

Academic Year/course: 2024/25

26574 - School internships in attention to diversity

Syllabus Information

Academic year: 2024/25

Subject: 26574 - School internships in attention to diversity

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: 107-Annual

301-Annual

302-Second semester

303-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 are adjusted 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.
- Develop the idea from a reflective perspective of the school as an educational community linked to a sense of belonging and shared responsibility.
- Understanding the coordination of the different agents and training environments.
- To develop the competencies and intervention strategies and support measures necessary to detect and meet the needs and personal characteristics of students.

Context and meaning of the subject in the degree program

The practices of the mention of Attention to Diversity 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. The contact with school reality is an opportunity to verify, contrast and put into practice the competences and attitudes that students have acquired and reflected on, both in the generic subjects and in the specialization subjects.

Recommendations for taking the subject

The subject of School Internships will be developed in early childhood education centers (3-6 years old) 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 teachers and teachers accredited as internship tutors.

The school internships will be linked to the teaching practice in specific contexts related to the curricular areas corresponding to the majors studied.

Students must choose a subject from among those related to the subject. In order to be able to enroll in it, must have passed at least 70% of the credits of the previous courses. In addition, in order to enroll in any of the subjects associated to a mention, the student must enroll in all the other subjects required to obtain the mention, or have been enrolled in previous years, or have them recognized. This subject is made possible thanks to the generous collaboration of the teachers and management teams of the Early Childhood Education Schools and the Early Childhood Education Schools that collaborate as practice centers. The students must respect the rules of the centers, collaborate and get involved in all those tasks that the teacher or tutor or the management team propose to them and contribute to the good coexistence of the center.

2. Learning results

1. 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.
2. 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, learning rhythms and style), cultural and social differences, etc.
3. To know the educational, family and sociocultural reality of children from 0 to 6 years old.
4. To regulate the processes of interaction and communication in groups of students from 0-3 years old and 3-6 years old.
5. Master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence.
6. Know and analyze the measures that are adopted to attend to diversity in the center (The Plan of Attention to Diversity in the second cycle of the stage).
7. 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 Internships of Mention, according to 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

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

ACTIVITY A. Preparation of a report containing the following contents:

1. Brief contextualization of the center.
2. Brief Analysis of the Center's Diversity Attention Plan and of the initiatives, proposals or projects developed in the center to provide an inclusive educational response.
(including mention of the goals, the actions to attend to diversity, and the human, temporal, material and didactic resources that are destined to attend to Diversity, among other issues that reflect the individuality of each school).
3. Description and Observation of Classroom Diversity
(including, depending on the individuality of each centre, aspects such as: description of the classroom and group, description and observations made on organisational models, routines, methodologies, teaching planning, assessment instruments and observational records used in the classroom to cater for diversity, as well as the programmes of stimulation of cognitive, language, psychomotor, personal and social processes in childhood that are applied).
4. Planning and intervention of a proposal of Attention to Diversity in the classroom. This proposal may contain:
 - a) Approach and justification of the proposal to be developed
 - b) General objective of the intervention proposal
 - c) Key competencies
 - d) Curricular area/s and basic knowledge and specific competences.
 - e) Addressees. Analysis of the attention to diversity in the classroom/Inclusive Education: of the techniques and strategies of prevention and intervention to attend to the diversity of all students, developmental difficulties, learning difficulties and the relationship with the family.
 - f) Timing and schedule.
 - g) Description of the learning situation (with the following sections that can be adjusted according to the specific proposal)

- Description of activities
- Didactic objectives of each activity
- Methodologies
- Resources (materials, personnel,...)
- Spaces and times for each activity,
- Evaluation criteria/evaluation tools.

e) Critical analysis of the proposal based on literature on the subject.

