



Universitat de Lleida

DEGREE CURRICULUM
**INTERNSHIP - PHYSICAL
EDUCATION**

Coordination: RODRÍGUEZ ARREGUÍ, ROSA MARÍA

Academic year 2023-24

Subject's general information

Subject name	INTERNSHIP - PHYSICAL EDUCATION			
Code	14319			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	COMPULSORY	Blended learning
Course number of credits (ECTS)	14			
Type of activity, credits, and groups	Activity type	PAES		
	Number of credits	14		
	Number of groups	1		
Coordination	RODRÍGUEZ ARREGUÍ, ROSA MARÍA			
Department	k			
Important information on data processing	Consult this link for more information.			

INTERNSHIP - PHYSICAL EDUCATION 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Learning objectives

- Demonstrate a responsible, autonomous and committed attitude in the development activities of the Practicum.
- Know the social and cultural context in which the educational action of a secondary school and/or training cycles takes place.
- Integrate the different aspects that make up the professional activity of secondary school teachers and/or training cycles such as the organizational structure of the center, the development of teaching tasks, the deployment of the educational and curricular project and the application of legislation, among others.
- Develop the skills and competencies of secondary school teachers and/or training cycles in terms of teaching activity and the tutorial function.
- Experience the teaching activity applying the knowledge acquired in the theoretical-practical training, adapting to the circumstances and the students in each case.
- Capture the diversity of the student body in reference to abilities, culture, interests, motivations and learning processes.
- Verify the existing relationships between the teaching-learning processes that occur in the classroom, the curriculum, the didactic planning of the educational action and the evaluation of these processes.
- Attend and participate, whenever possible, in the meetings established in the center at different levels and areas of action (department, teaching teams, tutors, evaluation boards and/or others).
- Reflect on the teaching performance itself and on the educational reality of the center from a critical perspective of improvement.

Competences

Competences

CG1. Teamwork and interdisciplinary teams.

CG2. Oral and written communication.

GC3. Analysis and synthesis capacity

GC4. Organizational and planning capacity

GC6. Critical and self-critical capacity

GC7. Ethical and professional commitment

GC9. Problem resolution

GC10. Respect for the fundamental rights of equality between men and women, the promotion of Human Rights

and the values of a culture of peace and democratic values.

GC11. Use of a foreign language.

CE 26 Acquire experience in planning, teaching and evaluating the subjects corresponding to the specialization.

CE 27 Demonstrate a good command of oral and written expression in teaching practice.

CE 28 Master the skills and social abilities necessary to foster a climate that facilitates learning and coexistence.

CE 29 Participate in proposals for improvement in the different areas of action based on reflection based on practice.

CE 30 For professional training: know the business typology corresponding to the productive sectors and understand the most common organizational systems in companies.

CE 31 Regarding guidance, exercise in psycho-pedagogical evaluation, advising other education professionals, students and families.

Subject contents

- Responsible, autonomous and committed attitude
- The social and cultural context of the educational action
- The professional activity of secondary school teachers and training cycles
- Skills and competencies typical of secondary school teachers and training cycles
- Teaching activity
- Diversity of the student body
- Teaching-learning processes
- Reflection on the teaching performance itself

Methodology

In order to enable real integration between theory and practice, the practices, as the backbone of the training of the secondary teacher training master's degree, are organized into three periods:

1. Observation practices: its purpose is to carry out a global analysis of the center, its model of educational and management practice, and its relationship with the environment, as well as to establish a first contact with the classroom. It is recommended at this time to decide and plan the accompanied and autonomous interventions of the students. This first period will be carried out intensively during the three weeks of November/December, with a planned dedication of approximately 60 hours.
2. Accompanied intervention practices: the purpose is to carry out specific interventions in the classroom with the support and supervision of the center's tutor and the monitoring and reflection of the master's tutor (from the university), as well as the design of the programming unit, which will be applied later, with the support of the two tutors.
3. Autonomous intervention practices: its purpose is the execution of its programming unit, monitoring and evaluation, and acting as the teacher responsible for the class group, making the corresponding decisions to manage the classroom and, in the case vocational training, monitor training in workplaces.

Development plan

1. Assignment of practice centers

It is carried out by the Faculty of Education, Psychology and Social Work with the availability of internship teaching centers according to the resolution of the Department of Education of the Generalitat of Catalonia, both public and subsidized.

2. Carrying out the practices

The internship takes place at the center where the student has been assigned to a mentor. The time and calendar of permanence is agreed upon jointly by the student and the mentor. Attendance (days and hours) will be reflected in the Practice Plan.

