

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

Mireia Vilanova Prats
Anna Camps Suarez

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 school placement in which the Practicum II has been carried out.

It is advisable to have completed and passed the subjects: Education and educational contexts, Contemporary theories and practices in education, Teaching and curriculum development, and Social context and school management.

Objectives and Contextualisation

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

1. To analyze the characteristics of innovations in education.
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 teacher's 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

- Innovation planning
- The phases of innovation
- The agents of innovation
- The diffusion of innovation in the school reality and the community of reference

Methodology

LECTURES

Lectures (carried out with the entire class group) focus on the presentation and reflection on the subject content. Although the leading role falls mainly on the teacher, students may actively participate in the construction of professional knowledge, giving value to both the experience of the teachers and the students.

SEMINARS

The seminars in small groups are workspaces (with 1/3 of the group) where the students must design, in groups of 4-6 people, an innovation project proposal for one of the internship centres in which one of the members of the group has developed the Practicum II.

EVALUATION

The evaluation of the subject combines the delivery of individual and group tasks with self-assessment and co-assessment activities.

AUTONOMOUS WORK

The students must carry out readings and reflections and search for information on the various contents of the subject, demonstrating autonomy to build their knowledge and skills. As part of the autonomous work, the students can arrange tutorials with the teachers to clarify doubts related to the subject.

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			

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 guided activities. Proofs presented only serve to explain the absence and no exemption from attendance.

The assessment tasks of the subject consist of:

- Group proposal for an appropriate innovation project adapted to the school placement of one of the group members. Delivery one week after the end of the subject.
- In the last subject session, presentation on the innovation project. It is considered an assessment activity; all members must assist.
- Self-assessment and co-assessment of the contribution to the group work project -last day of the subject.
- Reflective individual essay -which will be delivered two weeks before the end of the course.

All the tasks must have a minimum score of 5 points on a scale of 10 to pass the subject. Each task has a specific weight that can be consulted in the table. In case of not presenting any of the tasks, the student will not be qualified and have a "not presented" qualification.

On the first day of the subject, the teacher will communicate the dates of delivery of each task. The dates will also be included in the syllabus of the subject available in the Moodle Classroom. Only the individual reflective essay can be re-evaluated, with a maximum grade of 7. The date will be specified in the subject syllabus and communicated on the first day of the subject.

The grades of each task will be made public in the Moodle Classroom. The student who wants to revise the qualification will have to do it during the period established by the teacher. The date will be communicated conveniently in his time.

Students enrolled for the second time can ask for an adaptation of the assessment tasks: individually develop an innovation project proposal or assessing an innovation school project. The decision must be communicated, agreed and formalized with the teacher before 31/03/2023.

In this subject it is necessary for the student to show a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. All the tasks (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 a task, 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, losing the possibility of recovering it, whether it is an individual or group task (in this case, all members of the group will be failed). A task 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 electronic devices (mobile, computer, etc.), empathy, correctness in communication with others, and respect for the diversity and plurality of ideas, people and 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

Title	Weighting	Hours	ECTS	Learning Outcomes
Innovation project (in group)	40%	0	0	2, 3, 1, 5, 6, 9, 10, 11, 4, 12, 8, 14, 13, 15, 17
Presentation of the innovation project (group evidence)	10%	0	0	7, 12, 17
Reflective essay (personal evidence)	40%	0	0	7, 19, 18, 12, 8, 16
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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Rodríguez-Mantilla, J. M., Fernández Díaz, M. J. & Fernández-Cruz, F. J. (2020). *Evaluación para la innovación y mejora de centros educativos*. Madrid: Síntesis.

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<https://doi.org/10.3390/su12176748>

Stéphan, V. L., Joaquin, U., Soumyajit, K., & Gwénaél, J. (2019). *Educational Research and Innovation Measuring Innovation in Education 2019 What Has Changed in the Classroom?* OECD Publishing.
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Educational journals:

- British Educational Research Journal - <https://www.bera.ac.uk/publication/british-education-research-journal>
- Culture and Education (Cultura y Educación) - <https://www.tandfonline.com/loi/rcye20>
- Educational Research - <https://www.tandfonline.com/toc/rere20/current>
- Investigación XX1 - <http://revistas.uned.es/index.php/educacionXX1/index>
- Review of Education - <https://www.bera.ac.uk/publication/review-of-education>
- Revista Aula - <https://www.grao.com/es/aula-de-innovacion-educativa> (accedir a través de la biblioteca de la UAB)
- Revista de Educación - <http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html>
- Revista Educar - <https://educar.uab.cat/>
- Revista Guix - <https://www.grao.com/es/guix> (accedir a través de la biblioteca de la UAB)
- Revista Iberoamericana de Educación - <https://rieoei.org/RIE>
- The European Educational Research Journal - <https://www.bera.ac.uk/publication/the-european-educational-research-journal-eerj>

Software

The subject does not require the use of any specific resource or software.