



Practicum IV
Degree in Early Childhood
Education



UNIVERSIDAD
NEBRIJA

GUIDE TEACHING

Subject: *Practicum IV*

Qualification: Degree in Early Childhood Education

Character: Internships

Language: Spanish/ English

Modality: On-site/Distance

Credits: 12

Course: 4th

Semester: Annual

Professors/Teaching Staff: Mrs. Patricia Maria Hidalgo Cantero; Mrs. Julia Valero Lendinez; Dr. Mrs. Nuria Camuñas Sanchez-Paulette; Dr. Mrs. Montserrat Magro Gutierrez; Mrs. Andreina Sordo Castro; Mrs. Noelia Garcia Perez; Mrs. Renata Valle Lapeña

1. COMPETENCES AND RESULTS OF LEARNING

1.1. Competencies

Basic skills:

CB1 Students know how to possess and understand the knowledge in an area of study that starts from the basis of general secondary education, and can usually find a level that, although it is based on advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of his field of study.

CB2 Students know how to apply their knowledge to their work or vocation in a shape professional and possess the competencies that they usually prove by half of the elaboration and defense of arguments and the resolution of problems within their area of study.

CB3 Students should be able to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills:

CG1 Understand and relate the general and specialized knowledge of the profession taking into account both its epistemological singularity and its didactic specificity.

CG2 Conceive the teaching profession as a lifelong learning process that adapts to scientific, pedagogical and social changes throughout life and is committed to innovation, quality of teaching and the renewal of teaching practices, incorporating processes of reflection in action and the contextualized application of experiences and programs of well-founded validity.

CG3 Understand the complexity of educational processes in general and of the processes of teaching-learning in particular.

CG4 Promote and guarantee the respect of Human Rights and the beginning of universal accessibility, equality, non-discrimination and democratic values and culture of peace.

CG5 Knowledge of the profession

CG6 Ability of analysis and synthesis

CG7 Oral and written communication in the mother tongue and in a second language

CG8 Ability to manage information and use advanced technological means

CG9 Ability to develop initially the professional performance and to face the labor challenges with security, responsibility and concern for quality.

CG10 Interpersonal relationship skills, teamwork and multidisciplinary group work.

CG11 Recognition of diversity and multiculturalism.

CG12 Ability to acquire an ethical commitment

CG13 Capacity for criticism and self-criticism

CG14 Ability to apply knowledge to practice, transferring it to newsituations.

CG15 Ability, initiative and motivation for learning, investigating and working to shape autonomy.

CG16 Promote the creative ability to trigger new ideas, such as the entrepreneurial spirit.

CG17 Ability of leadership.

CG18 Ability to design and manage projects.

Specific skills:

CEC1 Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.

CEC2 Promote and facilitate learning in early childhood, from a globalizing and integrative perspective of the different cognitive, emotional, psychomotor and volitional dimensions.

CEC3 Reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and the singularity of each student as factors of education of emotions, feelings and values in early childhood.

CEC4 Understand the development of language in early childhood, identify possible dysfunctions and ensure its correct development. Effectively address language learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and master the use of different expression techniques.

CEC7 Know the organization of the schools of childhood education and the diversity of actions. Understand its operation. Assume that the exercise of the teaching function has to improve and adapt to scientific, pedagogical and social changes over time. length of life.

CEC9 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for the learning autonomous and cooperative and promote it in the students.

CEC10 Understand the function, possibilities and limits of education in today's society and the fundamental skills that affect early childhood education schools and their professionals. Know models of quality improvement with application to educational centers.

CEC12 Promote coexistence in the classroom and outside of it and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and knowingly reflect about them.

CEM58 Acquire a practical knowledge of the classroom and the management of the same.

CEM59 Know and apply the processes of interaction and communication in the classroom, as well as mastering the skills and social abilities necessary to foster a climate that facilitates learning and coexistence.

CEM60 Check and follow-up on the educational process and, in particular, of teaching and learning through the domain of techniques and strategies that are necessary.

CEM61 Relate theory and practice with the reality of the classroom and of the center.

CEM62 Participate in teaching activities and learn to know how to do things, act and reflect from practice.

CEM63 Participate in proposals for improvement in the different areas of action that can be established in a center.

CEM64 Regulate the processes of interaction and communication in groups of students aged 0-3 years and of 3-6 years.

CEM65 Know forms of collaboration with the different sectors of the educational community and from the social environment

1.1. Learning outcomes

For students to the finish their internship period they must:

- Know how to manage a classroom and the interaction as well as communication.
- Be able to use cluster techniques and strategies and social skills to create a climate that facilitates learning and coexistence.
- Participate in teaching activities, integrating theory and practice.
- Able to do a follow-up of the process of teaching-learning through the techniques and learned strategies.
- Have the provision for learning and collaborating with further experienced colleagues, as well as with other sectors of the educational community.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of content

- Interaction and communication in the educational scope.
- Identification and learning of techniques and strategies for the management and control of the classroom.
- Search for didactic resources and the process of teaching-learning.
- Analysis and assessment of the teaching-learning process in the classroom.
- Design and development of educational strategies for teaching.

