

26697 - School Internships

Syllabus Information

Academic year: 2023/24

Subject: 26697 - School Internships

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: 11.0

Year: 4

Semester: Annual

Subject type: External Placements

Module:

1. General information

Goals of the subject

The subject is intended for students to develop competencies that allow them to offer answers to the needs that may be required to promote and develop the integral capacities of the human being during the school stage. Upon passing the subject, the student will be more competent to develop a professional practice in accordance with the demands of the school population, coherent with scientific development and practical reality.

The main goal of the subject will be that the student will be able to establish links between theoretical knowledge, the reality observed in the centers, the responsible participation and the decisions taken to reach the level that corresponds to an education professional, competent to respond to the heterogeneity of the school population.

More specifically, it is intended to:

1.	Develop the ability to look at, analyze, reflect and debate about the different proposals for educational support in schools to meet the specific needs of the classroom.
2.	Be able to carry out combined work proposals in which individual, collaborative and community activities are arranged, collaborative and community activities that allow to respond in a creative and realistic way to all the children of an educational center.
3.	Develop the ability to acquire and integrate practical knowledge of different school realities.
4.	Be able to make decisions to respond to the specific educational needs of students with different abilities, special educational needs, specific learning difficulties, high intellectual abilities, late incorporation to the educational system, and other personal conditions or school history.

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

The school internships constitute a formative resource for learning professional practice whose importance is reinforced by the complexity of the current socio-educational context. Its general goal is to integrate the student in a learning context located in real fields, related to the practice and performance of the professional role of the Therapeutic Pedagogy teacher.

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 as well as in the special subjects.

Recommendations for taking the subject

The School Internships are a special subject within the Primary Education Degree. It is taken in the fourth year, and is mandatory. The total is 11 ECTS credits that represent 165 hours of attendance at the educational center. Attendance at the internship center during the entire established period is a necessary condition to be able to be evaluated in the subject.

The subject School Practices of the PT mention will be developed in primary and early childhood education centers recognized as centers by means of the agreement established between the Educational Administration of the Government of Aragon and the University of Zaragoza.

It will be face-to-face and will be supervised by university professors and teachers accredited as internship tutors.

The school internships will be linked to teaching practice in specific contexts related to the curricular areas corresponding to the mention of Therapeutic Pedagogy.

In order to enroll in this subject, students must have passed at least 70% of the credits of the previous courses. In addition, the student must enroll in all other courses required to obtain the mention, or have been enrolled in previous years, or have them recognized.

2. Learning results

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

1. It uses in practice the contents taught in the subjects of mention.
2. Knows the field of action and functions of the specialist teacher and becomes familiar with the reports, resources, material, activities and methodological strategies used by this professional.
3. Observes, analyzes, interprets and evaluates different aspects related to teaching practice and identifies the different disorders, alterations and learning difficulties of students, analyzing their causes and establishing implications for the teaching process.
4. Designs, implements and evaluates learning activities appropriate to the school context and the individual characteristics of elementary school students.
5. Knows innovative experiences and is able to develop proposals for improvement in the field of action of the teacher specialist.
6. Identifies and uses techniques and strategies for action in the classroom and collaboration with families, tutors and, in general, with the entire educational community, to foster a communicative climate that helps the development and learning of students.

And specifically:

- Demonstrates basic knowledge to respond to the specific educational needs of schools in different educational stages.
- Knows the field of action (students with different abilities, special educational needs, specific learning difficulties, high intellectual abilities, late incorporation to the educational system, or personal or school history conditions...) and the functions (specialized attention that must be given according to the principles of attention to diversity) of the Therapeutic Pedagogy teacher.
- {Master the theoretical and methodological knowledge related to the different moments and processes of the primary education stage in order to apply and promote the improvement of practices in different realities with a multidisciplinary and interdisciplinary character aimed at promoting inclusive educational actions.
- Is familiar with the reports, resources, materials and activities implemented in the different fields of action of the Therapeutic Pedagogy teacher.
- Intervenes and attends comprehensively to students with specific educational support needs, and for this purpose is able to carry out a programmed work plan and to follow up and evaluate it.
- Knows his/her responsibility in the collaboration with the tutors, with the family, and in general, with the educational community, in the monitoring and evaluation of students with specific educational support needs.

3. Syllabus

No content is defined in this area

4. Academic activities

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

Activity B. Seminars (one initial and one intermediate) in which the teacher of the subject summons his/her students of practicals for sharing, discussion and guidance of the different activities in the periodic meetings with the tutor of the faculty; and individual work session in which the teacher receives each of his/her students for an oral presentation and discussion with the aim of assessing the internship 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 outcomes by means of the following assessment activities

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

1. Internship Report.

Training and evaluation instrument that responds to a concept of reflective, individualized and self-aware learning of one's own

achievements, progress and difficulties during the internship period. The Report includes the description and analysis of a complete teaching practice (observation, implementation and evaluation) carried out during a continuous period of time in the school, as well as a critical evaluation of the same in the period in which the practices are organized..

The Memory is not the mere accumulation of observational records of data on the classroom context, but involves a deliberate, systematic and chronological selection that, accompanied by a reflective narrative, reconstructs and allows to understand the teaching activity that has been developed during the internship period: strategies, efforts, progress, difficulties and final results.

