



Universitat de Lleida

DEGREE CURRICULUM

SCHOOL PLACEMENT II

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2020-21

Subject's general information

Subject name	SCHOOL PLACEMENT II			
Code	100889			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	COMPULSORY	Attendance-based
Course number of credits (ECTS)	14			
Type of activity, credits, and groups	Activity type	PAES		
	Number of credits	14		
	Number of groups	4		
Coordination	PETREÑAS CABALLERO, CRISTINA			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

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Subject's extra information

Since this is a progressive Practicum, students of the Degree in Pre-school Education and Primary Education at the Faculty of Education, Psychology and Social Work (FEPSW) of the University of Lleida take the Practicum subject throughout their 2nd, 3rd and 4th courses by studying contents in continuous relation to each other and

which bring along a higher level of competency with respect to the previous stage.

Teaching development through teaching-learning experiences with pupils at this educational stage. Getting involved in the cycle and stage activities. Developing a self-critical and reflexive vision in relation to one's own training and professional development.

Learning objectives

- To get to know the educational centre (organisation, school projects, cycle projects, among others).
- To improve his/her observation and understanding of educational environments.
- To collaborate with members of the teaching community and especially with the traineeship tutor.
- To get to know and understand primary school children.
- To understand and provide for diversity.
- To plan and carry out significant teaching interventions, reflect upon them and improve them.
- To experience and understand the complexity of the profession: young children, professional competencies, the curriculum, classroom management, the centre's organisation, etc.
- To acquire the knowledge needed to carry out the teaching profession.

Competences

Competencies and indicators

The relation between theoretical – conceptual frameworks and practical experience: Compare and contrast observations and professional experience with the theoretical frameworks in education sciences as a reflection strategy to understand and explain reality, propose and implement improvements in performances.

- Relate and contrast the knowledge derived from experience with theoretical knowledge.
- Relate practical and theoretical aspects according to the concerns and needs generated by one own's profession.
- Build a personal vision based on the information obtained and the professional experience.
- Use the knowledge acquired in one's interpretation of reality.
- Analyse one's own practical performance from the perspective of competencies that need to be developed.
- Make well-founded suggestions for improving practical performance.

Team work: Act cooperatively with others as a strategy to carry out a project or various educational and/or social tasks that, due to their nature, could not be carried out individually. The aim is that the result obtained together should be more satisfactory than the one potentially achieved by working separately.

- Establish good interpersonal relations with the students and teachers in the work environment.
- Fulfil the commitments acquired within the team.
- Respect and value contributions made by members of the team.
- Make the group's work dynamic.

Expression and communication:

- Exchange information with others by using the official languages correctly and by mastering the communicative situation based on:

- (1) knowledge of the context in which the conceptual and emotional information is transmitted;

(2) the use of strategies – verbal and non-verbal – that guarantee that the receiver understands the information, as well as

(3) establishing a relationship of respect and trust with the receiver.

Use oral language correctly in the classroom by observing the linguistic norms.

- Express oneself correctly in writing by observing the norms of the language used.
- Build paragraphs and adequate texts with a good level of language expression.
- Use adequate vocabulary for the type of text one is writing.
- Master non-verbal strategies and be aware of the semiotic value of the personal aspect.
- Express oneself through multi-language resources and tools.

Show an initiative to make interventions in face-to-face activities. Information management: Search for, select, order, relate, assess/evaluate and use adequate information to perform the typical functions of the profession.

- Use various sources of information in the professional field.
- Quote information sources correctly in one's productions.
- Structure relevant information in relation to a topic of study.
- Analyse relevant information in relation to a topic of study.
- Evaluate relevant information in relation to a topic of study.
- Bring relevant arguments to support one's own ideas.
- Document one's discourse with data, evidence, quotations... from verified and trustworthy sources.

Problem solving: Careful consideration and treatment of situations that are considered difficult so that they stop being difficult or reduce their complexity.

- Detect a problem, identify it and describe it objectively.
- Analyse the situation to be solved by identifying the problem's main conditioning factors.
- Suggest different alternatives to solve a problem.
- Select one of the alternatives as the final solution by applying previously defined criteria.
- Solve the problem according to the alternative chosen.

Organising and planning educational performances:

- Design the line of action that is to be followed in order to achieve the objectives established, arranging and managing the necessary elements conveniently to carry out one or a series of tasks based on efficacy and efficiency criteria.
- Observe and analyse the educational reality as far as needs and opportunities are concerned.
- Know and use the cultural and scientific contents of the subjects.
- Plan an educational performance according to the specific nature of the context and the situation.

- Implement an educational performance according to the specific nature of the context and the situation.
- Assess an educational performance according to the specific nature of the context and the situation.

Ethical commitment: Involvement in the educational community to achieve quality and improvement in: intervention subjects, colleagues and the institution, the profession, community and society, as well as one's own personal development.

- Maintain confidentiality and privacy.
- Act with professionalism.
- Commit to improvement.
- Identify the values at stake in educational performances.