The student of the Master's Degree in Secondary Education Teacher Training, regardless of the work agreed upon in their Internship Plan, during their stay at the institute must:

- Provide teaching in some of the groups assigned to the mentor. It is essential that the student actively develops the teaching role by directing the activity in the classroom as many times as possible.
- Select and develop specific teaching materials for those class activities that you direct to students.
- Attend various faculty meetings and, when possible, different commissions and/or bodies that regulate the operation of the center.

2.1 Observation practices

The first internship period will last 3 weeks (from November 13 to December 1, 2023) whose objective is to have a first contact with the center and define the Internship Plan.

2.2 Intervention practices

In this internship period, lasting 9 weeks (from February 19 to April 26, 2024), students must develop the agreed Internship Plan. Their activity in the center and in the classroom, together with the mentor, continues with the monitoring carried out by the academic tutor.

3. Calendar

October/November 2023

Presentation of the subject Practices

Meeting of internship coordinators of the internship centers and the Faculty.

From November 13 to December 1, 2023

First traineeship: observation practices

From November 14 to December 1, 2023

Coordination between tutor(e)s and mentor(e)s

The tutor or academic tutor visits the practice centers or virtual meetings are established.

From December 11 to 22, 2023

1st Tutoring meeting between tutor and student (day to be specified)

Meeting of the students with the tutor or academic tutor

- The student will take the Internship Plan signed by the center mentor
- Discussion of the Internship Plan
- Pedagogical contract
- Training project
- Establishment of tutoring calendar

From February 19 to April 26, 2024

Second traineeship: accompanied and autonomous intervention internships

From February 26 to March 8, 2024

Coordination between tutor and mentor

2nd Tutoring Meeting

From 8 to 19 April 2024 3rd Tutoring Meeting

May 3, 2024

Completion of the delivery by the practicum students of all the documents of the learning folder.

From 15 to 31 May 2024

Evaluation

The mentor and the tutor jointly evaluate the student's practices.

**For greater detail regarding the number of hours and the documents mentioned, it is recommended to consult the Practice Dossier, available in the Resources section.*

Evaluation

It falls on the tutors assigned to the student (the institute's mentor and the university's academic tutor). A single grade will be given after applying the assessment criteria of the student's activity in the internship center, the learning portfolio and the summary document of the practicum. To pass the Practicum it is necessary to obtain a positive assessment in:

- The evaluation report of the internship center mentor (50%).
- The evaluation report of the UdL academic tutor (50%).

The mentor will assign the grade taking into account three major domains of professional competence of the intern students (social, curricular and teaching) and the degree of achievement and progression shown by the student during the internship period.

The tutor will evaluate the evidence that the student has entered in the Learning Folder and the tutorials.

The grading of each evidence in the Learning Folder will be based on the following percentages:

a) Documentation about the internship center - 15%

- The quality of the synthesis and assessment of the characteristics of the center and the center documents that organize and direct the operation of the center

b) Programming - 30%

- Quality of reflection on the process of design, implementation and evaluation of the learning situation

c) Conclusions - 35%

- The level of quality of the practicum summary document.

d) Tutoring - 20%

- The responsibility and degree of commitment and participation expressed throughout the internship period by the student
- The level and quality of analysis and reflection carried out during the tutoring sessions on the professionalizing activity itself, translated into a contextualized and globalized assessment of the activity in the center.
- Attendance and work carried out in tutoring sessions at the university.
- Other specific aspects that the tutor faculty consider appropriate.

**For greater detail in relation to the aforementioned documents and the evaluation indicators, it is recommended to consult the Practice Dossier, available in the Resources section.*

***In case of academic fraud or spontaneous copying, what is established in the UdL Evaluation and Qualification Regulations will be applied. According to article 9 of these regulations:*

Section 2. The student cannot use unauthorized means or fraudulent mechanisms during the evaluation activities, which is considered a disciplinary offense, since it is understood that this type of behavior is premeditated (Law 3/2022, of university coexistence). On the contrary, spontaneous copying is considered, among others, the copying or attempted copying of the results obtained by classmates or communication between students in a written test.

Section 4. When there is academic fraud, the law establishes the opening of a disciplinary file that must be carried out according to the disciplinary procedure established in the UdL Coexistence Regulations. Article 43 of the UdL Coexistence Regulations describes the applicable sanctions, which include, among others and depending on the severity of the offense, the loss of the right to be evaluated for the subject, the loss of registration for a semester or course or expulsion for up to three years.

Bibliography

The bibliography is related to each topic of reflection, ... linked to the specific practicum. Therefore, the tutor will be the one who will point out where it should go.

As for the resources and guides to write the bibliography, you have it in the folder "RESOURCES".