

Practicum III

Code: 103702
ECTS Credits: 2

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Empar Garcia Lopez
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Esther Belvis Pons

Prerequisites

It is highly recommended that the student who is enrolled in the Practicum III also take the subject of Planning, research and innovation.

In order to successfully develop the Practicum III it is necessary to have as reference the center of practices in which the Practicum II has been carried out.

Objectives and Contextualisation

1. Analyze the innovation characteristic in the school context from the class perspective.
2. Analyze the implication of teacher in innovation projects from both the individual and collective perspective.
3. Develop research and innovation projects taking into account the context characteristics.
4. Establish relationships between research and innovation and the development of teacher development and school organization.

Competences

- Acquiring practical knowledge of the class and its management.
- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Collaborate in the different sectors of the educational community and of the social setting.
- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.

- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop autonomous learning strategies.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Generate innovative and competitive proposals in research and in professional activity.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Respect the diversity and the plurality of ideas, people and situations.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Becoming involved in the dynamics of the centre and of the classroom when making suggestions for innovation related to the context of the centre and of the classroom.
2. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
3. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
4. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
5. Critically analyse personal work and use resources for professional development.
6. Critically analyse the educational reality observed in order to propose improvements from an innovative perspective.
7. Critically observing the reality of the school, paying special attention to innovation projects, and reflecting this practical know-how in the proposed improvements.
8. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
9. Design and regulate learning spaces in contexts of diversity that attend to gender equality, equity and respect for human rights as involved in the values of public education.
10. Develop strategies for autonomous learning.
11. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
12. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
13. Maintain an attitude of respect for the environment (natural, social, cultural) to promote sustainable values, behaviour and practices that respect gender equality, equity and respect for human rights.
14. Planning and carrying out activities that promote active citizenship in students.
15. Planning language and mathematics activities, specifying their didactic purpose.
16. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
17. Selecting the key information for making proposals for improvements in primary education centres.
18. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
19. Understand how the different organizational structures of the school function.

Content

1. Systematized observation of school reality

- 1.1. The teacher as researcher of his/her own research

1.2. Relationship between theory and practice in education

1. Design of innovation projects

2.1. The phases of innovation

2.2. The structure of innovation projects

2.3. The dissemination of the innovation in the school reality

1. Collaboration with professionals

3.1. Collaborative work

3.2. Shared lesson learned

3.3. Innovations in class: typologies and areas

3.4. Innovation in the centre: typologies and areas

Methodology

The methods used in the class are designed to fairly respond to the title of the course. Different research and creative techniques will be used so students can learn by doing. In order to generate a participatory learning environment, there will be compulsory readings that the students need to go through before each session. Besides, the course will be divided in Master Classes where the teacher will facilitate contents and clarify doubts regarding the readings and seminars to approach practical examples and concerns in relation to practice.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	5	0.2	1, 7, 17
face-to-face Group	10	0.4	1, 7, 17
Type: Supervised			
Tutorials	7	0.28	1, 7, 17
Type: Autonomous			
Study	25	1	1, 7, 17

Assessment

The assessment of the student will be done through continuous evaluation, which means attendance and participation in class are key to pass the course.

- Individual test (35%). The test will be carried out at the end of the course. Dates: group 21: 6/25/2020; group 31: 6/17/2020; group 41: 6/26/2020; Group 71: 6/26/2020.

- The researcher's diary (50%). The researcher will address in a diary the most important challenges that has cope with in each session and will need to reflect upon them.

- Attendance and participation (15%) and presentation.

To pass the subject, all the students need to get a minimum of 5 point in the three elements assessed.

RECOVERY

The recovery can be one of the two tests (of theoretical knowledge, of practical knowledge) or of both. By the characteristics of the subject, it will be decided how to recover it once the results are obtained.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical task	50	0	0	5, 6, 4, 2, 19, 3, 18, 8, 10, 11, 9, 12, 1, 13, 7, 15, 14, 16, 17
Task presentation	15%	1	0.04	1, 7, 17
Theoretical test	35%	2	0.08	4, 8, 17

Bibliography

Bhattacharjee, Anol (2012). Social Science Research: Principles, Methods, and Practices, University of South Florida. Available: http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks

Mattila, P and Silander P (2015). How to create the school of the future, University of Oulu.

IDEO (2013). Design Thinking for Educators. Available: <http://www.designthinkingforeducators.com/toolkit/>

VVAA (2010). The Third Teacher, Abrams Publishing.

Other materials might be included due in course.