

PRÁCTICUM II GRADO EN EDUCACIÓN PRIMARIA. Mención: Inglés

Curso 2019-20

Guía del Alumno

El Prácticum persigue como objetivo general integrar al estudiante en un contexto de aprendizaje situado en el campo real relacionado con la práctica docente. Con ello se trata de posibilitarle la adquisición y puesta en práctica de conocimientos, información, habilidades y competencias. Dado su carácter integrador deberá permitir aplicar tanto las competencias adquiridas en las materias cursadas como las competencias genéricas.

Competencias

Código

- A9029** 1013CMT1 Expresión escrita: saber expresarse con claridad en la redacción de escritos adecuando el estilo del lenguaje al interlocutor y utilizando vocabulario específico y relevante
- A9036** 1013CMT2 Expresión oral: saber expresarse con claridad en conversaciones o debates adecuando el estilo del lenguaje al interlocutor y utilizando vocabulario específico y relevante
- A9047** 1013CMAT12 Adquirir un conocimiento práctico del aula y de la gestión de la misma. Conocer y aplicar los procesos de interacción y comunicación en el aula y dominar las destrezas y habilidades sociales necesarias para fomentar un clima de aula que facilite el aprendizaje y la convivencia. Controlar y hacer el seguimiento del proceso educativo y en particular el de enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias. Relacionar teoría y práctica con la realidad del aula y del centro. Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica. Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro. Regular los procesos de interacción y comunicación en grupos de estudiantes 6-12 años. Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social. Estas competencias, junto con las propias del resto de materias, quedarán reflejadas en el Trabajo fin de Grado que compendia la formación adquirida a lo largo de todas las enseñanzas descritas.
- B1011** 1013CTT10 Capacidad reflexiva sobre su propio trabajo
- B1012** 1013CTT11 Gestión: capacidad de gestionar tiempos y recursos: desarrollar planes, priorizar actividades, identificar las críticas, establecer plazos y cumplirlos
- B1014** 1013CTT13 Capacidad de análisis y síntesis: descomponer situaciones complejas en partes para su análisis y reunir información disgregada para analizarla como un todo
- B1015** 1013CTT14 Habilidades de relación interpersonal: capacidad para relacionarse adecuadamente con los demás
- B1016** 1013CTT15 Adaptación a nuevas situaciones
- B1018** 1013CTT3 Trabajo en equipo: Capacidad de compromiso con un equipo, hábito de colaboración y trabajo solucionando conflictos que puedan surgir
- B1020** 1013CTT5 Toma de decisiones y solución de problemas: localización del problema, identificar causas y alternativas de solución, selección y evaluación de la más idónea
- B1021** 1013CTT6 Pensamiento crítico: capacidad de analizar, sintetizar y extraer conclusiones de un artículo (ya sea de opinión o científico)
- B1023** 1013CTT8 Creatividad: capacidad de innovación, iniciativa, fomento de ideas e inventiva
- C2** CMECES2 Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

PROFESORADO

Tutores en los centros

Tutores académicos: Sergio Lobejón Santos (sergio.lobejon@unileon.es) y M. de los Ángeles Díez Fernández (angeles.diez@unileon.es)

ACTIVIDADES FORMATIVAS, CALENDARIO y HORARIO

1. Sesiones iniciales (Todas las menciones). 2 ECTS.

Desde el 10 al 21 de febrero

2. Actividades formativas con los profesores de Prácticum de la ULE (tutores académicos). 2 ECTS

Desde el 2 de marzo hasta el 18 de mayo

Horario: Lunes, de 17 a 19.30 horas

3. Prácticas en los centros. 14 ECTS

Desde el 27 de febrero al 20 de mayo de 2020 (De lunes a viernes)

