
- Inform and advise families about the teaching and learning process and personal, academic and professional orientation of their children.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the rules and institutional organization of the education system and models of quality improvement applied to schools.
- Make effective use of integrated information and communications technology.
- Organize a group of students for a successful development of shared activities.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use critical reasoning of personal work and use resources for professional development.
- Work in teams (in the same field or interdisciplinary) and develop attitudes of participation and collaboration as an active member of the community.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning outcomes

1. "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
2. "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students"
3. Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative
4. Adopt an attitude and ethical behavior and act according to ethical principles of the profession.
5. Analyze and recognize their own skills to develop those necessary for the development and professional practice.
6. Continue the learning process, to a large extent autonomously.
7. Demonstrate a good command of oral and written expression in teaching.
8. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.

9. Effective use of integrated information and communications technology.
10. Gain experience in planning, teaching and assessment materials relevant to the specialty.
11. Inform and advise families about the teaching and learning process and personal, academic and professional orientation of their children.
12. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
13. Know the rules and institutional organization of the education system and models of quality improvement applied to schools.
14. Master the skills required to foster a climate that facilitates learning social skills and coexistence.
15. Organize a group of students for a successful development of shared activities.
16. Participate in improvement proposals in different areas from reflection based on practice.
17. Prepare proposals based on the acquisition of knowledge, skills and intellectual and emotional abilities.
18. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
19. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
20. Teamwork and equipment (in the same field or interdisciplinary) and develop attitudes of participation and collaboration as an active member of the community.
21. Use critical reasoning of personal work and use resources for professional development.

Content

The module is divided into the following content blocks:

BLOCK 1. Training workshops

Workshops will be common to all specializations and offered before the first internship period. Topics will related to areas such as gender education, classroom management, conflict resolution techniques, etc.

BLOCK 2. Effective observation of teaching and learning for professional improvement

During the first internship period, 19/11/18 to 30/11/18, students are expected to observe and assist an in-service teacher and become familiar with the school educational project. They should pay special attention to the classroom dynamics of one of the observed groups.

BLOCK 3. Planning , Implementing and Evaluating a pedagogical project

During the second internship period, 25/02/19 to 05/04/19, students are expected to observe and assist the same in-service teacher but they should also take the responsibility of planning, implementing and evaluating an innovative project in one of the observed groups. This intervention will be designed, implemented and evaluated by the student under the supervision of university tutor and with the approval of the school mentor.

Methodology

During the two internship periods students will need to collect evidences of the work done at the school and should assist their school mentors in various groups. Students should also attend regular practicum meetings at the university and do the required asignments. Designing, implementing an evaluating a teaching unit is also part of the requirements of this course.

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed

Active participation in the practicum workshops and seminars. Process of elaborating the practicum portfolio. Self-assessment of own performance and co-assessment with the school mentor and the university practicum tutor,	0	0	5, 18, 13, 8, 17, 15, 16, 20
Type: Supervised			
Active and reflective participation during face-to-face individual or group practicum tutorials and two internship periods at a secondary school or a state language school.	0	0	5, 18, 13, 8, 17, 9, 15, 16, 20
Type: Autonomous			
Preparation of the teaching tasks to be carried out during the internship periods and elaboration of the practicum portfolio.	0	0	5, 18, 13, 8, 17, 9, 15, 16, 20

Evaluation

Practicum

Students are expected to create a portfolio containing the following documents:

Document 1: Expectations (1-2 pages)

Document 2: Observations during the first internship period (4-6 pages)

Document 3: Design and rationale of a teaching unit (10 pages +Annex)

Document 4: Teaching practice, self-assessment and suggestions for improving own's teaching performance (3-6 pages +Annex)

During the practicum seminars, university tutors would provide students guidelines on how to elaborate these documents. School mentors will guide the students on the process of planning and conducting their teaching practice.

Active participation in the workshops and in the practicum seminars is a compulsory requirement to pass this course. Students performance at the host school and the quality of their portfolio will also take into account to assess this course.

Catalan is the vehicular language in this master for all specializations offered except English and French. All individual and group written assignments should be produced in Catalan in all specializations. English is the vehicular language in the specialization of English, and French is the vehicular language for the specialization in French, therefore students should submit their assignments in these languages. Mastery of the vehicular language of own's specialization is mandatory. Assessment will take into account the quality of the written and oral assignments produced by students. An assignment can be graded with a FAIL if it does not meet quality criteria with regards to language use. Written assignments are expected to be coherent, cohesive and accurate in the use of the target language. In oral assignments, students are expected to demonstrate good skills in comprehending academic texts and accuracy and fluency in communication.

If students do not obtain a pass mark during their first internship period, they will not be able to complete the course and will not be able to participate in the second internship period. School mentors will assess this first internship period.

This course will be assessed as follows:

Active participation and attendance at the practicum workshops and seminars

25%

Practicum portfolio 50%

Assessment report produced by the school mentors 25%

To get a pass mark, students must pass each of the above assessment tasks and all the documents in the portfolio.

A draft of document 3 (design and rationale of a teaching unit) must be handed in on **22nd** February 2019.

In order to pass this course, students' performance at school and during the practicum seminars must prove they have a C2 in the vehicular language of their specialization. Language certificates presented to enrol in this masters will not be taken into consideration. Language proficiency will be accredited through students' performance.

To pass the course students are also expected to display a professional attitude and professional skills such as respect, cooperation, punctuality and active listening and participation. Finally, students' are expected to respect the deontological ethics of the teaching profession.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Practicum	100%	300	12	1, 7, 4, 3, 10, 21, 5, 18, 2, 13, 8, 14, 17, 9, 11, 15, 16, 12, 19, 6, 20

Bibliography

Selected readings will be given by university tutors during the first practicum seminar.