

COURSE PROGRAM

Academic Year: 2026/2027

Identification and characteristics of the course				
Code	502856 FFP (Bilingüe)		ECTS Credits	24
Course name (English)	Practicum I			
Course name (Spanish)	Prácticum I			
Degree programs	BA in Primary Education			
Faculty/School	Teacher Training College (Caceres)			
Semester	3 rd	Type of course	Compulsory	
Module	Practicum-Final Degree Project			
Matter	Practicum			
Lecturer/s				
Name		Office	E-mail	Web page
All professors teaching in the Practicum I.				
Subject Area	Didactics and School Organization Education Theory and History Sociology Didactics of Spanish Language and Literature Didactics of Social Science Evolutionary and Educational Psychology PETRA (Personality, Evaluation, and Psychological Treatment) Didactics of Mathematics Didactics of Experimental Science Didactics of Musical Expression Didactics of Creative Art Didactics of Body Expression English Philology			
Department	Educational Science Business Management and Sociology Didactics of Social Science, Language and Literature Psychology and Anthropology Didactics of Experimental Science and Mathematics Didactics of Musical, Plastic and Body Expression English Philology Sociology			
Coordinating Lecturer (if more than one)	Degree Quality Committee, coordinated with the Vice-Dean's Offices responsible in each centre.			

Competencies
Establish the following competencies in Primary Education Practicum: CB1, CB2, CB3, CB4, CB5, CT1, CT1.1, CT1.2, CT1.3, CT1.4, CT2, CT2.1, CT2.2, CT2.3, CT2.4, CT3, CT3.1, CT3.2, CT3.3, CT3.4, CT3.5, CT3.6, CE61, CE62, CE63, CE64, CE65, CE66, CE67, CE68. Nonetheless, by virtue of adopted agreements in the Quality Committee of BA in Primary Education and the Internship Coordination Committee (12-6-2014) at Teacher Training College, and in the Quality Committee of BA in Primary Education and the Internship Coordination Committee (23-05-2014) at Faculty of Education, in reference to the endorsement of Internship Guide, it has been decided that, on the grounds of quality and assessment viability criteria, these are the most significant competencies of the course (without underestimating the importance of the remaining), as follows:
Basic and General Competencies (BC & GC) CG10. To reflect on classroom activities to innovate and improve the teaching practice. To acquire habits and skills for cooperative and autonomous learning and promote this among the students. CG12. To understand the function, possibilities and limits of education in today's society and the fundamental abilities which affect Primary Education schools and their staff. To know quality improvement models applicable to educational centers.
Cross-curricular Competencies (CT) CT1.1. To publicly present ideas, problems and solutions in a logically structured way, both orally and in writing according to the Common European Framework of Reference for Languages.
Specific Competencies (CE) CE64. To relate theory and practice to the classroom and school reality. CE65. To participate in the teaching practice and learn by acting and reflecting on practice. CE68. To know ways to collaborate with the different sectors of the educative community and social context.
Contents
Course outline
Practicum is a combination of structural activities in which educational centers and the Teaching Training College collaborate with the aim of getting students in touch with the teaching professional world in Primary Education. It is thought of as an essential reference in the initial training of the potential teachers in Primary Education. Likewise, it is highlighted as a backbone dimension of the qualification, from which students will be able to develop their learning in the degree. Practicum I (24 ECTS) is carried out in the 3rd semester. It has a generalist nature, and it focuses on the general knowledge of the running of an educational center, the observation of the teaching practice, the introduction to autonomous and guided teaching by an active-instructor tutor, as well as dealing with general contents and subsequent analysis and reflection on all the previous aspects.

Course syllabus

Sustainable Development Goals taken into account



Name of lesson 1: Internship Program. Organization of Practicum.

Contents of lesson 1: 1.1. Teaching training concept. 1.2. Curricular meaning. 1.3. Experiential practice and learning. 1.4. Contribution to professional development. 1.5. Training model. 1.6. Professor's role as tutors at university. 1.7. Teacher's role as tutors in the educational centers. 1.8. Trainee's role.

Name of lesson 2: School and its environment.

Contents of lesson 2: 2.1. Educational environment at school. 2.2. Educational center's organization. 2.3. The classroom. 2.4. Student body. 2.5. Observation techniques: field journal. 2.6. Observation objects: styles and topics, discipline and motivation, classroom's relationships, attention to different learning abilities and educational needs, planning and organization of the classroom. 2.7. Observation Guide.

Name of lesson 3: Introduction to teaching.

Contents of lesson 3: 3.1. Planning determinants. 3.2. Definition of objectives. 3.3. Selection of contents, skills, abilities and attitudes. 3.4. Organization of learning strategies. 3.5. Choice of assessment criteria and guidelines. 3.6. Basic competencies.