Mínimo: 25 horas semanales, en el horario del centro

EVALUACIÓN

| Actividad Formativa | Instrumento | Peso en la calificación final |
|--|---|--|
| SESIONES INICIALES Conferencias impartidas por docentes y otros expertos en educación Sesiones de preparación para la estancia en los centros | RESUMEN de las 10 comunicaciones (200 palabras cada una) | 10% La asistencia a estas sesiones es obligatoria. Para poder optar a la calificación final ponderada el estudiante deberá haber superado esta parte con una calificación mínima de 5. De no hacerlo el alumno tendrá que presentarse a la 2ª convocatoria. |
| SESIONES SIMULTÁNEAS A LA ESTANCIA EN LOS CENTROS Actividades formativas con los profesores de Prácticum | Tareas de análisis y revisión de la observación y de la práctica docente Evaluación formativa para la elaboración del portafolio de evidencias de aprendizaje | 45% Para poder optar a la calificación final ponderada el estudiante deberá haber conseguido en el portafolio una calificación mínima de 5. En la 2ª convocatoria solo se calificará el portafolio. |
| ESTANCIA EN LOS CENTROS Prácticas en los centros. Tareas de observación, reflexión e intervención | Hoja de Evaluación completada por tutor y coordinador de prácticas | 45% Para poder optar a la calificación final ponderada el estudiante deberá haber conseguido en el centro una calificación mínima de 5. No habrá 2ª convocatoria en el centro |

SESIONES INICIALES

PROFESORADO:

- Docentes de centros educativos
- Profesores responsables de las asignaturas Prácticum II

ORGANIZACIÓN DEL TRABAJO

Actividades formativas presenciales

CONFERENCIAS durante las que docentes de varios centros de León hablarán al alumnado de distintos proyectos, programas y experiencias de innovación educativa.

Trabajo individual del alumno

RESUMEN de cada una de las 10 comunicaciones (200 palabras cada una) explicando el aprendizaje extraído de dicha conferencia (¿qué he aprendido para mi práctica profesional?).

Calendario, Horario y Programa:

PENDIENTE FIJAR HORARIO DE LA ESPECÍFICA DE EFL TEACHING

| | PRÁCTICUM II PRIMARIA | Título | Tutor ULE |
|--|---|--|--|
| Martes, 11 de febrero Aula 1 Facultad de Educación | 10:00 a 11:30 D ^a . Ana M ^a de Caso Fuertes. <i>Vicedecana de Prácticum</i> | Pautas de estancia en los centros. | |
| | 12:00 a 14:00 Ángeles Diez Aula 18 | Introducción al Prácticum II | |
| Jueves, 13 de febrero Aula 1 de la Facultad de Educación | 9:30 a 11:30 Pilar Bahamonde Carrasco | Uso de la metodología innovadora para favorecer la inclusión | Eduardo Álvarez del Palacio |
| Aula 16 | 12:00 a 14:00 Mención Inglés Ángeles Diez | Sesión 1 | |
| Viernes 14 de febrero Aula Magna de la Educación | 10:00 a 13:00 D ^a Sara Rebollar Baños (Inglés) D ^a Ariadna Martín Tirados(Inglés) D ^a Sandra Caldera Centeno (PT) D ^a Celeste Lanchas Quintana (Ayl) D ^a Laura Algorri Diez (Primaria – EF) | ¿Es posible aprobar una oposición la primera vez que te presentas? Sentimientos, emociones y organización | María Jesús Fernández Rivera |
| Miércoles 19 de febrero Aula 1 de la Facultad de Educación | 9:00 a 11:30 Laura Martínez Sevilla <i>Presidenta de ALAC y Orientadora del IES San Andrés</i> | Identificación y desarrollo del talento en la Educación | M ^a del Pilar Palomo del Blanco |
| | 11:30 a 14:00 D. Hugo Medina Melcón y D. Ángel Pérez Pueyo | El camino hasta la obtención de una plaza de profesor: La oposición | Pablo Antonio Conde Guzón |

| | | | |
|---|---|---|------------------------|
| Jueves 20 de febrero Aula 1 de la Facultad de Educación | 9:00 a 11:30 D. David Vega Cobo y D. Ángel Pérez Pueyo | Procedimientos e instrumentos de evaluación en educación | Ángeles Diez Fernández |
|---|---|---|------------------------|

