Practicum III

Code: 103702
ECTS Credits: 2

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Teachers

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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

Prerequisites

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

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

This subject aims to give an overview of educational innovation. Specifically, the proposed objectives are:

1. To analyze the characteristics of innovations in school contexts.
2. To analyze the teaching involvement in innovation projects from an individual and collective perspective.
3. To develop educational innovation projects based on the analysis of the characteristics of the context.
4. To link innovation, planning and educational research with professional teaching development and school organization and management.

Competences

- Acquiring practical knowledge of the class and its management.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. 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.
5. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
6. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
7. Critically analyse personal work and use resources for professional development.
8. Critically observing the reality of the school, paying special attention to innovation projects, and reflecting this practical know-how in the proposed improvements.
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. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
11. Identify situations in which a change or improvement is needed.
12. 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.
13. Planning and carrying out activities that promote active citizenship in students.
14. Planning language and mathematics activities, specifying their didactic purpose.
15. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
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

Educational innovation

- Innovation, change, improvement, reform
- Areas of innovation

Design of innovation projects

- The phases of innovation
- The structure of innovation projects
- The agents of innovation
- The diffusion of innovation in the school reality and the community of reference

Methodology

LECTURES

The lectures are carried out with the whole class group and aim to present and reflect on the contents of the subject. Although the main role is played by the teacher, students are expected to be actively involved in the construction of professional knowledge.

SEMINARS

Seminars are workspaces (with 1/3 or 1/2 of the large group) where students will have to design in groups (5 people) an innovation project proposal for one of the internship centres in which students have developed Practicum II.

ASSESSMENT

The evaluation of the subject is continuous, promoting a formative assessment. The student must attend the scheduled assessment activities that the teacher will explain in the first session of the course.

SELF-STUDY

Students will have to do readings, reflections and search for information on the various contents of the syllabus, demonstrating autonomy to build their knowledge and skills.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	10	0.4	18, 4, 12, 8, 16, 17
Seminars	5	0.2	2, 3, 1, 5, 19, 6, 9, 10, 11, 4, 8, 14, 13, 15, 17
Type: Supervised			
Counseling	7	0.28	7
Type: Autonomous			
Reading and study	28	1.12	7, 19, 4, 8, 16, 17

Assessment

Attendance at guided activities (lectures and seminars) is mandatory. In the event of an absence, this must be justified. In no case may absences represent more than 20% of the total time spent on directed activities. Proofs presented only serve to explain the absence and no exemption from attendance.

The assessment of the subject will be continuous. To pass the subject, you must have passed each one of the assessment activities:

- Learning diary that will incorporate the learnings that are achieved through large group sessions and the development of the innovation project. It will include the self-assessment of the achievement of the contents and competences of the subject. It will be delivered during the last week of the course.
- Innovation project adapted and adapted to the reference practice center following a specific script. It will be developed in groups, but will include an individual part that will include a process of self-assessment and co-assessment of the contribution to group work. It will be delivered on the last day of the subject.
- Presentation and defense of the innovation project on the last day of the subject.

To pass the course, all the evidence must have a minimum score of 5 points on a scale of 10. Each of the pieces of evidence has a specific weight that can be consulted in the table below. In case of not presenting any of the evidence, the student will not be qualified and have a "not presented" qualification.

The teacher will communicate the specific dates of delivery and assessment on the first day of the subject. It is not possible to re-assess the innovation project, both written and presented and defended. In the case of the learning diary, students who did not pass this evidence will have the chance to re-submit it during the last week of June. In the recovery, the student only can obtain sufficiency (maximum grade of 5).

Teachers will return tasks and exercises in continuous assessmentwithin approximatelythree weeks. The grades of each of the assessment evidence will be made public in the Moodle Classroom. The student who wants to reviewthe score will have to do it in the term established by the teachers that will be communicated conveniently in his time.

