

Practicum III

Code: 103702
ECTS Credits: 2

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

Contact

Name: Anna Díaz Vicario

Email: anna.diaz@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Anna Ciraso

Anna Camps Suarez

Prerequisites

Practicum III does not entail a stay-in-school placement. We recommend you enroll in Planning, Research and Innovation in the same year and group. To successfully develop Practicum III, you must refer to the school placement of Practicum II.

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 provide an overview of educational innovation. Specifically, the proposed objectives are:

- Analyze the characteristics of educational innovation.
- Analyze teaching involvement in innovation projects from an individual and group perspective.
- Develop educational innovation projects based on the analysis of the characteristics of the context.
- Link educational innovation with planning and research processes.

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
- Sharing the innovation in the school reality and the community of reference

Methodology

LECTURERS

They are carried out with the whole class group and aim to present and reflect on the specific contents of the subject. Although the leading role rests fundamentally with the teaching staff, we expected that students actively participate, giving value to both the lecturer and the student's experience.

SEMINARS

These are workspaces (with 1/3 of the class group) where the students will have to design, in groups of 4-6 people, an innovation project proposal for one of the school placements in which one of the members has developed a Practicum II.

AUTONOMOUS WORK

Students will have to read, reflect and search for information on the various contents of the syllabus, demonstrating autonomy to build their knowledge and skills. Also, coordinate with group mates to complete the tasks linked to the innovation project proposal.

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	6	0.24	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, study and practical exercises	27	1.08	7, 19, 4, 8, 16, 17

Assessment

Students must attend at least 80% of the directed activities. Absences cannot represent more than 20% of the total time allocated to the targeted activities. The supporting documents presented are set to explain the absence and do not exempt the presence.

CONTINUOUS ASSESSMENT

The evidence of continuous assessment of the subject consists of 4 activities:

- Individual reflective essay (40%), to be delivered in the last week of May.
- Innovation project proposal (in group) (40%) suitable and adapted to the school placement of one of the group members following a specific script. Delivery one week after having made the presentation.
- Presentation and defence of the innovation project (10%) on the last day of the subject through co-assessment and assessment by the teacher. It is considered an assessment activity; all group members must be present: 19/06/2024 (group 31), 13/06/2024 (group 21) and 14/06/2024 (groups 41 and 71).
- Self-evaluation and co-evaluation of the contribution to group work (10%). Delivery one week after having made the presentation and defence.

To pass the subject, you must present and pass all the assessment evidence with a minimum rating of 5. There will only be the possibility of reassessment of the innovation project and the individual essay, being able to obtain a maximum rating of 7. The scheduled date for the re-evaluation is 03/07/2024 (Group 31), 04/07/2024 (Group 21) and 05/07/2024 (Groups 41 and 71). In the event of not presenting any of the assessment evidence, the overall qualification of the subject will be 'not assessable'.

The teaching staff will return the assignments in continuous assessment within approximately 15 working days. Teachers will make public the grades of each piece of evidence in the Moodle Classroom. The student who wants to review the qualification must do so within the deadline established by the teaching staff -the date will be communicated conveniently at the time.

Students from 2nd year and later can ask to present an innovation project proposal individually. They must communicate and formalize this option with the teaching staff before 15/03/2024.

SINGLE ASSESSMENT OPTION

This subject does not provide a single assessment system.

OTHER CONSIDERATIONS

In this subject, it is necessary to show an attitude compatible with the teaching profession: punctuality, participation, respect, cooperation, 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. Students must actively participate in the sessions, be responsible and rigorous in their independent work and demonstrate critical thinking and ethical commitment to the ethical principles of the teaching profession.

Likewise, within the framework of this subject, students must demonstrate good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. In all activities (individual and group), we will consider linguistic correction, writing, and formal aspects. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or suspended if the teacher considers that do not meet these requirements. Before handing in an assignment, students must verify that these criteria are respected and that the sources, notes, textual citations and bibliographical references follow the APA regulations (7th edition), according to the documentation that is summarized in the following sources

https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf and <https://normas-apa.org/>

The copying or plagiarism of material constitutes a crime that entails not passing the subject, and losing the possibility of recovering it, whether it is an individual or group exercise (in this case, all the group will have a 0).

We consider that a work, activity or written test is "copied" when it fully or partially reproduces the work of a colleague and that it is "plagiarized" when a part of an author's text is presented as one's own without citing it the source. If any of the two bad practices are detected, the teaching staff will study whether it is appropriate to request the opening of an academic file. You can consult more information about plagiarism at

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

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 (in group)	10%	0	0	7, 12, 17
Reflective essay (individual)	40%	0	0	7, 19, 18, 12, 8, 16
Self-assessment and co-assessment of the individual contribution to group work (individual)	10%	0	0	7, 5, 19, 6, 10, 4, 12

Bibliography

Casas, J., Whitaker, T., & Zoul, J. (ed.) (2018). *10 Perspectives on Innovation in Education*. Routledge.

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 https://xtec.gencat.cat/ca/innovacio/marc_innovacio_pedagogica/

Departament d'Educació (2007). *Guia per elaborar i aplicar un pla estratègic*. Servei de Difusió i Publicacions, Generalitat de Catalunya. http://www.xtec.cat/se-vallesoccidental7/plaformacio/cursdirectorsbadia/guia_planificacio_estrategica.pdf

Ellis, A. K. (2016). *Research on Educational Innovations*. Routledge.

Fabregat, S. & Jiménez, E. (Coords.). (2019). *Innovación docente: investigaciones y propuestas*. Graó.

Fernández-Navas, M. & Alcaraz-Salariche, N. (2016). *Innovación educativa: Más allá de la ficción*. Pirámide.

Fix, G.M., Rikkerink, M., Ritzen, H.T.M. & Kuiper, W.A.J.M. (2021). Learning within sustainable educational innovation: An analysis of teachers' perceptions and leadership practice. *Journal of Educational Change*, 22, 131-145. <https://doi.org/10.1007/s10833-020-09410-2>

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

Imbernón, F. (1994). *La formación y el desarrollo profesional del profesorado: hacia una nueva cultura profesional*. Barcelona.

Macías, A. B. (2005). Una conceptualización comprehensiva de la innovación educativa. *Innovación educativa*, 5(28), 19-31.

Moyano, J. E. (2004). Innovaciones educativas. Reflexiones sobre los contextos en su implementación. *Revista mexicana de investigación educativa*, 9(21), 403-424.

Navarro, E., Jiménez, E., Rappoport, S. & Thoilliez, B. (2017). *Fundamentos de la investigación y la innovación educativa*. UNIR Editorial.

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

Santaolalla, E., Urosa, B., Martín, O., Verde, A., & Díaz, T. (2020). Interdisciplinarity in Teacher Education: Evaluation of the Effectiveness of an Educational Innovation Project. *Sustainability*, 12(17), 1-23. <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. <https://www.oecd-ilibrary.org/docserver/9789264311671en.pdf?expires=1612976146&id=id&accname=guest&ch>

Tejada, J. (1998). *Los agentes de la innovación en los centros educativos: profesores, directivos y asesores*. Málaga.

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

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

Torrent, A., & Feu, J. (2020). Educational change in Spain: between committed renewal and innocuous innovation. *Journal for Critical Education Policy Studies*, 18(1), 253-298. <http://www.jceps.com/archives/8255>

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.