CONTENIDO Y SECUENCIACIÓN DE LAS SESIONES SIMULTÁNEAS

| Date | Contents |
|--------------------------------------|--|
| Session 0 Febr. 11 12.00-14.00 | Introduction to the in-training Reflective teaching and learning: Objectives of in-training and simultaneous sessions Protocol for the in-training assessment and evaluation HOMEWORK: Citing and quoting (APA6) and Intro (Context and objectives of the in-training) |
| Session 1 Febr. 13 12.00-14.00 | Portfolio scaffolding (1): Introduction HOMEWORK: Lesson observation practice |
| Session 2 March 2 | Sharing first impressions Portfolio scaffolding (2): Observation and description (modelling: teacher's sample) TOPIC: Key concepts in EFL teaching and learning Handing-in of Summary of previous conferences |
| Session 3 March 9 | TOPIC: Teaching vocabulary Portfolio scaffolding (3): Analysis Portfolio scaffolding (4): Proposals for improvement/innovation |
| Session 4 March 16 | Handing-in of Evidence 1 and self-assessment (on-line & written) TOPIC: Methods and approaches to FL teaching and learning |
| Session 5 March 23 | 1 st tutoring session for students with formative evaluation Handing-in of Evidence 1 <u>after revision</u> or Evidence 2 and self-assessment (online): March 26 TOPIC: Teaching culture |
| Session 6 March 30 | 2 nd tutoring session for students with formative evaluation: Working on revised Evidence 1 or Evidence 2. Self-assessment, co-assessment and assessment by teacher. TOPIC: Teaching oral skills Handing-in of Evidence 2 or 3 and self-assessment (online): April 14 |
| Session 7 April 20 | 3 rd tutoring session for students with formative evaluation. Working on revised Evidence 2 or Evidence 3. Self-assessment, co-assessment and assessment by teacher. TOPIC: Teaching written skills |
| Session 8 April 27 | LECTURE BY EFL TEACHER TOPIC: Analyzing and using teaching materials |
| Session 9 May 4 | Portfolio scaffolding (5): Conclusions TOPIC: Resources for Primary Teacher's Lifelong Learning |
| Session 10 May 11 | Practicum evaluation |

Handing-in of portfolio (on-line and printed): 13.00, May 25. F. of Education: office 128.

Protocol for the development and assessment of the portfolio

The tutorships of the subject 'Practicum II' are designed as a training opportunity so that those trainees who decide to participate can fulfill the objectives of the in-training period. During this stage the students will elaborate a portfolio, which will be written in English.

The portfolio will be assessed with 100 marks and its structure will be:

| | |
|---|---|
| A. INTRO | 1. Description and reflection on the in-training context (school, classes, timetable...) |
| | 2. Professional and personal objectives to fulfill during the Practicum |
| B. COMPULSORY LEARNING EVIDENCES | B.1.- Teaching listening comprehension and/or speaking and oral interaction |
| | B.2.- Teaching written reading comprehension and/or writing |
| | B.3.- Teaching culture |
| | B.4.- Assessing and evaluating EFL |
| C.- CHOOSE 2 OUT OF THE FOLLOWING LEARNING EVIDENCES | C.1.- The implementation of conditions to learn a language |
| | C.2.- Working with teaching units |
| | C.3.- Working with lesson plans |
| | C.4.- Working with tasks and/or project works |
| | C.5.- Teaching vocabulary |
| | C.6.- Teaching grammar |
| | C.7.- Analysis of teaching materials (including ICTs) |
| | C.8.- Catering for diversity in EFL Primary lessons |
| | C.9.- Working with CLIL |
| | C.10.-Other topics... |
| D. CONCLUSION | 1. Principles of good practice in EFL Primary lessons (Do's and don'ts of EFL in Primary Education) |
| | 2. Personal comment |

STRUCTURE AND ASSESSMENT OF THE LEARNING EVIDENCES (see Grid on the Moodle):

- Title and focus on learning
- Identifying details
- Description of the experience at school that has led to the in-training teacher's reflection
- Detailed reflective comment about the learning acquired by the in-training teacher during that experience
- Proposal of teaching innovation linked to the previous description and comment.
- Bibliography, webgraphy and appendixes.