Name of lesson 4: Teaching-learning process: design, development and assessment.

Contents of lesson 4: 4.1. Guidelines for the writing of the document. 4.2. Debate-reflection on the most relevant aspects of the completed works and proposal for improvements. 4.3. Assessment and conclusions of the course.

Educational activities								
Student workload in hours by lesson		Practical activities					Monitoring activity	Homework
Lesson	Total	SI	HI	LAB	COM	SEM	SGT	PS
1	61	25				6		30
2	175	90				5		80
3	175	90				5		80
4	185	95				5		85
School Internship	4					4		
Total	600	300				25		275

SI: School Internship.

HI: Hospital internships (7 students).

BG: Big Group (85 students).

LAB: Laboratory or field practices (15 students).

COM: Computer room or language laboratory practices (20 students).

SEM: Problem cases or seminars or case studies (40 students).

SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials).

PS: Personal study, individual or group work and reading of bibliography.

Students may participate in excursions, educational outings, visits to other centres, or complementary activities organised by the host centre.

Teaching Methodologies

The content of the course has an applied nature, which is based on the own students' experience in the educational centers during a 15-week period. The 7 in-person seminars aim to facilitate students' critical and thoughtful acquisition of knowledge linked to the observed and/or applied teaching practice. That is to say, apart from observing, not only are students asked to get involved, participate and take the lead in the classroom but also in the educational center's life. Accordingly, "topics", "subjects" or "centers of interest" are established in order to support the reflection on the teaching practice by means of the execution of different educational activities. The latter are described-guided by the tutoring teachers and designed-presented by the students in the different seminar's sessions. The theoretical concepts related to these "topics", "subjects" or "centers of interest" will be referred to the different courses that deal with them in the Degree. Therefore, they are not any specific purpose of theoretical study in this course.

Practicum includes the following typology of activities:

2. Discussion and debate. Oral exposition is combined with activities so that students can build new concepts from known concepts (in relation to the previous course or other contents in the syllabus).

5. Autonomous work presented orally in class. This activity will be scheduled so that students can present their autonomous projects and materials in an autonomous way.

8. Experiences and practical implementations. Along with the previous one, this activity is thought of as a simulation and practice of the strategies and techniques presented by the specialists and professionals (presentation of educational psychological reports, dissimilar curricular adaptations, social contexts analysis), discussion and analysis of scientific-technical documentaries.

17. Writing of papers and projects (assessment and intervention guidelines, material adaptations, etc.).

18. Analysis of bibliographical and audio-visual materials, and sociological data.

20. Student's internship in educational centers supervised by Primary-Education collaborative faculty.

The teaching practice period will be carried out in three stages:

- **First stage** (before the incorporation into the Collaborative Centers). This stage is developed at Teacher Training College and it includes the earlier period to the arrival of students to schools.

- General aspects about the theory on the teaching practice.
- Elements in order to conduct an active observation (one-week length). In other words, participation in all the tasks which are required in the educational institution so as to figure out and examine the most significant variables.
- The educational center.
- The classroom.
- The student body.
- Analysis and reflection on the Teaching Units, and the difficulties arisen in the performance-development.

- **Development stage** (throughout the internship in the Collaborative Centers). It is carried out in the Educational Centers and at the Faculty. The length is that of a fourteen-week internship at the schools. The first two weeks will be devoted to observation. In contrast, the rest of weeks will deal with the autonomous responsibility of the classes, directed and guided by the tutoring teacher though.

The performance of the teaching practice period basically implies the development of the professional activity by the students as potential instructors. These will always be guided by an experienced teacher within the global context of the school, where students will have to adapt, participate, observe and put into practice their knowledge, intuition and skills. The internship at the educational centers will be combined with the attendance to the seminars taught at the Faculty.

- **Assessment stage** (after the internship in the Collaborative Centers).

As will be seen, this is the schedule of the seminars:

- First stage: 2 seminars.
- Development stage: 4 seminars.
- Assessment stage: 1 seminar.

Learning outcomes*

- Knowledge of the running and organization of the educational center.
- Discrimination of the surroundings' features that determine the running of the educational center.
- Analysis of the social environment at the school.
- Knowledge of the real context for the teaching practice.
- Understanding of the educational processes in general, and, especially, the teaching-learning processes.
- Capacity to develop a systematic observation.
- Capacity to reflect on the individual teaching practice.
- Collaboration with the different areas of the educative community and the environment.

Assessment systems		
Assessment system	Activities	Weight
Exams		0%
Ongoing Assessment		100%

According to the Internship regulations ("Practicum Guide") published in the web of each faculty, it is established the obligatory nature of the attendance to the Internship and the ongoing evaluation as the only assessment system.