All the assessment evidence (individual and group) will consider linguistic correctness, wording, and formal aspects. Students must be able to express themselves fluently and correctly. Also, they must show a high degree of comprehension of academic texts. An activity/task may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements. Before submitting evidence of learning, you must verify that these criteria are respected and that the sources, notes, textual citations and bibliographical references follow the APA regulations, according to the documentation summarized in the following sources: https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf and http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html.

Copying or plagiarizing material is a crime that involves failing the subject of Planning, Research and Innovation, losing the possibility of recovering it, whether it is an individual or group task/exercise (in this case, all members of the group will be failed). A task or exercise will be considered "copied" when it reproduces totally or partially the work of a colleague, and that it is "plagiarized" when a part of an author's text is presented as his own without quoting the source. If any of the two malpractices are detected, the teacher will study whether it is appropriate to request the opening of an academic transcript. You can find more information about plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Within the framework of this subject, it is necessary to show an attitude compatible with the teaching profession: punctuality, participation, respect, cooperation, the appropriate use of electronicdevices (mobile, computer, etc.), empathy, correctness in communication with others, and respect for the diversity and plurality of ideas, peopleand situations. Equally, students need to be actively involved during the sessions, be responsible and rigorous in autonomous work, and demonstrate critical thinking and ethical commitment to the deontological principles of the teaching profession.

Assessment Activities

| | | | Learning |

Title	Weighting	Hours	ECTS	Outcomes
Innovation project (in group)	40%	0	0	2, 3, 1, 5, 6, 9, 10, 11, 4, 12, 8, 14, 13, 15, 17
Learning journal and self-reflection (personal evidence)	40%	0	0	7, 19, 18, 12, 8, 16
Presentation and defense of the innovation project (group evidence)	10%	0	0	7, 12, 17
Self-assessment and co-assessment of the individual contribution to group work (individual evidence)	10%	0	0	7, 5, 19, 6, 10, 4, 12

Bibliography

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De Miguel, M. (Coord.) (1996). *El desarrollo profesional docente y las resistencias a la innovación educativa.* Servicio de publicaciones de la Universidad de Oviedo.

Departament D'ensenyament (2007). *Marc de la innovació pedagògica a Catalunya*. Recuperat de http://xtec.gencat.cat/web/.content/innovacio/marc_normatiu/documents/marc_dinnovacio_pedagogica.pdf

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Gairín, J. & Ion, G. (Coord.) (2021). *Prácticas educativas basadas en evidencias. Reflexiones, estrategias y buenas prácticas.* Madrid: Narcea.

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Imbernón, F. (2002). *La investigación educativa como herramienta de formación del profesorado: reflexión y experiencias de investigación educativa*. Graó: Barcelona.

Rodríguez-Mantilla, J. M., Fernández Díaz, M. J. & Fernández-Cruz, F. J. (2020). *Evaluación para la innovación y mejora de centros educativos*. Madrid: Síntesis.

Sánchez Huete, J. C. (Coord.) (2008). *Compendio de Didáctica General*. Madrid: Editorial CCS.

Sepúlveda, F. & Rajadell, N. (Coords.) (2001). *Didáctica General para Psicopedagogos*. UNED: Madrid.

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Tejada, J. & Giménez, V. (Coords.) (2007). *Formación de formadores. Escenario institucional*. Madrid: Thomson.

Torre, S. de la (Coord.) (1998). *Cómo innovar en los centros educativos*. Madrid: Escuela Española.

Educational Journals:

- Revista Educar - https://educar.uab.cat/
- Revista de Educación - http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html
- Investigación XX1 - http://revistas.uned.es/index.php/educacionXX1/index
- Revista Iberoamericana de Educación - https://rieoei.org/RIE

- Revista Aula - https://www.grao.com/es/aula-de-innovacion-educativa *(accedir a través de la biblioteca de la UAB)*
- Revista Guix - https://www.grao.com/es/guix *(accedir a través de la biblioteca de la UAB)*

Software

For this subject, no specific program or resource is required.