

PRÁCTICUM II GRADO EN EDUCACIÓN PRIMARIA. Mención: Inglés

Curso 2021-22

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 15 de febrero al 1 de marzo (una de las sesiones tendrá lugar la última semana de mayo)

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

Desde el 15 de febrero hasta el 23 de mayo

Horario: Lunes, de 17 a 19.30 horas

3. Prácticas en los centros. 14 ECTS

Desde el 7 de marzo al 20 de mayo de 2022 (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 6 comunicaciones (200 palabras cada una) explicando el aprendizaje extraído de dicha conferencia (¿qué he aprendido para mi práctica profesional?).

Calendario, Horario y Programa:

Martes, 15 de febrero	10:00 a 11:30 D ^a . Ana M ^a de Caso Fuertes. <i>Vicedecana de Prácticum</i>	Pautas de estancia en los centros.	Aula Magna
	12:00 a 14:00 Sesión 0. Ángeles Diez	Introducción al Prácticum II	Aula 12
Jueves, 17 de febrero	10:00 a 13:00 D ^a Isabel E. García Carro y D. Luis Alberto Mondelo Sánchez <i>Directora del CEIP Javier</i>	Los centros incompletos: Características, Organización y Funcionamiento	On line https://meet.google.com/azc-gfod-iag
Martes, 22 de febrero	10:00 a 12:30 D. Ángel Pérez Pueyo, D. David Vega Cobo y D ^a . Lucía Rodríguez Fernández <i>CEIP Menéndez Pidal (Bembibre) y CEIP Campo de la Cruz</i>	Procedimientos e instrumentos de evaluación en Educación Primaria	Aula Magna
	12:30-14:00 Sesión 1. Ángeles Diez		Aula 12
Miércoles, 23 de febrero	17:00 a 19:30 D ^a . Rosa María Quintanilla González <i>Jefa de estudios del CEIP Fray Bernardino de Sahagún</i>	Proyectos de innovación educativa en Educación Primaria	On line https://meet.google.com/oz-o-mcky-npi
Martes, 1 de marzo	10:00 a 12:30 D ^a Laura Martínez Sevilla <i>Presidenta de ALAC y Orientadora del IES San Andrés</i>	Identificación y desarrollo del talento en Educación Primaria	Aula Magna
	12:30-14:00 Sesión 2. Ángeles Diez		Aula 12
Semana del 23 al 27 de mayo	D. Ángel Pérez Pueyo <i>Grupo Actitudes. Universidad de León</i>	El procedimiento de acceso al Cuerpo de Maestros: La oposición	On line (pendiente)

