



COURSE DATA

Data Subject

Code	40335
Name	Practicum in the specialties of socio-cultural and community services
Cycle	Master's degree
ECTS Credits	10.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. Period year
2024 - Master's Degree in Secondary Education	Faculty of Teacher Training	1 Annual

Subject-matter

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	81 - Practicum in the specialties of socio-cultural and community services	Optional

Coordination

Name	Department
CRUZ OROZCO, JOSE IGNACIO	120 - Comparative Education and History of Education
MARTINEZ AGUT, MARIA DEL PILAR	335 - Education Theory

SUMMARY

The Specialty Practicum aims to provide the student with contact with school reality, favoring decision-making processes in teaching and learning situations, as well as favoring the acquisition of social skills and educational intervention in order to enable them to respond effectively to essential issues and problems in teaching performance. In its development process, two parts are fundamentally differentiated: one directed towards the critical observation of educational reality and the other directed basically towards the experimentation of classroom teaching practices. It is in this second part where the student has to design, develop and evaluate teaching and learning processes specific to their specialty. The general objectives of the subject are the following:



1. Observe and critically analyze the school context.
2. Understand the regulations, operation and organization of the school.
3. Develop collaboration with the professionals of the training centers.
4. Design, develop and evaluate teaching interventions in the classroom.
5. Reflect critically on classroom practices to innovate and improve the quality of teaching practice.
6. Relate theoretical-practical knowledge with practical experience.
7. Analyze and assess the experiences observed in the practice centers.
8. Understand the professional role of the teacher.
9. Know how to use ICT and the different materials for teaching with discretion.
10. Acquire social skills and educational intervention skills to carry out the teaching function with quality.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2024 - Master's Degree in Secondary Education

- Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.
- Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.



- Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.
- Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible
- Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.
- Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos
- Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.
- Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.
- Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.
- Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.
- Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.
- Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.
- Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.
- Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.



- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.
- It generates innovative and competitive proposals in professional activity and in educational research.
- It is effective to communicate in both verbal and nonverbal terms.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The PRACTICUM is a subject that is aimed at acquiring the knowledge and skills necessary for professional practice as a teacher of Vocational Training for the Professional Family of Sociocultural Services and the Community, in a real work context. The acquisition of this knowledge and skills is related to:

- Observation and analysis of teaching reality
- Knowledge of the educational center
- The educational planning of the center
- The teaching practice observed in the classroom
- The teaching intervention of the students of the PRACTICUM
- Critical appraisal of teaching / learning processes

WORKLOAD

ACTIVITY	Hours	% To be attended
Internship		100
Attendance at events and external activities	200,00	0
Study and independent work	30,00	0
Preparation of practical classes and problem	20,00	0
TOTAL	250,00	

TEACHING METHODOLOGY

Participation of the students in practices in the teaching and learning processes of the assigned classroom of the practice center. In the first phase of the Practicum, the student's tasks will focus on observing the educational reality at their center, on knowing and analyzing the teaching performance of the assigned tutor. In the second phase of the Practicum, the student's tasks will be intervention in the classroom, with different degrees of responsibility, under the supervision of the tutoring teacher. The trainee will participate in the meetings of the educational teams of which he is part and will collaborate in the innovation projects and in the extracurricular activities that the center develops. Likewise, it will attend all the meetings and activities organized so that the trainees get to know in depth the educational reality of the training center. The periodic tutorials, individual and collective, with the tutors of the university will serve as advice to the students. Likewise, tutorials with the director of the Master's Final Project will guide the student in the preparation of this work. Sharing experiences and reflections from the various stays in the practice center to contrast different situations experienced by the students.



EVALUATION

For the evaluation of the student, the following will be taken into account: 1. **The qualification by the tutor of the internship center** (value awarded 50%) The tutor of the center can make a reliable assessment of the practices to the extent that the direct tutoring of the student has been carried out, considering criteria such as student participation, integration into the work team, professionalism, responsibility and initiative. This assessment is carried out using the evaluation questionnaire attached to this Academic Guide, which will be sent directly to the University tutor once Phase II of the internship has ended (either by e-mail or by post to the address of the Secondary Master : Calle Alcalde Reig 8; 46006 Valencia). 2. **The qualification of the final report of the Practicum by the university tutor** (value awarded 25%) At the end of their practices the student will have to prepare a final report, between 10 and 15 pages, which will be delivered to the university tutor. This report will include two sections: a) Description of the practices carried out. In this section the student will indicate the work context (center, tutor or teachers with whom he has worked, regular hours, etc.), as well as a brief description of the type of work carried out (collaboration with teachers, responsibility assumed in class, participation in projects, creation of materials) and the conditions in which it has been carried out. b) Reflection on the work done. In this section, the student is asked to reflect on the work performed, in which, among others, the following aspects can be addressed: to. Found facilities or difficulties. b. Methodological strategies used in the class. c. Communication with teachers. d. Relationship with students. e. Perception of the motivation of the students. f. Innovations that could make work easier. g. Assessment systems used. 3. **The qualification by the tutor of the university** (value awarded 25%). The follow-up and reflection work carried out by the University tutor provides him with criteria to issue his own assessment of the practices carried out by the student. This assessment is mainly built on the following criteria: • Attendance and participation in follow-up meetings and seminars. Assessment of the practices, based on the interviews with the tutor of the center and / or the visits to the center when they occur. **The final Practicum score** is obtained using the weighted arithmetic mean of the three previous grades: • Evaluation of the tutor of the practice center 50% • Qualification of the final report made by the student 25% • Evaluation of the tutor/a of the university 25%

REFERENCES

Basic

- Guia Acadèmica del Pràcticum del Màster Universitari en Professor/a d'Educació Secundària de la Universitat de València.
Guia Informativa i Planificació General Del Pràcticum del Màster Universitari en Professor/a d'Educació Secundària
- Orellana, N. (2014). Normas Básicas para la Elaboración de Trabajos. (2ª edición, adaptada).
https://www.researchgate.net/publication/271508049_NORMAS_BASICAS_PARA_LA_ELABORACION_DE_TRABAJOS
- Reglament de Pràctiques Externes Curriculars del Màster en Professorat d'Educació Secundària. Universitat de València.
https://www.uv.es/msecundaria/Reglament_practiques_externes_curriculars.pdf