Self-management: Orientation, making decisions and putting them into practice autonomously to carry out a personal self-development project.

- Specify, analyse and evaluate one's own strong and weak points, as well as personal objectives and the means to achieve them.
- Make decisions based on this analysis.

Subject contents

- Participant observation.
- Reflection.
- Teacher support.
- Participation and collaboration in the classroom's and the centre's activities.
- Work with the centre tutor to plan the didactic sequences that s/he will then implement.
- Professional identity and ethical compromise.

Methodology

15 ECTS - 375 hours

• Hours in the school	70%	262 h
• Study, reflection and document elaboration	26%	98 h
• Tutorial hours (school and faculty)	3%	11 h
• Hores autoevaluación	1%	4 h

Development plan

Durada de les pràctiques: **2 mesos**.

Consulteu el calendari, amb les dates detallades, al web del grau: pràctiques acadèmiques.

Maig/Juny Juliol	<p>Estudiants de la matèria Pràctiques II</p> <ul style="list-style-type: none"> • Reunió de l'Equip de coordinació de pràctiques amb l'alumnat que faran practiques. • L'estudiantat de 2n introdueix les seves dades a l'aplicació de gestió de pràctiques. • Assignació del centre de pràctiques.
Setembre	<p>Seminari de Pràctiques Sessions de treball per a tutores i tutors de la Facultat.</p>
Setembre	<p>Coordinadores i coordinadors dels centres formadors Sessió de treball a la FEPTS:</p> <ul style="list-style-type: none"> • Presentació de les Pràctiques
Setembre	<p>Estudiants de la matèria Pràctiques II</p> <ul style="list-style-type: none"> • La direcció del centre de pràctiques comunicarà per correu electrònic el dia i l'hora en la qual rebrà tots els practicants assignats al centre
Octubre/Novembre	<p>Sessió de formació per als estudiants (dia a concretar)</p>
Novembre	<p>1a reunió de tutoria (dia a concretar)</p> <ul style="list-style-type: none"> • Planificar el treball i aclarir dubtes dels estudiants, abans de començar les pràctiques. • Establir calendari de tutories
Novembre	<p>1r contacte del tutor o tutora de Facultat amb el coordinador o coordinadora del centre i amb el tutor o tutora del centre formador</p>
Mitjan Novembre	<p>Inici de les pràctiques en el centre formador assignat</p>
Desembre	<p>2a reunió de tutoria (dia a concretar) Reunió dels estudiants amb la tutora o tutor de Facultat:</p> <ul style="list-style-type: none"> • L'estudiant portarà el Pla de pràctiques signat pel tutor del centre i per l'estudiant.
Desembre	<p>2n contacte del tutor o tutora de Facultat amb el tutor o tutora del centre formador Visita a l'estudiant en el centre de pràctiques quan estigui implementant les seqüències didàctiques dissenyades</p>
Gener	<p>3a reunió de tutoria (dia a concretar)</p>
Mitjan gener	<p>Finalització del període de pràctiques</p>
Gener	<p>Entrega de la síntesi final o memòria (document de 15 a 20 pàgines) al centre formador. En paper i amb el vist-i-plau del centre s'entregarà a la tutora o tutor de Facultat.</p>
Gener/febrer	<p>La síntesi final o memòria amb el vist-i-plau del centre s'entregarà a la tutora o tutor de Facultat.</p>

Febrer/Març	<p>3r contacte del tutor o tutora de Facultat amb el tutor o tutora del centre formador</p> <p>Avaluació</p> <p>El tutor del centre i el tutor de la Facultat avaluen conjuntament les pràctiques de l'estudiant. Es proposa de fer l'avaluació utilitzant els suports tecnològics a l'abast (correu electrònic, telèfon, vídeo trucades, etc.).</p> <p>Excepcionalment, l'avaluació es podrà fer de manera presencial quan els tutors ho considerin necessari.</p>
Abril/Maig	<p>Avaluació del Pla de Pràcticum amb les tutores i tutors de la Facultat</p> <p>Reunió dels equips de tutors de Primària amb l'Equip de coordinació de pràctiques.</p>
Juny	<p>Avaluació del Pla de Pràcticum amb els coordinadors de centres formadors</p> <p>Reunió de l'Equip de coordinació de pràctiques de la FEPTS amb els coordinadors de pràctiques dels centres formadors.</p>
Juny	<p>Qualificacions</p> <ul style="list-style-type: none"> • Les tutores i tutors de la facultat introdueixen les qualificacions en l'acta de la matèria. • El coordinador de titulació supervisa i tanca l'acta.

Evaluation

The evaluation of the Practicum will be carried out between the school and the faculty tutor (50%) and it will take into account the following items:

- Attendance
- Punctuality
- Colaboration between tutor and school
- Initiative in school activities
- Relationship with students
- Completing of tasks
- Interest for observation, reflection and participation
- Dynamic participation in meetings and debates.
- Group work
- Professional comeptencies.
- Electronic portfolio.