Universitat Autònoma de Barcelona

2023/2024

Practicum

Code: 43198
ECTS Credits: 14

Degree	Type	Year	Semester
4317414 Teacher Training for Secondary Schools, Vocational Training and Language Centres	OB	0	A

Contact

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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

Jordi Deulofeu Piquet

Iolanda Guevara Casanova

Genaro Gamboa Rojas

Laura Morera Ubeda

External teachers

Albert Mallart Solaz

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Joan Miralles de Imperial Llobet

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Maria Rosa Massa

Maribel Ortego

Mireia López Beltrán

Montserrat Alsina

Pere Grima

Salvador Casals

Vicenç Font Moll

Yolanda Segarra

Prerequisites

Not covered

Objectives and Contextualisation

The work that the student will carry out throughout the module must serve to give him/her contact with the reality of the profession, and for this reason it takes place to a large extent in a secondary education centre. Firstly, the student will have to get to know the reality of an educational centre, its functions, structure and organisation, as well as integrate into the life and activities of the work placement centre. Secondly, they will have to integrate into a class group and carry out both accompanied and autonomous intervention activities. Overall, your work, both in the preparation phases at the university and during your stay in a secondary school, should enable you to put into practice the skills necessary for your professional development, with the help of the university tutor, the school's work placement coordinator and the school tutor.

Competences

- 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 the ethical principles of the profession.
- Analyse and apply innovative teaching proposals in the field of mathematics education.
- Analyze and recognize their own socio-emotional skills to develop those needed in their performance and professional development.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Communicate effectively both verbally and non-verbally.
- Continue the learning process, to a large extent autonomously.
- Design and conduct formal and informal activities that help make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated manner. Participate in the evaluation, research and innovation of teaching and learning.
- Fleshing out the math curriculum that is to implement at 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 process of teaching and learning on personal, academic and professional guidance 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.
- Know the processes of interaction and communication in the classroom, mastering skills and social skills necessary to promote learning and coexistence in the classroom, and address problems of discipline and conflict resolution.
- Know the rules and institutional organization of education systems and models of quality improvement with application to the schools.
- Make effective use of integrated information and communications technology.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the teaching of mathematics, 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.
- Possess the necessary learning skills to carry out continuous training in both content and teaching of mathematics and general aspects of the teaching profession.

- Seek out, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in teaching and learning processes in the corresponding areas.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Understand and analyze the historical features of the teaching profession, its current situation, perspectives and interaction with the social reality of the time.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and teams (the same field or interdisciplinary) and develop attitudes of participation and collaboration as an active member of the community.

Learning Outcomes

1. Choose, use and develop materials for teaching mathematics.
2. Collaborate in implementing didactic initiatives in a group.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Create an atmosphere conducive to interaction and acknowledge the contributions that pupils make to foster mathematics learning in the classroom.
6. Critically analyse one's own behaviour in educational planning and development.
7. Critically analyse one's own performance in the classroom in relation to one's emotional competences.
8. Demonstrate knowledge and application of the regulations of the education system.
9. Demonstrate knowledge of how the family and its influence on education has evolved through history.
10. Demonstrate knowledge of innovative teaching initiatives and Implement them in the field of mathematics.
11. Demonstrate knowledge of the different types of continuing education.
12. Demonstrate knowledge of the historical progression of the education system in Catalonia and Spain.
13. Gain experience in planning, teaching and assessing the subject areas that correspond to the mathematics discipline.
14. Identify the problems in mathematics teaching and learning and put forward possible alternatives and solutions.
15. Implement an innovative teaching initiative concerning a topic in the mathematics curriculum.
16. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
17. Know and use internet resources and software to teach mathematics in secondary school.
18. Master the social skills needed to create an atmosphere conducive to learning and companionship.
19. Obtain and select print or digital information and use it to design learning activities.
20. Participate in proposals for making improvements in the different areas of activity on the basis of reflection on practice.
21. Show mastery of oral and written expression in teaching.
22. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
23. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
24. View assessment as a regulatory and motivational tool and know and develop strategies and techniques for assessing mathematics learning.

Content

1) Observation practice in a Secondary Education centre.

2) Intervention practice in a Secondary Education centre.

Methodology

In the first period of the internship, the student will carry out observation tasks.

In the second period, they will carry out tasks of accompanied intervention and autonomous intervention (development of a didactic unit).

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			
Practicum Seminar	10	0.4	
Type: Supervised			
Practicum in the school	160	6.4	
Type: Autonomous			
Activity developement	70	2.8	
Portfolio	40	1.6	

Assessment

In order to pass the practicum it will be necessary to have passed each of the assessment activities. This includes having passed each of the portfolio documents.
Attendance at the practicum is compulsory, 100% of the activities at the centre and at least 80% of the sessions of the practicum seminar.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Intervention in the Practicum Seminar	10%	10	0.4	3, 4, 8, 9, 10, 11, 12, 13, 14, 16, 19, 22, 23
Intervention in the secondary school	45%	30	1.2	1, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 22, 23, 24
Practicum portfolio	45%	30	1.2	2, 3, 4, 6, 7, 16, 17, 20, 21, 22, 23

Bibliography

The bibliography includes all the references of the rest of the academic modules, as well as the bibliography that the tutor will provide for the preparation of the didactic unit that the students will carry out at the school.

Software

No speciffic software needed