Ongoing assessment: portfolios, observation of the student's involvement and participation in seminars and tutorial hours, writing of journals and other written documents, project presentations, oral exposition of homework and tasks, skillful knowledge for written documents, graphics, etc., participation in blogs, forums, virtual campus, wikis, among others.

The tutoring professor at university will assess the degree of acquisition of the specific competencies by the students. The corresponding weight of the final grade in this course will be the 50%.

The remaining 50% will be assessed by the tutoring teachers from the educational centers.

In order to pass the course, it is necessary to have passed both the tutoring teacher's and the tutoring professor's assessment.

Assessment Criteria

- Knowledge of the running and organization of the educational center.
- Discrimination of the surroundings' features that determine the running of the educational center.
- Analysis of the social environment at the school.
- Knowledge of the real context for the teaching practice.
- Understanding of the educational processes in general, and, especially, the teaching-learning processes.
- Capacity to develop a systematic observation.
- Capacity to reflect on the individual teaching practice.
- Collaboration with the different areas of the educative community and the environment.

The assessment activities are fully explained in the Practicum Guide.

All activities (oral or written) must be in English.

Bibliography (basic and complementary)

Basic Bibliography

- Decreto 107/2022, de 28 de julio, por el que se establecen la ordenación y el currículo de la Educación Primaria para la Comunidad Autónoma de Extremadura. *Diario Oficial de Extremadura*, 151, de 5 de agosto de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/07/28/107/dof/spa/pdf>
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 340, de 30 de diciembre de 2020. <https://www.boe.es/eli/es/lo/2020/12/29/3>
- Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia. *Boletín Oficial del Estado*, 134, de 5 de junio de 2021. <https://www.boe.es/eli/es/lo/2021/06/04/8/con>
- Ley Orgánica 10/2022, de 6 de septiembre, de Garantía Integral de la Libertad Sexual. *Boletín Oficial del Estado*, 215, de 7 de septiembre de 2022. <https://www.boe.es/eli/es/lo/2022/09/06/10/con>
- Orden de 9 de diciembre de 2022 por la que se regula la evaluación del alumnado en la Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria y Bachillerato en la Comunidad Autónoma de Extremadura.

Complementary Bibliography

- Cano, E. (2006). *Cómo mejorar las competencias de los docentes*. Graó.
- Cid Sabucedo, A. (1996). *Prácticum I: prácticas de observación para el título de maestro*. Copytema.
- Coll, C. (2018). La personalización del aprendizaje escolar, una exigencia de la nueva ecología del aprendizaje. En C. Coll (coordinador), *Personalización del aprendizaje. Dossier Graó 3* (5-11). Graó.
- Coll, C. y Martín, E. (2021). La LOMLOE, una oportunidad para la modernización curricular. *Avances en supervisión educativa*, 35, 1-22.
- Coll, C. y Martín, E. (2021). *Situaciones de aprendizaje. ¿Qué son? ¿Qué criterios debemos seguir para diseñarlas?* SM.
- Coll, C. y Martín, E. (2022). Las competencias específicas de área y materia. *Cuadernos de pedagogía*, 537, 93-97.
- Coll, C., Martín, E., & Marchesi, A. (2023). *Nuevo currículo, nuevos desafíos educativos*. SM.
- Day, C. (2005). *Formar docentes*. Narcea.
- Fontán, M. T. (1997). El Practicum en los títulos de maestro. El sistema de alternancia como asociación. *Revista Interuniversitaria de Formación del Profesorado*, 30, 177-203.
- Fuentes-Abeledo, E. (1997). *El nuevo Prácticum en las titulaciones de maestro: innovación y actividades formativas*. Innovación Educativa.
- González, M. (1995). *Formación docente: perspectivas desde el desarrollo del conocimiento y la socialización profesional*. P.P.U.
- Imbernón, F. (2005). *La formación y el desarrollo profesional del profesorado*.

Graó.

Marchesi, Á., & Pérez, E. (2022). Apuntes para la evaluación del profesorado. *Cuadernos de pedagogía*, 534.

Ruiz-Martín, H. (2020). ¿Cómo aprendemos? *Una aproximación científica al aprendizaje y a la enseñanza*. Graó.

Saiz-Linares, A., & Susinos-Rada, T. (2018). Los Procesos de Retroalimentación y la Evaluación Formativa en un Practicum Reflexivo de Maestros. *Meta: Avaliacao*, 10(30).

Sarceda-Gorgoso, M. D. C., Ríos-de-Deus, M. P., & Rodicio-García, M. L. (2024). Contribución del Practicum en la formación competencial del profesorado de Educación Infantil y Primaria en España. *RIFOP: Revista interuniversitaria de formación del profesorado: continuación de la antigua Revista de Escuelas Normales*, 38(99), 243-260.

Other resources and complementary educational materials