

26632 - School Internships III

Syllabus Information

Academic year: 2023/24

Subject: 26632 - School Internships III

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 10.0

Year: 4

Semester: 298-Annual

107-Annual

299-Second semester

300-First semester

Subject type: External Placements

Module:

1. General information

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

1. - Observe, describe and analyze the organizational elements of an elementary classroom.
2. - Acquire competence to design, implement and evaluate educational interventions that are based on theoretical knowledge, that are in accordance with the educational and curricular approaches of the center and the classroom and that are adapted to the specific characteristics of the children and the context for which it is intended.
3. - Generate dynamics and spaces for didactic and pedagogical reflection that favor innovation and the transfer of knowledge and socialization of future professionals.

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 subject learning results provides training and competence to contribute to some extent to their achievement:

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

Context and meaning of the subject in the degree program

School internships constitute a formative resource for learning professional practice whose importance is reinforced by the complexity of the current socio-educational context. The demands of collaborative work, lifelong learning, educational innovation, etc., derived from the phenomenon of globalization or the increase in immigration, among other aspects, make this subject of special interest to understand the needs for change that are emerging in the school.

The contact with the school reality is an opportunity to verify, contrast and put into practice the competences and attitudes that students acquire in their university studies.

This is an "intervention internship", in the sense that students carry out interventions in the classroom with the support and supervision of the tutor of the internship center and the monitoring and guidance of the subject teacher.

Recommendations for taking the subject

The subject of School Practices III brings students closer to their professional role in the context of the educational center and the classroom. This is possible thanks to the efforts of the teachers and the management teams of the CEIPs who collaborate selflessly as practice centers. For both reasons, students must behave in accordance with what is expected of a teacher, respect the rules of the centers, collaborate and get involved in those tasks that the teacher-tutor or the management team propose and contribute to the good coexistence of the center.

Attendance at the practice center is essential in order to be evaluated in the subject.

2. Learning results

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

1. -Identify the contents or basic knowledge of some of the curricular areas that are worked on in the classroom during the internship period, relating them to cycle programs and official curricular documents.
2. -Describe the characteristics of the students and of the class, understood as an instructional and social group, the teaching strategies used by the teacher and the main teaching and learning problems encountered by the teacher in their classes.
3. -Identify the learning that students are acquiring in the different curricular areas, relating them to those appropriate to their

level of development and learning style, integrating theory and praxis.

4. -Identify the difficulties of students in the learning of some of the curricular areas, analyzing their causes and establishing implications for the teaching process.
5. -Design, implement and evaluate didactic sequences on basic contents or knowledge of primary education, based on explicit teaching and learning principles.
6. -Properly use the expressions and vocabulary specific to the educational field and the corresponding curricular areas.

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 350 hours of dedication to the subject; dedicated to the realization of the internship report where he/she will present the results of their learning during the Internship, following the specified criteria.

Activity B. Seminars (one initial and one intermediate) in which the teacher of the subject summons their students of practicals for sharing, discussion and guidance of the various activities in regular meetings with the tutor of the faculty; and individual work session in which the teacher receives each of their students for a presentation oral and discussion with the aim of assessing the internship report.

Activity C. Presence of the student in a school center for 210 hours, which is equivalent to 35 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 assessment criteria for each test

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

ACTIVITY A. Preparation of a report including the following aspects:

Section 1. Context of the classroom where the student has made the observations and didactic interventions.

- Identification and description of the spatial and material characteristics of the classroom, including a floor plan.
- Description of the personal (cognitive, linguistic, etc.) and social characteristics of the students.
- Evaluation of the cohesion of the class group, indicating if there is cooperation among the students, conflicts, cases of isolation, etc.

Section 2 (Each Faculty will decide whether or not to propose this section). Observation of two class sessions referring to different curricular areas. For each of them it must be stated:

- The date, time and group in which the observation is carried out, the curricular area and the didactic sequence being worked on, as well as the textbook and other material resources used.
- The temporal structuring of the class session, reflecting in which moments the teacher has given information, in which moments the students have carried out activities, when these activities have been corrected, etc.
- The activities proposed to the students by the teacher, indicating:
 - the statement of the activity or activities
 - learning goals,
 - the instructions and explanations given by the teacher before starting the activity or activities, interaction among the students and between them and the teacher during the students' independent work phases, the learning difficulties observed
 - the manner in which the activity or activities are terminated.
- The teacher's actions to encourage student participation and to respect the different learning rhythms that exist in the class.
- The procedures used by the teacher to evaluate the learning acquired by the students in the class session observed.