MULTIMEDIA EVIDENCE

Students are invited to design one of the evidences in a multimedia format, for example as a video-poster (<https://www.youtube.com/watch?v=78qXjE8E1Ps>). You have to record a 3-to-5 minute evidence, following the same structure as with the written ones: focus on learning, description, analysis and proposal.

To assess and grade the content of the evidence (80% of the total) the same scale will be used. The remaining 20% will be given to the evidence form with this scale:

| | | | |
|--|----|-------------------|-------------------|
| ORAL LANGUAGE SKILLS (10 p.) The student communicates with <u>fluency</u> (accuracy graded in general scale of formal characteristics) | NO | QUITE (0,7 p.) | VERY (0,10 p.) |
| COMMUNICATION SKILLS (5 p.) The student' s body language helps the listener to follow the evidence successfully | NO | QUITE (0,3 p.) | VERY (0,5 p.) |
| VISUAL QUALITY (5 p.) The evidence is visually attractive and original, with varied and adequate elements. | NO | QUITE (0,3 p.) | VERY (0,5 p.) |
| Total | | | |

When a student presents a multimedia evidence the final mark of the portfolio will be rounded up.

FORMATIVE ASSESSMENT

The students can write the portfolio either by themselves or by participating in a formative evaluation process (but **not a mix of both**). Those who cannot/do not want to take part in the formative evaluation process will only have to hand in their final portfolios by the deadline.

For those who are taking part in the formative evaluation process this process will have tutoring sessions (see Content and sequencing of sessions above) involving self-assessment, co-assessment and assessment by teacher.

The instruments used to work on the portfolio characteristics and their assessment will be 4 assessment scales: three for the conceptual characteristics of the learning evidences (1. intro, 2. evidences and 3. conclusion) and one (4) for the formal characteristics of the whole portfolio (see below).

IMPORTANT:

- The evidences written in unintelligible English will not be corrected and they will be handed back ungraded to the students.
- The portfolios which do not fulfill the basic structural requirements of an academic paper (index, numbered pages, correct structure...) will be failed.

SCALES FOR THE ASSESSMENT AND EVALUATION OF THE PORTFOLIO

Assessment scale of the conceptual characteristics of the INTRO (10 marks)

| | | |
|--|--|-------|
| A. Description of context | | |
| No or poor description of teaching context, i.e. the features presented are insufficient or irrelevant | | 0-1 |
| Some relevant details are missing or not well explained within an adequate description of the teaching context | | 2 |
| The information which describes the context is complete, relevant and well-justified | | 3-4 |
| B. Professional and personal objectives | | |
| No or poor description of professional and/or personal objectives, e.g. only personal or professional objectives included | | 0-1-2 |
| Professional and personal objectives are adequately defined and explained, though can be improved, e.g. personal better focused or developed than professional or vice versa | | 3-4 |
| Professional and personal objectives are balanced, coherent and well described | | 5-6 |

