

26577 - School Internships IV

Syllabus Information

Academic year: 2023/24

Subject: 26577 - School Internships IV

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 11.0

Year: 4

Semester: Annual

Subject type: External Placements

Module:

1. General information

The subject and its expected results respond to the following approaches and goals:

- Acquire competences to design, implement and evaluate educational interventions in the 0 to 3 or 3 to 6 years cycle, which are in accordance with the methodological and educational approaches of the stage and the centre, and which adjust to the diversity of the classroom, responding to pupils with educational support needs from an inclusive perspective.
- Acquire the ability to observe the student and prevent future maladjustments in their development.
- To know, analyze and develop the Plan of Attention to Diversity in the second cycle of the stage

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement:

- Goal 4: Quality Education. By 2030, significantly increase the number of young people and adults who have the necessary skills, particularly technical and professional, to access employment, decent work and entrepreneurship. This will significantly increase the supply of qualified teachers.

Context and meaning of the subject in the degree program

These internships constitute a training resource for learning professional practice whose importance is reinforced by the complexity of the current socio-educational context and the diversity of its classrooms.

Contact with school reality is an opportunity to verify, contrast and put into practice the competences and attitudes that the students have acquired and reflected on, both in the generic subjects and in those of the mention.

Recommendations for taking the subject

This course is made possible thanks to the generosity of the teachers and management teams of the Early Childhood Education Schools that collaborate as internship centers. In fair correspondence, the students must respect the rules of the centers, collaborate and get involved in all those tasks that the tutor teacher or the management team propose to them and contribute to the good coexistence of the center.

2. Learning results

The student, in order to pass this subject, must demonstrate the following results...

To be able to promote teaching and learning processes in inclusive contexts, taking into account the individual differences of the students (personal or sociocultural conditions) and to evaluate them.

To observe and identify early educational needs in order to prevent future maladjustments in their development.

Adjust the educational response to their personal characteristics (abilities, needs, interests, motivation, rhythms and learning styles), cultural and social differences, etc.

To know the educational, family and sociocultural reality of children from 0 to 6 years old. To regulate the interaction processes and communication in groups of students from 0-3 years old and 3-6 years old.

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

To know and analyze the measures adopted to attend to diversity in the center (The Plan of Attention to Diversity in the second cycle of the stage).

To carry out programming considering the specificity of the stage and the response to the attention to diversity.

3. Syllabus

No content is defined in this area

4. Academic activities

The program offered to the student to help them achieve the expected results includes the following activities:

Activity A. Autonomous work of the student that completes the 275 hours of dedication to the subject; dedicated to the realisation of the internship report where he/she will present the results of his/her learning during the Internship, following the specified criteria.

Activity B. Seminars (one initial and one intermediate) in which the lecturer of the subject brings together the students of the practicals for discussion, debate and guidance of the different activities in the periodic meetings with the tutor of the faculty; and individual work session in which the lecturer receives each of the students for an oral presentation and debate with the goal of assessing the practicals report.

Activity C. Presence of the student in a school center for 168 hours, which is equivalent to 28 school days, at a rate of 6 hours per day in the center.

5. Assessment system

Type of tests and their value on the final grade and evaluation criteria for each test

Students must demonstrate that they have achieved the intended learning results by means of the following assessment activities

Activity A:

1. The student doing the internship in the second cycle of Early Childhood Education, will make a study or work of the Plan of Attention to Diversity delving into these sections:

- What are the objectives of the Diversity Attention Plan?
- General, ordinary and extraordinary measures of attention to diversity and personal analysis of the measures implemented in the center.
- Human, time, material and didactic resources allocated to attend to diversity.

The student who does the work placement in the first cycle of infant education will analyse the measures for attention to diversity that are contemplated in the educational centre (in the educational project, in classroom programming, in attention to families, coordination with external services (early childhood care team), etc. .

2. Analysis of the attention to diversity in the Early Childhood Education classroom:

- Direct observation and analysis of organizational models in kindergarten classrooms and early childhood education schools. - Observation of routines and analysis of the teaching activity: mastering the skills and habits that allow the development of the classroom work.
- Knowledge and use of evaluation instruments.
- Elaboration and analysis of observational records in EI Programs for the stimulation of cognitive, language, psychomotor, personal and social processes in childhood.
- Observation and analysis of teaching methodology and planning.

3. The student will actively observe and analyze the evolutionary development and educational support needs in the 0 to 3 years old or 3 to 6 years oldstage and the educational response they receive:

- The case study will analyse: attention to diversity in the classroom, the study and analysis of techniques and strategies for prevention and intervention to deal with diversity, difficulties in maturational development, learning difficulties and the relationship with the family.
- Develop a document of observation guidelines to be applied in order to detect different rhythms in development and in the

aspects to be worked on as early childhood teachers.

4. Carrying out and putting into practice a programming: programming by projects, directed projects, tasks, corners, didactic unit, prevention programs, that are in accordance with the methodological and educational approaches of the stage and the center, and that are adjusted to the diversity of the classroom, responding to students with educational support needs.

