

## 26691 - School Internships

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26691 - 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:** 298-Annual

107-Annual

299-Second semester

300-Annual

**Subject type:** External Placements

**Module:**

### 1. General information

#### Goals of the subject

The student of the mention in AL should develop the necessary skills and competences to attend as a future teacher to the school population in its heterogeneity and in the different situations and contexts that will be presented in the school in order to contribute to the integral development of all those children with difficulties in language, hearing, speech, voice and a.c.n.e.a.e. , functions of the teacher of Hearing and Language. For this reason, the subject and its expected results respond to the following approaches and goals:

1. -To develop the ability to acquire and integrate practical knowledge for assessment and intervention for hearing, speech and language disorders.
2. -Know how to identify, analyze and intervene in the main hearing and language disorders.
3. -To develop the capacity and ability for individual/group, preventive, cooperative and mediation work with the teaching staff of the center as facilitating agents in the personal and school development of the child with this type of disorders and difficulties.
4. -To develop group/individual work projects, adapted to the needs of the children, introducing the necessary adjustments in the intervention, adapting the methods and guidelines to achieve the proposed objectives.
5. -To know the models, strategies and techniques of evaluation, intervention and prevention in the different hearing and language disorders.
6. -To know the resources and technological aids that contribute to the intervention.
7. -To develop collaborative skills in dealing with the families of children with these types of difficulties.

To know how to elaborate and write the documents of the specialty (reports, protocols, etc...) and to reflect the experience and learning developed in the Report and the Project to be delivered.

#### 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 for understanding the needs of change that are emerging in the school. The contact with school reality is an opportunity to verify, contrast and put into practice the skills and attitudes that students acquire in their university studies.

The importance of this subject in the mention of Hearing and Language is based on the fact that it facilitates the development of skills for the evaluation/intervention of children and young people with difficulties and disorders in the area of communication and language, offering direct attention to students with specific needs in this area. It necessarily includes the prevention of difficulties, advice and guidance to non-specialist teachers and support and advice to families.

Students are expected to carry out planned interventions based on the best scientific evidence, with the support and supervision of the internship center tutor. The aim is to enable students to acquire the knowledge, skills, information and practice necessary for professional practice in the field of education.

#### Recommendations for taking the subject

The School Internships are a special subject within the Primary Education Degree. The total is 11 ECTS credits that represent 165 hours of attendance at the educational center. It is taken in the fourth year, and is mandatory.

The general goal seeks to integrate the student in a learning context located in the educational reality, relating the theoretical

knowledge with the practice in the professional performance of the teacher of Hearing and Language, that is, linked to the knowledge of the different difficulties of language and communication, as well as to the criteria for evaluation and intervention of these.

It is intended, therefore, that the student acquires a solid conceptual, attitudinal and procedural basis about the way to address language and communication difficulties by integrating theory with practice. It is necessary, therefore, to have acquired the specific theoretical knowledge of the mention and for this purpose it is recommended to have taken the subjects of the mention that address the knowledge related to the treatment of oral (language, hearing, speech and voice) and written language disorders.

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

## 2. Learning results

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

1. Uses in practice the contents taught in the subjects of the 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 capable of elaborating proposals for improvement in the teacher's field of action 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 more specifically:

- Knows the functions of the Hearing and Speech teacher. Is familiar with the reports, resources, material, activities and methodological strategies used by this professional. Likewise, he/she knows the conditions of conditions of teaching, organization and operation of the Hearing and language area in the Center: personal resources, spaces, equipment, activities, schedules.
- Knows and knows how to identify the different disorders, difficulties and alterations that appear in the development of communication and language at school and knows how to detect and prevent them.
- Knows and is familiar with oral and written language assessment procedures, protocols, and tests for communication.
- Is able to plan, program and intervene in the different difficulties and disorders of language, speech, hearing and voice.
- Knows, develops and adapts materials, technological resources and augmentative communication systems to meet the needs of children with this type of difficulties.
- Is capable of advising and guiding tutors and families by fostering a communicative climate.

## 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 their students for an oral presentation and discussion with the aim of evaluating 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 assessment 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 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 will include the study and analysis of the complete teaching practice (observation, intervention, evaluation of what has been done) carried out during the time spent in the school, with a critical evaluation of the internship period, including an assessment of how he/she has perceived his/her performance during the process.

The Report will not be limited to the accumulation of observation records, data on the classroom context and/or the Audition and language cabinet and cases, but will involve a selection of information obtained in a deliberate way that will be collected in a reflective writing, which reconstructs and allows to understand the teaching activity that has been developed during the internship period: strategy, efforts, progress, difficulties, final results and conclusions.

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

- Knowledge of the learning process and the progress achieved in the development of teacher training in the field of the mention.
- Student involvement in their learning through reflective practice in the educational situations in which they participate.
- Knowledge of the degree of acquisition of skills related to the collection of information, observation, analysis, reflection and synthesis, that materialize in practical proposals for intervention in the field of hearing and language difficulties in the children with whom she has worked.
- Development of the ability to plan their interventions based on the application of theoretical knowledge in their teaching practice, taking into account the different variables that affect each situation.
- Development of the ability to relate teaching practice to competencies and objectives in a reasoned manner.
- Ability to learn with autonomy.
- Ability to organize research processes in the classroom/cabinet.

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 objectives, the diversity/inclusive education actions, and the human, temporary, material and didactic resources, 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 teacher of hearing and language

(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 AL teacher in the center; description and observation carried out on methodologies, intervention resources, preventive and/or intervention programs, the evaluation and all those elements observed in the center related to the work of the hearing and language teacher).

2. Project of the Internship of Mention.

It is an activity planned and carried out by the student that reflects the activities performed in this period to achieve the specific competencies of the mention. It should include an intervention proposal (understood in a broad and flexible way which may consist of intervention with a child or group with difficulties in the field of mention, a classroom intervention project, a preventive plan, etc...)

The aim is to elaborate an intervention proposal, as well as the elaboration of records, reports, evaluations, etc. taken during the internship.

This document should reflect the planning, implementation and evaluation of one's own project, after consultation with the mentor teacher and the faculty mentor teacher. The elaboration of this project should be a reflective proposal and individual, in which students expose and analyze the achievements, progress and difficulties they have encountered when acting as a professional of Hearing and Language.

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 goals

C) Addressees.

D) Description of activities (including description, objectives, methodologies, resources, evaluation, timing and chronogram, people involved, place, 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.

4.-Bibliographic references (according to APA norms)

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

**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 (25% for the Report and 25% for the Project).

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

It is necessary to attend the training and orientation activities scheduled by the faculty tutor during the internship period, which will consist of group seminars.

They will be completed with the guidance given at other moments of the training process through individualized tutorials. The student should keep a record of what was worked on in the sessions, the activities carried out, 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 students during the internship period at the Educational Center, their involvement and performance. For this purpose, the report of the collaborating tutor teacher of the center where the internship is being carried out will be taken into account. 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 practice center during the entire official period and taking all the hours of attendance 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.

### **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 grade required 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 teacher in charge, which must be at least 7 days before the official closing date of the minutes 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 **ACTIVITY A.**

Preparation of the report The document that compiles the activities of the Internship Report and the Intervention Project should follow 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 the 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 teacher of the subject and discussion of the report participation in

seminars and training activities organized by the Faculty will be valued:

- 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 appropriate expression in the presentation of the project.

#### ACTIVITY C.

Involvement and performance in the school center This grade will be based on the report of the tutor teacher and 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 customs 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.

## **6. Sustainable Development Goals**

4 - Quality Education