Paragraph 3 (There are two options. Each faculty will choose one of them).

- OPTION A. Design of a complete didactic unit corresponding to a curricular area of Primary Education: Achievement indicators based on evaluation criteria, evaluation instruments and achievement indicators, methodology, activities
- OPTION B. Design of activities corresponding to two class sessions referring to different curricular areas.

Each one of them must state:

- How the classroom context was taken into account in the design of the class session.
- Indicate if it is a new knowledge, a deepening of a knowledge that the students already possess, a review, an attempt to help students overcome certain difficulties detected in previous learning, etc.
- Temporally locate the selected evaluation criteria within the didactic unit and the programming.
- The indicator(s) of achievement based on the evaluation criterion selected and the reasons for this choice.
- The activities planned, indicating for each activity or group of activities:

- the statement of the activity to be proposed to the students,
- The achievement indicator to work on.
- the material to be used and its origin,
- the methodology to be followed (individual or group work, type of groupings, explanations to be given to the children, instructions, student participation, etc.),.
- what the students need to know in order to cope with the proposed task,
- expected learning difficulties and how to deal with them,
- attention to diversity and different learning paces.
- The proposal of evaluation of the achievement of the achievement indicators, elaborating the evaluation instruments and specifying the qualification criteria.

Paragraph 4 (There are two options. Each faculty will choose one of them).

- OPTION A. Development and evaluation of the designed didactic unit corresponding to a curricular area of Primary Education Primary based on the current academic regulations of primary education.
- OPTION B. Development and evaluation of the activities corresponding to two class sessions referring to different curricular areas.

Each one of them must state:

- The enumeration and description of the difficulties encountered during the class session and how to deal with them.
- The degree of acquisition of the expected indicators of achievement.
- Those aspects of the design and development of the class session that you would change if you were to teach it again on another occasion time.
- The comments and suggestions that the mentor teacher has made to you at the end of the class.

Section 5. Analysis and reflection on the lessons learned during internships

- Level of student involvement in the teaching and organizational tasks of the internship school.
- Learning realized during the internship.
- Argued reflection on the implication of the acquired learning in the student's future professional practice.
- Aspects to be taken into account for further improvement.

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 should contain a table of contents and sections 2, 3 and 4 corresponding to the same curricular area should be placed one after the other. The following identification data must be specified on the cover page: title of the work (Internship Report III); degree; faculty and university; academic year; name and surname of the student; 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 teacher of the faculty.

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

The evaluation of this report represents 60% of the final grade.

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

The student's participation in tutorials and seminars convened by the professor represents 5% of the final grade.

The discussion of the report with the professor is 5% of the final grade.

ACTIVITY C. Student involvement and performance in the school.

In order 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 internship schools.

The evaluation of this activity represents 30% of the final grade.

Qualification criteria

To pass the subject, it is required to obtain at least 3.5 points out of 7 in the sum of the grades of the activities A and B and, in addition, to obtain at least 1.5 points out of 3 in the activity C. In order to pass the subject, part B will have to have a grade equal or higher than 0.4.

If any of these requirements 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 .

If the above requirement is met, the final grade will be the sum of the grades obtained in activities A, B and C.

The subject will be passed when this final grade is equal to or higher than 5.

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 order to ensure the 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 in the assessment of the subject matter

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 Quality Assurance Commission of the degree

program and will have the approval of 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, 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 upon with the responsible teacher, which must be at least 7 days before the official closing date of the second call.

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.

Assessment criteria

To assess the level of acquisition of the learning results, the following indicators will be taken into account

ACTIVITY A: Preparation of the report

- a) Adequacy of the student's answers to the questions posed in the sections of the report.
- b) Description and evaluation of the design and development of the didactic sequence based on the theoretical knowledge imparted in the subjects of the first three courses of the teacher training program.
- c) Ideas presented in a clear and orderly manner, differentiating between data, theoretical contributions and personal contributions.
- d) Reflective and critical capacity, based on the theoretical knowledge imparted in the subjects of the first three subjects of the first three years of teacher training.
- e) Spelling and syntax correction.
- f) Adequacy of the report to the format and length indicated in section 4.1, as well as to the established deadline.

ACTIVITY B: Participation in the seminars organized by the teacher of the subject and discussion of the report a) Interest and involvement of the student 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.

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