



1. General information

Course: TEACHING PRACTICE I

Type: PRACTICUM-RELATED COURSE

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 3

Main language:

Use of additional
languages:

Web site:

Code: 46317

ECTS credits: 18

Academic year: 2023-24

Group(s): 17 18

Duration: First semester

Second language:

English Friendly: N

Bilingual: Y

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2. Pre-Requisites

To be able to register in Practicum I, students must have passed at least 81 ECTS in their training in teaching and specific area requirements.

3. Justification in the curriculum, relation to other subjects and to the profession

This course unit contributes to the initial training of Primary Education Teachers since it is the first approach to school life and it provides students with knowledge about the school centre and its context as reference frameworks to understand the teaching practice.

The course unit Practicum I allows students to relate the theory learnt in other course units of the Syllabus of the Degree in Primary Education to the reality of the classroom and the centre, which permits the acquisition of knowledge, information, abilities and competences which are necessary for their career.

4. Degree competences achieved in this course

Course competences	
Code	Description
1.3.II.01	Acquire practical knowledge to be applied in the classroom and manage it.
1.3.II.02	Know and apply interaction and communication processes in the classroom and master the necessary abilities and social skills to create a classroom atmosphere that makes learning and coexistence easier.
1.3.II.03	Monitor the educational process, especially teaching-learning, through the mastery of the necessary techniques and strategies.
1.3.II.04	Relate theory and practice to the real setting of the classroom and the centre.
1.3.II.05	Participate in the teaching practice and learning know-how, by acting and reflecting on experiences.
1.3.II.06	Participate in the improvement measures of the different scopes of action in a centre.
1.3.II.07	Regulate interaction and communication processes in groups of 6-to-12-year-old pupils in Primary Education.
1.3.II.08	Know forms of collaboration in the different sectors of the education community and social environment
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant

CB03	social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG03	Effectively deal with language learning in multicultural and plurilingual contexts. Encourage pupils to read and critically assess texts from different scientific and cultural domains within the school curriculum.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG05	Promote coexistence inside and outside the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts. Boost and value pupils' effort, determination and self-discipline.
CG06	Understand how Primary Education schools are organised and how they work. Lead tutoring and counselling sessions with pupils and their families, attending to each pupil's particular educational needs. Assume that teaching practices must constantly improve and be updated to the latest scientific, pedagogic and social changes.
CG07	Collaborate with the different sectors of the education community and social environment. Assume the educational role of teaching practice and promote democratic education for active citizenship.
CG08	Critically and autonomously assess one's own knowledge, values and also those of the state, public and private social institutions.
CG09	Value individual and collective responsibility for a sustainable future.
CG10	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CG11	Know and apply information and communication technology in the classroom. Select audiovisual information which contributes to learning, civic training and cultural richness.
CG12	Understand the role, possibilities and limits of education in today's society as well as the key competences affecting Primary Education schools and professionals. Understand the benefits of application of quality improvement plans in educational centres.
CG13	Promote respect for constitutional rights and equality between men and women.
CG14	Promote respect for Human Rights and the principles of universal design for everyone under the tenth final provision of Act 51/2003, of the 2nd December, of equal opportunities, anti-discrimination and accessibility for people with a disability.
CG15	Promote the values of a culture of peace and democratic values.
CT01	Master a second language, preferably English, at B1 level under the Common European Framework of Reference for Languages.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.
CT04	Moral obligation and professional ethics.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to gather information about the characteristics of the class-group and their participation in different activities.

Know how to relate theory learned in the Education Faculty with the reality observed in the educational centre and the classroom.

Evaluate and describe one's own knowledge acquired for their own teaching practice.

Identify and describe the different procedures of the centre to promote participation with the different sectors of the education community and social environment.

Know how to describe the context of the centre; the characteristics of the village, city or neighbourhood where the school is located.

Know, identify and describe how the educational centre is organised.

Know, identify and describe the classroom; seating arrangements and timing.

Make improvements to the organisation and teaching-learning processes in the classroom and centre.

Participate in the teaching practice and know how to design a unit of work with all the key elements of lesson planning.