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF4. Tutoring	30	100%
AF6. Autonomous individual study and work	48	0%
AF7. Assessment activities	42	0%
AF8. External internships	180	100%
TOTAL NUMBER OF HOURS	300	

Distance learning mode:

ACTIVITY FORMATIVE	HOURS	PERCENTAGE OF IN PERSON
AF4. Tutoring	30	100%
AF6. Autonomous individual study and work	48	0%
AF7. Assessment activities	42	0%
AF8. External internships	180	100%
TOTAL NUMBER OF HOURS	300	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD2	Individual study	Independent and reflective work by the student, in order to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD6	Project-oriented learning	Carry out a project to solve a problem, applying acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences .
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Teacher assessment	Assessment of the student performed by the teacher

3. INTERNSHIP MANAGEMENT INTERNSHIP

The University assigns internship places to Educational Centers in accordance with the regulations in force in each Autonomous Community.

The procedure for assigning internship places is carried out in the following phases:

- a) **Request for a Center:** the student completes the application form for the Preferred Centers to carry out the internship, taking into account the regulations of each Autonomous Community.
- b) **Documentation collection phase:** in this phase, the Professional Careers Department reviews the applications and confirms whether they meet the requirements established by each Community.
- c) **Centre allocation phase:** the Department of Professional Careers establishes the communication process with the Centers to assign places to students. In this regard, the deadlines set by each Department and the availability of the Centers and students are taken into account.
- d) **Provision of documentation:** the student submits the required documents to the Department of Professional Careers and once reviewed and approved, the student is authorized to begin the internship on the established dates according to the availability of the Educational Center.
- e) **Sending the documentation to the Center:** The Department of Academic Coordination of the Practicum of the University sends the professional tutor the orientation guides of the Practicum and the certificates to evaluate the student's performance during the Practicum.

4. SYSTEM OF ASSESSMENT

4.1. System of ratings

The final grading system will be expressed numerically, in accordance with the provisions of the art. 5 of the Real Decree 1125/2003, of 5 of September (BOE 18 of September), by he thatThe European Credit System and the Qualification System for qualifications are established university students of character official and his validity in all he territory national.

- 0 - 4.9 Fail (H.H)
- 5.0 - 6.9 Approved (AP)
- 7.0 - 8.9 Remarkable (NT)
- 9.0 - 10 Outstanding (SB)

The mention of “Matrícula de Honor” may be awarded to students who have obtained a qualification equal either superior to 9.0”

The number of registrations of honor may not exceed 5% of the enrolled students in a subject in he corresponding course academic, except that the number of students registered is less than 20, in which case only one Registration may be granted. Honor.

4.2. Criteria of assessment

Call for applications ordinary

Mode: In person

Assessment System	Minimum Weight	Maximum Weight
Questionnaire of assessment of Internships External	75%	75%
Final interhip report	25%	25%

Mode: Distance learning

Assessment System	Minimum Weight	Maximum Weight
Questionnaire of assessment of Internships External	75%	75%
Final interhip report	25%	25%

Call for applications extraordinary

Mode: In person

Assessment System	Minimum Weight	Maximum Weight
Questionnaire of assessment of Internships External	75%	75%
Final interhip report	25%	25%

Mode: Distance learning

Assessment System	Minimum Weight	Maximum Weight
Questionnaire of assessment of Internships External	75%	75%
Final interhip report	25%	25%

4.3. Restrictions

Rules of writing

Special attention will be paid to written assignments, practices and projects, as well as to exams both on presentation and content, taking care of grammatical aspects and orthographic. Failure to comply with the minimum acceptable standards may result in grades being subtracted points in saying job.

4.1. Warning about plagiarism

The University Antonio of Nebrija No will tolerate in none case he plagiarism either copy. He the reproduction of paragraphs from audit texts other than the one of the authors will be considered plagiarism. student (Internet, books, articles, classmates' work...), when the source is not cited original from which they come. The use of quotes cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Offence and the following may be applied: anticipated sanction in the Regulation of the Student.

5. LITERATURE

5.1. Basic bibliography

Orden ECI 3854 (2007), de 27 de diciembre. Por la que se regula el Título de Maestro en Educación Infantil. Boletín Oficial del Estado nº 312.
<https://www.boe.es/eli/es/o/2007/12/27/eci3854>

Real Decreto 592/2014, de 11 de julio, por el que se regulan las prácticas académicas externas de los estudiantes universitarios. Boletín Oficial Estatal nº184.
<https://www.boe.es/eli/es/rd/2014/07/11/592/con>

5.2. Additional bibliography

Cassany, D. (2021). *El arte de dar clase*. Anagrama.

Jiménez Rodríguez, M. Á. (2019). *El diseño de unidades didácticas hoy. La alineación del currículo al servicio de los aprendizajes*. Tirant humanidades.

Travieso-Teniente, S. (2015). *Sé un maestro: Lo que querría que me hubiesen contado cuando empecé a dar clase*. Paperback.

6. DATA OF THE EQUIPMENT TEACHING

You can check the teachers' email and the academic and professional profile of the equipment teaching, in: <https://www.nebrija.com/carreras-universitarias/grado-educacion-children/#moreInfo#container3>