



UNIVERSIDAD DE CORDOBA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN Y
PSICOLOGÍA**GRADO DE EDUCACIÓN INFANTIL**

2024/25 YEAR

**PRÁCTICUM III****Course details****Course name:** PRÁCTICUM III**Code:** 100768**Degree/Master:** GRADO DE EDUCACIÓN INFANTIL**Year:** 4**Name of the module to which it belongs:** PRÁCTICAS ESCOLARES, INCLUYENDO EL TRABAJO**Field:** PRÁCTICUM**Character:** PRACTICAEXTERNA**Duration:** SECOND TERM**ECTS Credits:** 18.0**Classroom hours:** 228**Face-to-face classroom percentage:** 50.67%**Study hours:** 222**Online platform:** <https://moodle.uco.es/>**Coordinating teacher****Name:** MÉRIDA SERRANO, ROSARIO**Department:** EDUCACIÓN**Office location:** .**E-Mail:** ed1meser@uco.es**Phone:** 957212629**Brief description of the contents**

The Practicum will be carried out in non-university teaching centres supported by public funds in the Autonomous Community of Andalusia (Order of 22 June 1998, which regulates the internships of university students from the Faculties of Education Sciences and Psychology in non-university

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teaching centres. BOJA number 88, of 6 August 1998, pp. 9987 to 9989), as well as in other centres with which the University of Cordoba has established an agreement for this purpose.

Practicum III (18 ECTS) is oriented towards intervention and will cover five blocks of content:

Block 1: Context analysis.

Block 2: Educational planning.

Block 3: Centre and classroom dynamics.

Block 4: Curricular proposals.

Block 5: Design, implementation and evaluation of a specific intervention plan.

Prerequisites

Prerequisites established in the study plan

To pass the course, a good level of linguistic and communicative competence is essential. Lack of accuracy in the production of oral or written texts may have a negative impact on the final grade.

Recommendations

None specified

Study programme

1. Theory contents

Practicum III (18 ECTS) is oriented towards intervention and will cover five blocks of content: Block 1: Context analysis.

Block 2: Educational planning.

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Block 4: Curricular proposals.

Block 5: Design, implementation and evaluation of a specific intervention plan.

2. Practical contents

Instruments for educational design and intervention.

Instruments for collecting information.

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Methodology

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students must notify the coordination team of Practicum III at the beginning of the course, so that the appropriate monitoring mechanisms can be established.

In the case of students with special educational needs, the recommendations given by the Inclusion Area of the University of Cordoba will be followed.

Face-to-face activities

Activity	Large group	Medium group	Small group	Total
<i>Assessment activities</i>	2	4	-	6
<i>Field trips</i>	-	2	-	2
<i>Information processing activities</i>	-	-	200	200
<i>Oral communication activities</i>	4	4	-	8
<i>Written expression activities</i>	6	6	-	12
Total hours:	12	16	200	228

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	50

Activity	Total
<i>Information processing activities</i>	50
<i>Information search activities</i>	122
Total hours	222

Results of the training and learning process

Knowledge, competencies and skills

- CM11.1 To acquire the practical knowledge of the classroom and classroom management.
- CM11.2 To know and apply the processes of interaction and communication in the classroom, as well as harnessing the social skills necessary to encourage a conducive atmosphere for learning and coexistence .
- CM11.3 To monitor and follow up the educational process of teaching and learning, in particular, through the mastery of the necessary techniques and strategies.
- CM11.4 To relate theory and practice to the reality of the classroom and of the institution.
- CM11.5 To take part in actively teaching and to learn to be able to, perform and reflect on the practice.
- CM11.6 To participate in the improvement proposals in the different areas of action that can be established in an institution.
- CM11.7 To regulate the processes, interaction and communication in groups of students aged 0-3 and 3-6.
- CM11.8 To know forms of collaboration with the different sectors of the educational community and the social environment.

Assessment methods and instruments

Intended learning outcomes	Attendance checklist	Means of practical execution	Students assignments
<i>CM11.1</i>	X	X	X
<i>CM11.2</i>	X	X	X
<i>CM11.3</i>		X	X
<i>CM11.4</i>		X	X
<i>CM11.5</i>		X	X
<i>CM11.6</i>		X	X
<i>CM11.7</i>		X	X
<i>CM11.8</i>		X	X
Total (100%)	10%	40%	50%
Minimum grade (*)	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

General clarifications on instruments for evaluation:

"**Attendance checklist**" refers to the participatory attendance and use of the seminars. Attendance at seminars is compulsory and checklists will be used to verify attendance.

"**Means of practical execution**" refers to the performance of the students during the practical training at schools, that is, the placement itself. For the assessment, the report sent by the network centres will be used, which reflects the monitoring protocol common to all educational centres. It will be drawn up by the professional tutor and adapted by the Faculty to each year of the Degree or level of the Practicum. This report must be satisfactory (mainly in relation to issues of commitment, respect and interest in learning and work during the placement period at the centre) in order to pass the Practicum for any course.

"**Student Assignments**" refers to the final portfolio, the individual and group work in the seminars, and the final session (final seminar). All of this will be included in the portfolio.

To pass the course, a good level of linguistic and communicative competence is essential. A lack of correctness in the production of oral or written texts may have a negative impact on the final grade. A positive grade in the subject implies passing each of the above sections.

IMPORTANT

The academic tutors are responsible for the evaluation of the students. In this sense, under no circumstances will students have the right to request information about their assessment from their professional tutors. Attendance and punctuality are essential requirements for passing Practicum III. In the event of any act or conduct unbecoming of an educational centre, contrary to coexistence or to the basic deontological principles governing internships, the teaching teams or the Practicum Committee (Comisión de Prácticum) may declare the internship null and void and the corresponding negative assessment of the student.

Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools. The professor reserves the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify originality or any other relevant aspect.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The coordination team of Practicum III may establish the adaptations it deems appropriate in relation to students enrolled part-time.

In the case of students with special educational needs, the recommendations given by the Inclusion Area of the University of Cordoba will be followed.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The coordination team of Practicum III may establish the adaptations it deems appropriate in relation to students enrolled part-time.

In the case of students with special educational needs, the recommendations given by the Inclusion Area of the University of Cordoba will be followed.

Qualifying criteria for obtaining honors:

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Sustainable development goals

Quality education
Gender equality
Reduced inequalities
Peace, justice and strong institutions

Other Faculty

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