2. Assessment scale of the conceptual characteristics of the LEARNING EVIDENCES (10 marks each / 60 marks)

| | | |
|---|---|----|
| A. Title and focus on learning | | |
| The title and/or the focus do/es not reflect the learning later shown in the evidence | | 0 |
| The title and/or the focus reflect/s the learning later shown in the evidence partially | | 5 |
| The title and the focus reflect the learning later shown in the evidence accurately | | 10 |
| B. Description | | |
| NO | There is no description OR the separation between description/ analysis / innovation is nonexistent in the evidence | 0 |
| POOR | The descriptive data included are subjective, fairly irrelevant or very insufficient to understand what happened in the classroom | 5 |
| ACCEP TABLE | The data included are located in the correct section and provide an overview of what happened during the lesson, though it is too general | 10 |
| GOOD | The descriptive data included explain clearly what happened during the observation, though some information is missing AND/OR has not been well-developed | 15 |
| VERY GOOD | The data included in the description are adequate in number, very relevant, well- developed and help to have an accurate idea of what happened during the lesson | 20 |
| C. Analysis | | |
| NO | There is no analysis OR the separation between description/ analysis / innovation is nonexistent in the evidence | 0 |
| POOR | The analytical data are fairly irrelevant or very insufficient to know what the trainee has learned during the observation/practice | 10 |
| ACCEP TABLE | The data included are located in the correct section and show what the trainee has learned during the observation/practice, but only very partially | 20 |
| GOOD | The data in the analysis explain clearly what the trainee has learned, though some reflective elements are missing (e.g. adequate references) AND/OR have not been well-developed | 30 |
| VERY GOOD | The data included in the analysis are adequate in number, very relevant, adequately developed, well-founded (experts' information) and show accurately what the trainee has learned during the lesson | 40 |

| D. Innovation | | |
|------------------------|---|-----------|
| NO | There is no proposal for improvement or the separation between description/ analysis /innovation is nonexistent in the evidence | 0 |
| POOR | The proposal is completely inadequate for the trainee and/or teaching context and/or it is not possible to understand the proposal since it is not adequately explained | 8 |
| ACCEP TABLE | The innovation proposal is adequate though weak and/or scarcely explained, or it is incomplete, not well-founded or it does not show adequately how the trainee can improve his/her teaching abilities and skills | 15 |
| GOOD | The proposals for improvement are adequate for the trainee and the teaching context, though some details are missing, e.g. adequate references, future impact on the trainee's future development... | 18 |
| VERY GOOD | The proposals are varied, well justified, very well founded on experts' opinions and creative. Besides, they are likely to be carried out for the trainee's future development | 30 |

3. Assessment scale of the conceptual characteristics of the **CONCLUSION** (15 marks)

| | |
|--|-----------------|
| No conclusions | 0 |
| The conclusions are a short summary of the trainee's learning during the in-training, but they are not linked to the objectives | 1-3-5-7 |
| The conclusions are scarce and/or not well explained, e.g. their link with the objectives is weak or the summary of the trainee's learning incomplete | 8-9-10 |
| The development of the conclusions, their link to the objectives and the summary of the trainee's learning are adequate and complete | 11-12-13 |
| The conclusions are coherent with the objectives, sum up the trainee's learning successfully and are clearly related to the trainee's future development | 14-15 |

4. Assessment scale of the formal characteristics of the **PORTFOLIO** (15 marks)

| WRONG | | ACCEPTABLE | | VERY GOOD | |
|--|---|--|-----|--|-----|
| Too many spelling, grammar, vocabulary and cohesion mistakes (more than 30 in portfolio) | 0 | Some spelling, grammar, vocabulary and cohesion mistakes (between 29 and 11 in portfolio) | 0.4 | (Almost) No spelling, grammar, vocabulary and cohesion mistakes (less than 10 in portfolio) | 0.7 |
| Less than 5 technical terms correctly used in portfolio | 0 | Between 5 and 10 technical terms correctly used in portfolio | 0.1 | Over 10 technical terms correctly used in | 0.2 |
| No adequate bibliography/webliograph to support personal comments (less than 5 times in portfolio) | 0 | Adequate bibliography / webliography to support personal comments used in some evidences (between 5 and 10 times in portfolio) | 0.3 | Excellent bibl-/ webliography to support personal comments used many evidences (more than 10 times in portfolio) | 0.4 |
| Incorrectly referenced bibliography within evidences (more than 10 mistakes in portfolio) | 0 | Almost correctly referenced bibliography within evidences (between 2 and 10 mistakes in portf) | 0.1 | Correctly referenced bibliography within evidences less than 2 mistakes in portfolio) | 0.2 |