6. Units / Contents

Unit 1:

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.3.II.08 CB01 CB02 CB03 CB04 CB05 CG06 CG10 CG12 CG13 CG14 CG15 CT03 CT04	1	25	Y	N	Preparatory Phase Day at the Faculty of Education, whose attendance before their school placement is compulsory.
Practicum [ON-SITE]	Practical or hands-on activities	1.3.II.01 1.3.II.02 1.3.II.03 1.3.II.04 1.3.II.05 1.3.II.06 1.3.II.07 1.3.II.08 CB01 CB02 CB03 CB04 CB05 CG01 CG02 CG03 CG04 CG05 CG06 CG07 CG08 CG09 CG10 CG11 CG12 CG13 CG14 CG15 CT01 CT02 CT03 CT04	10	250	Y	Y	Attendance at the placement centres, considering the possible scenarios established in the Guide, where students will have to observe, participate and collaborate in the teaching activities assigned by their school tutors.
Group tutoring sessions [ON-SITE]	Workshops and Seminars	1.3.II.03 1.3.II.04 1.3.II.08 CB03 CB05 CG01 CG04 CG06 CG07 CG09 CG10 CG12 CT03 CT04	2	50	Y	N	Tutoring sessions and seminars with the tutor-lecturer of the Faculty of Education so that they monitor and give advice (upon students' request) about their performance at the

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

The evaluation criteria of the special or supplementary examination session will be the same of the ordinary examination session.

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	Decreto 81/2022, de 12 de julio, por el que se establece la ordenación y el currículo de Educación Primaria en la comunidad autónoma de Castilla-La Mancha. [2022/6698]				2022	
	Orden 185/2022, de 27 de septiembre, de la Consejería de Educación, Cultura y Deportes, por la que se regula la evaluación en la etapa de Educación Primaria en la comunidad autónoma de Castilla-La Mancha				2022	
Romero, A.; Gutiérrez, J.; Coriat, M.	La formación inicial del profesorado a la luz de los nuevos retos de la convergencia de las políticas de la Unión Europea	Universidad de Granada			2003	
Facultad de Educación de Albacete	Web de la Facultad de Educación de Albacete. Prácticum I					Espacio Web sobre el Prácticum de la Facultad de Educación de Albacete, donde se encontrarán distintos recursos, informaciones y comunicados relativos al Prácticum I.
Centros de Prácticas	Documentos programáticos del centro de prácticas					Proyecto Educativo del Centro, Proyecto Curricular de Etapa, Reglamento de Régimen Interno...
Zabalza Beraza, Miguel Ángel	Actas de los Simposios sobre Prácticas Escolares	Tórculo y Servicio de Publicaciones de la Diputación de Pontevedra.			2009	
Zabalza Beraza, Miguel Ángel	Los diarios de clase: un instrumento de investigación y desa	Narcea	978-84-277-1469-4		2008	
Zabalza Beraza, Miguel Ángel	El Prácticum y las prácticas en empresas en la formación universitaria	Narcea	9788427719132		2013	
Casado Moragón, F.; Sánchez Pérez, M.C.	La búsqueda de evidencias para la calidad y la mejora continua en el Practicum de la Facultad de Educación de Albacete	Andavira	978-84-8408-864-6		2015	
	Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.				2020	
	https://www.boe.es/buscar/doc.php?id=BOE-A-2020-17264					
Martínez Figueira, M.E. y Raposo Rivas, M.	Kit de supervivencia para el Prácticum de educación infantil y primaria	Universitas	Madrid	9788479915131	2020	
Sepúlveda, M.P.	Las prácticas de enseñanza en el proceso de construcción del conocimiento profesional				2005	
Rodriguez Marcos, A.	Cómo innovar en el Prácticum de Magisterio	Universidad Autónoma de Madrid			2002	
Ramírez Fernández, S. (Coord)	El Prácticum en Educación Infantil, Primaria y Máster de Secundaria	EOS	9788487274098		2011	
	Real Decreto 1707/2011, de 18 de noviembre, por el que se regulan las prácticas académicas externas de los estudiantes universitarios.				2011	