5. Analysis and reflection on the lessons learned during the internship. Some of the questions to consider could be: how do you perceive your teaching activity to have been, what did you learn during the internship, how do you think these lessons will affect your future teaching practice, what aspects do you need to keep in mind in order to continue improving, in what way have they contributed to shape you as a person, how, have they contributed to shape you as a teacher, how...

FORMAT. The format of the report should follow the following standards: Times font or similar, 12 point, 1.5 point spacing and 3 centimeter margins. It must contain a table of contents and sections 2, 3 and 4 corresponding to the same content block must be placed one after the other. The following identification data must be specified on the cover page : title of the work (School Internship Report III); degree; faculty and university; academic year; student's name and surname; student's NIA; school and teaching group where the internship is being carried out; name and surname of the internship tutor; name and surname of the faculty teacher.

The length of the report shall be between 30 and 40 pages, excluding annexes.

The evaluation of this report represents 50% of the final grade.

ACTIVITY B. Participation in seminars convened by the professor of the subject and discussion of the report.

The student's participation in the seminars will be compulsory in at least two sessions called by the teacher and the total participation represents 5% of the final grade. The discussion of the report with the teacher accounts for 5% of the final grade.

ACTIVITY C. Student involvement and performance in the school.

To evaluate this activity, the teacher of the subject will take into account the information provided by the tutor teacher of the school through a questionnaire that will be sent to the practice schools. The evaluation of this activity represents 40% of the final grade. In order to pass the subject, it is required to obtain at least a five out of ten in each of the evaluation activities.

Grading criteria and requirements for passing the subject

In order to pass this subject it is necessary to obtain a passing grade (5 out of 10) in each and every one of the evaluation activities A, B and C as indicated in the evaluation criteria described. If in any of the evaluation activities the minimum requirement is not met, the final grade will be equal to 4.0 or the sum of the grades obtained in activities A, B and C if it is less than 4.0.

Prerequisite

Attendance at the internship center during the entire established period is a necessary condition to be evaluated in the subject. Both justified and unjustified causes must be notified (and justified if applicable) to the tutor at the University and to the school tutor. All student absences must be made up in such a way as to ensure 168 hours of attendance at the school. However, unexcused absences, in addition to the fact that they must be made up at, subtract 0.1 point from the final grade for each hour of absence.

Exceptionality of the assessment

This course complies with the provisions of Article 9.4 of the Regulations of the Learning Assessment Standards of the University of Zaragoza, which states:

"Exceptionally, those subjects that due to their special practical or clinical dimension and in which students must necessarily demonstrate their knowledge or skills in facilities or locations outside the conventional classroom, may be evaluated only by the continuous evaluation modality. This exceptionality must be declared by the Undergraduate Studies Commission, applying, in any case, only to the practical dimension of the subject."

Second Call

Students will not be eligible for a second call, when any of the following reasons apply:

- Failure to arrive at the internship center on the date established for this purpose, without a justified cause and implying the abandonment of the internship.
- Abandonment of practices once they have begun.
- Failure to obtain at least the minimum required score in Activity C (Student involvement and performance in the school).

The second call is therefore contemplated only when:

- Failure to meet the grading criteria established for activities A and/or B, but the student has at least the minimum grade

required in activity C.

In this case, the student must re-submit the internship report (Activity A) and/or participate in the seminars and discussion of the report (Activity B) on the dates agreed with the lecturer in charge, which must be at least 7 days before the official closing date of the second call.

Assessment criteria

The following indicators will be taken into account to assess the level of acquisition of the learning results: **ACTIVITY A:** Preparation of the report

- a) Adequacy of the student's answers to the questions posed in the sections of the report.
- b) Contextualization of the answers that faithfully reflect the reality of the diversity in which the student performs the internship.
- c) Description and evaluation of the design and implementation of learning activities based on the theoretical knowledge imparted in the subjects of the entire degree and especially those related to attention to diversity.
- d) Ideas presented in a clear and orderly manner, differentiating between data, theoretical contributions and personal contributions.
- e) Spelling and syntax correction.
- f) Quality of the written presentation.

ACTIVITY B: Participation in the seminars organized by the teacher of the subject and discussion of the report a) Student's interest and involvement in the activities proposed by the teacher of the subject in the seminars.

- b) Argumentative consistency and appropriate oral expression in the discussion of the report.

ACTIVITY C: Student involvement and performance in the school center

- a) Assessment of basic professional compliance: Regularity in attendance, punctuality and compliance with schedules, knowledge of the rules and uses of the center, respect for confidentiality.
- b) Assessment of professional skills and abilities: capacity for empathy, correctness in dealing with others, ability to analyze and solve problems, ability to work in a team, responsibility, ability to apply knowledge, critical sense.
- c) Assessment of attitudes and dispositions: interest, motivation, participation, voluntary activities, autonomy and initiative.
- d) Assessment of the knowledge acquired: performance in teaching practice during the internship period.

Fifth and sixth calls

Students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students, but their evaluation will be carried out by an examining board.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.