5. Analysis and reflection on the lessons learned during the internship. Giving answers, among others, to the following questions:

- How the student perceives what the teaching activity has been.
- Evaluate what competencies have been acquired/developed during this internship period.
- Explain to what degree you think you have achieved the intended learning results.
- Reflection on the aspects that the student should be more aware of in order to continue improving.
- Analysis and reflection on all those aspects considered relevant and significant in their practices.

6.-Bibliographic references (according to APA norms)

All authors cited in the text must appear in the bibliographical references according to the latest APA norms.

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

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 an index. The following information 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 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.

This activity will consist of the student's participation in the seminars organized by the professors tutoring the subject in the Faculty and in the discussion of the report. Attendance at two seminars and discussion of itself will be mandatory.

The evaluation of this activity represents 10% of the final grade (5% corresponding to the participation in two seminars and 5% corresponding to the defense of the report presented to the professor tutoring the internship in the Faculty).

ACTIVITY C. Student involvement and performance in the school.

This activity is based on student involvement and performance in the school. To evaluate it, the teachers 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 course, it is required to obtain at least a five out of ten, a pass, in each of the evaluation activities.

Assessment criteria

The following indicators will be taken into account to assess the level of acquisition of the learning results: The evaluation of the activities developed in this subject will be governed by the following criteria: 1. The faculty that tutors the internship at the Faculty will assess:

In ACTIVITY A:

Preparation of the report

- Adequacy of the student's answers to the questions posed in the sections of the report, as well as to the established deadline.
- Contextualization of the answers that faithfully reflect the reality of the diversity in which the student performs the internship.
- Description and assessment of the design and implementation of learning activities based on the theoretical knowledge taught in the subjects of the whole degree and especially in those of the first four-month period of the mention of attention to diversity .
- Ideas presented in a clear and orderly manner, differentiating between data, theoretical contributions and personal contributions.
- Quality of the compulsory work to be submitted by each student, evaluated according to the following indicators:

Theoretical basis for the reflections raised

Contextualization of the same in the observed school reality and in the development of the Practices Establishment of the dialectical relationship theory-practice.

Contribution of proposals for improvement, duly reasoned, in the event of problems detected.

Critical analysis of the development of School Practices within the framework of the initial training itself

Adequacy and rigor in the use of bibliographic sources.

Formal correctness (writing, syntax, spelling) in the presentation of papers. The presence of spelling mistakes will be penalized, as well as poor writing

In ACTIVITY B:

1. Attendance and participation in the seminars called by the professor of the subject and discussion of the report.

a) Interest, involvement and adequate performance of the student in the activities proposed by the professor of the subject in the seminars.

b) Argumentative consistency and the use of appropriate oral expression in the discussion of the report, as well as its appropriateness to the contents.

2. The teacher tutoring the student's internship at the school will assess the student's performance by means of the questionnaire that will be sent to the educational centers.

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.

Grading criteria and requirements for passing the subject

In order to pass this course 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.

The final grade will be the sum of the grades obtained in activities A, B and C according to the criteria summarized in the table below:

<u>Activity</u>	<u>% of final grade</u>	<u>Performs the evaluation</u>
Activity A	50%	ACADEMIC TUTOR
Activity B	10%- 5%:Participate in two seminars- 5% Discussion of the report	ACADEMIC TUTOR
Activity C	40%	TUTOR TEACHER

Prerequisite

Attendance at the practice center during the entire official period and taking the totality of classroom hours is a necessary condition for the student to be evaluated in the subject. A maximum of 15% of justified absences will be accepted. Both justified and unjustified causes must be notified (and justified if necessary) to the tutor of the University and to the tutor of the internship center. All absences must be made up within the official internship period, as far as possible, and it is not possible to extend the internship period, unless the Faculty reviews and approves the modification of the end date of the internship. However, unexcused absences, apart from having to be made up, subtract 0.25 points from the final grade for every three hours or fraction thereof of absence.

Exceptionality in the assessment of the subject matter

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 Undergraduate Studies Commission, applying, in any case, only to the practical dimension of the subject".

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.

6. Sustainable Development Goals

4 - Quality Education