The student has to record in the memory the lessons learned and the competence acquired in terms of:

- Knowledge in the learning process and the progress achieved in the development of their training as teachers.
- Involvement in their learning through reflective practice.
- Knowledge of the degree of acquisition of skills related to information gathering, observation, analysis, reflection, and synthesis.
- Development of the ability to relate teaching practice with the competencies and objectives of the practicum in a reasoned way.
- Ability to learn with autonomy.
- Ability to organize research processes in the classroom.

The preparation of the report may contain the following contents (always taking into account the characteristics and individuality of each school):

- A. Brief contextualization of the center.
- B. Brief analysis of the Center's Diversity Attention Plan

(including mention of the goals, the diversity/inclusive education actions, and the human, temporary, material and didactic resources, time, materials and didactic resources that are destined to attend to diversity, among other issues that reflect the individuality of each center).

- C. Study and analysis of teaching practice as a Therapeutic Pedagogy teacher

(including, depending on the individuality of each center, aspects such as: description of the classroom, group and/or students with whom worked during the internship; functions carried out by the PT teacher in the center; description and observation carried out on the methodologies, intervention resources, evaluation and all those elements observed in the center, related to the work of the therapeutic pedagogy teacher).

2. Internship Project

This document should reflect the planning, implementation and evaluation of a project of its own, after consultation with the external tutor teacher and the tutor teacher of each of the faculties. The elaboration of this project should be a reflective and individual proposal, in which students expose and reason about the achievements, progress and difficulties they have encountered when acting as a professional of Therapeutic Pedagogy.

The elaboration of the project may contain the following contents (always taking into account the characteristics and individuality of each school):

- A) Approach and justification of the proposal to be developed
- B) General and specific objectives
- C) Addressees.
- D) Description of activities (including description, objectives, methodologies, resources, evaluation, timing and chronogram, people involved, places, etc...).
- E) Critical analysis of the proposal based on literature on the subject.

3. Analysis and reflection on the lessons learned during the internship.

Finally, the internship report must contain a final section in which the student reflects on how his/her teaching activity has been; competencies acquired/developed during this internship period; degree to which the expected learning results have been achieved; aspects in which to continue improving and all those aspects that he/she considers relevant and significant in his/her internship.

FORMAT. The format of the report should follow the following standards: Times font or similar, 12 point, 1.5 spacing points and margins of 3 centimeters. It must contain an index. The following identification data must be specified on the cover page: title of the work; 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, which includes the two documents, shall be between 30 and 40 pages, excluding annexes.

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

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

It is mandatory to participate in the activities scheduled by the faculty tutor during the internship period, which will consist of seminars. These sessions will be complemented by the guidance given at other moments of the training process through tutorials. They should have a formative approach based on dialogue and debate that promotes student reflection in internships so that students gain insight into the progress made. These meetings will also be used to set new objectives and activities for the following moments. The student should keep a record of what was worked on in the sessions, the results of each meeting held and the agreements reached.

As a result, a record of activities and progress achieved will be progressively created. The student's participation in tutorials and seminars convened by the professor represents 5% of the final grade. The discussion of the report is 5% of the final grade.

ACTIVITY C. Student involvement and performance in the school.

It represents the work done by the student during the internship period in the educational center, his involvement and

performance. For this purpose, the teacher will take into account the report submitted by the collaborating tutor teacher of the center where the internship is being carried out.

The evaluation of this activity represents 40% of the final grade.

Requirements to pass the subject

In order to pass the subject, it is required to obtain at least a 5 out of 10 in each of the evaluation activities. 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.

If the above requirement is met, the final grade will be the weighted 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.

Those students who, not having passed the subject, have fulfilled the prerequisite of attendance to the practice center and have a grade equal or higher than 5 out of 10 in the evaluation activity C, will not have to repeat the attendance to the practice center.

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, apart from the fact that they must be made up at, subtract 0.25 points from the final grade for every three hours or fraction thereof of absence.

This subject 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 competencies 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 Committee of the degree and will have the approval of the Undergraduate Studies Committee, 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

ACTIVITY A.

Preparation of the report The Internship Report and the Project designed and implemented during the internship period should include the guidelines indicated in the description of the document and meet the following criteria:

- a) Adequacy of the requested documents to the guidelines specified in the Report and the Project, as well as to the established delivery deadline.
- b) Description and evaluation of the design and implementation of learning activities based on the theoretical knowledge imparted in the subjects of mention.
- c) Exposition and development of the contents, differentiating: data, theoretical contributions and personal contributions in an orderly manner and arguing the different proposals.
- d) Conceptual spelling and syntax correction.
- e) Quality of the written presentation.

ACTIVITY B.

Participation in tutorials and seminars convened by the professor of the subject and discussion of the report. The following will be valued: a) Interest, participation, involvement and critical analysis of the realities presented by the different participants in the seminars.

- b) Argumentative consistency and appropriate expression in the presentation of the project.

ACTIVITY C.

Student involvement and performance in the school The following aspects will be taken into account:

- 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.