CONTENIDO Y SECUENCIACIÓN DE LAS SESIONES SIMULTÁNEAS / FORMATIVE ASSESSMENT

Date*	Contents*	
Session 0: Febr. 15 12.00-14.00	Introduction to the in-training Reflective teaching and learning: Objectives of in-training and simultaneous sessions	
Session 1: Febr. 22 12.30-14.00	Protocol for the in-training assessment and evaluation Quoting and referencing (APA7)	
Session 2: March, 1 12.30-14.00	Portfolio scaffolding: Introduction (Context and objectives of the in-training) HOMEWORK: Lesson observation practice	
Session 3: March, 7 17.00-19.30	Sharing first impressions Lesson observation practice Portfolio scaffolding: Description (modelling: teacher's sample)	
Session 4: March 14 17.00-19.30	Porfolio scaffolding: Analysis Handing-in of Summary of previous conferences (Task on Moodle)	18.15- 19.30: TOPIC: Key concepts in EFL teaching and learning
Session 5: March 21 17.00-19.30	17.00-18.00: Porfolio scaffolding: Proposals for improvement/innovation Handing-in of Evidence 1 and self-assessment (Task on Moodle). Deadline: March 23	18.15- 19.30: TOPIC: Methods and approaches to FL teaching and learning
Session 6: March 28 17.00-19.30	17.00-18.15: 1 st tutoring session for students with formative evaluation. Peer-assessment and assessment by teacher. Handing-in of Evidence 1 after revision or Evidence 2 and self-assessment. Deadline: March 30	18.15- 19.30: TOPIC: Teaching culture
Session 7: April 4 17.00-19.30	17.00-18.15: 2 nd tutoring session for students with formative evaluation: Working on revised Evidence 1 or Evidence 2. Peer-assessment and assessment by teacher. Handing-in of Evidence 2 or 3 and self-assessment. April 6	18.15- 19.30: TOPIC: Teaching oral skills
Session 8: April 25 17.00-19.30	17.00 - 18.15: 3 rd tutoring session for students with formative evaluation. Working on revised Evidence 2 or Evidence 3. Peer-assessment and assessment by teacher. Porfolio scaffolding (5): Conclusions	18.15- 19.30: TOPIC: Teaching written skills
Session 9: May 9 17.00-19.30	TOPIC: Analyzing and using teaching materials TOPIC: Resources for Primary Teacher's Lifelong Learning	
Session 10: May 23 17.00-19.30	Practicum evaluation	

- The dates and content will be flexible and get adapted to the course's needs and progression

Handing-in of portfolio (Moodle). Deadline: May 30, 14.00 (Task on Moodle)

PORTFOLIO STRUCTURE

The tutorships of the subject 'Practicum II' are designed as a training opportunity so that those trainees who decide to participate can fulfil the objectives of the teaching placement period.

During this stage the students will elaborate a reflective portfolio, a compilation of learning evidences (see below).

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

- Title and focus on learning
- Identifying details (subject and school year)
- 1. **Description** of the experience at school that has led to the in-training teacher's reflection:
What have I seen? What have I done?
- 2. Detailed **analysis** of the experience and the learning acquired by the in-training teacher during that experience: What have I learned?
- 3. **Proposal of teaching innovation** linked to the previous description and comment: How can I improve what I saw or what I did?
- 4. Bibliography, webgraphy
- 5. Appendixes (when needed)

Pages per evidence: 5 max. (excluding annexes)

Font: Arial 11. Line spacing 1,5. Margins: 2,5 cm.

Students are invited to design one of the evidences in a **MULTIMEDIA** format, e.g., 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.

The whole portfolio will be written in English.

IMPORTANT: The evidences written in unintelligible English will not be corrected and they will be handed back ungraded to the students.

STRUCTURE OF THE PORTOLIO

A. INTRO	1. Description and reflection on the in-training context (school, classes,...)
	2. Professional and personal objectives to fulfil 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

IMPORTANT: The portfolios which do not fulfil the basic structural requirements of an academic paper (index, numbered pages, correct structure...) will be failed.

PORTFOLIO ASSESSMENT AND EVALUATION

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).

To assess and grade the content of the MULTIMEDIA 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			

If this multimedia evidence is good or very good a total of **up to 0,25 p.** will be added to the final mark of the portfolio.

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, peer-assessment and assessment by teacher.

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, creative and very well founded on experts' opinions. 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		GOOD		VERY GOOD	
Too many spelling, grammar, vocabulary and cohesion mistakes (more than 40 in portfolio)	0	Many spelling, grammar, vocabulary and cohesion mistakes (between 30 and 39 in portfolio)	0,4	Some spelling, grammar, vocabulary and cohesion mistakes (between 16 and 29 in portfolio)	0,7	Very few spelling, grammar, vocabulary and cohesion mistakes (less than 15 in portfolio)	0,9
No adequate bibliography/webgraphy to support personal comments (less than 5 times in portfolio)	0	Adequate bibliography /webgraphy to support personal comments used in some evidences (between 5 and 10 times in portfolio)			0,3	Excellent bibl-/ webgraphy to support personal comments used in 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 mist. in portfolio)	0,2

