

**COURSE DATA****DATA SUBJECT****Code:** 40294**Name:** Practicum: Spec. biology and geology**Cycle:** Master's Degree**ECTS Credits:** 10**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Practicum: Spec. Biology and Geology	ELECTIVES

COORDINATION

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SUMMARY

The Practicum in this specialization aims to provide students with direct contact with the school environment, promoting decision-making processes in teaching and learning situations, as well as fostering the acquisition of social and educational intervention skills. The goal is for students to respond effectively to essential issues and challenges in teaching performance. The development process is mainly divided into two parts: one focused on critical observation of the educational reality and the other primarily on experimenting with classroom teaching practices. In the second part, students must design, develop, and evaluate teaching and learning processes specific to their specialization.

General objectives of the course:

1. Critically observe and analyze the school context.
2. Understand the regulations, functioning, and organization of the school.



3. Develop collaboration with professionals in the practice centers.
4. Design, develop, and evaluate teaching interventions in the classroom.
5. Reflect critically on classroom practices to innovate and improve teaching quality.
6. Relate theoretical-practical knowledge with practicum experiences.
7. Analyze and assess experiences observed in practice centers.
8. Understand the professional role of the teacher.
9. Know how to use ICT and various teaching materials judiciously.
10. Acquire social skills and educational intervention competencies to perform teaching duties effectively.

As in all the subjects of the master's degree, students will develop the ability to prevent, detect, and respond to sexual violence in educational settings, in accordance with Organic Law 10/2022. Furthermore, this course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly those related to quality education (SDG 4), gender equality (SDG 5), and reduced inequalities (SDG 10), promoting teacher education committed to inclusion and equity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

2024 - Master's Degree in Secondary Education

Obligation to take the subject(s) simultaneously

40493 - Learning and personality development
40494 - Educational processes and contexts
40495 - Society, family and education
40496 - Complements for disciplinary instruction
specialty biology and geology
40497 - Learning and teaching biology and geology
40498 - Teaching innovation and introduction to
educational research in biology and geology

OTHER REQUIREMENTS

For the Master's Degree in Secondary Education Teaching, it is mandatory to simultaneously enroll in the following subjects:



- 40493 - Learning and Development of Personality
- 40494 - Educational Processes and Contexts
- 40495 - Society, Family, and Education
- 40496 - Complements for Disciplinary Training in Biology and Geology
- 40497 - Learning and Teaching of Biology and Geology
- 40498 - Teaching Innovation and Introduction to Educational Research in Biology and Geology

COMPETENCES / LEARNING OUTCOMES

2024 - Master's Degree in Secondary Education

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.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

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.

Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

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.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

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

Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.

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

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.

Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.

Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.

It generates innovative and competitive proposals in professional activity and in educational research.

It is effective to communicate in both verbal and nonverbal terms.

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.

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.

**DESCRIPTION OF CONTENTS**

1. Methodology for analyzing and observing the teaching reality.
2. Knowledge of the practice center.
3. Educational planning of the center and the specialization.
4. Observed teaching practice in the classroom.
5. Student teachers' intervention in the classroom.
6. Critical assessment of teaching and learning processes.

WORKLOAD**PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at the internship centre	200,00
Attendance at supplementary activities	10,00
Monitoring and tutoring of internships	10,00
Total hours	220,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	10,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	20,00
Total hours	30,00

TEACHING METHODOLOGY

Supervised (Classroom) work

Students will participate in the teaching and learning processes of the assigned classroom in the practice center. In the first phase of the practices, tasks will focus on observing the educational reality in their



center and understanding and analyzing the teaching performance of the assigned tutor. In the second phase, students' tasks will involve classroom intervention with varying degrees of responsibility under the supervision of the tutor.

The student in practice will participate in meetings of the educational teams they are part of and collaborate in innovation projects and extracurricular activities developed by the center. They will also attend all meetings and activities organized to provide in-depth knowledge of the educational reality of the practice center.

Study and autonomous work

From the perspective of the teacher-researcher in the classroom, the students in practice will have to plan their teaching interventions and reflect on their actions afterward.

EVALUATION

The final responsibility for assessing students in the External Practicum course rests with the university supervisors. The student's final grade in the External Practicum course will take into account:

1. The monitoring of the practicum by the school mentor, considering attendance and punctuality, interest, commitment, and performance in the different planned tasks or activities, as well as the achievement of the objectives and competencies established in the Academic Guide for the External Practicum. (50% of the final grade).
2. The practicum report, assessed by the university supervisor. This assessment will include:
 - The Practicum Report submitted by the student, within the established deadline, to the university supervisor, in accordance with the requirements set out in the regulations governing the curricular external placements of the Master's Degree in Secondary Education Teacher Training. (30% of the final grade).
 - All monitoring meetings with the university supervisor, both individual and group sessions. (Between 10% and 20% of the final grade).
 - Any other training activities proposed by the university supervisor. (Up to 10% of the final grade).

These percentages enable students to obtain 100% of the course grade.

In accordance with the current regulations of the University of Valencia regarding postgraduate programme grading, the External Practicum course is assessed using the same grading scale as any other course in the master's programme: fail (0.0–4.9), pass (5.0–6.9), good (7.0–8.9), excellent (9.0–10.0), or honours distinction (*Matrícula de Honor*).

If the final grade in the first examination period is a fail, the university supervisor will specify whether this grade is due to:



- Failure to meet the minimum attendance requirements during the practicum placement. In this case, resit assessment during the second examination period will not be possible, and the student must re-enrol in the External Practicum course in the following academic year. The grade in the second examination period will be recorded as NP (Not Present).
- An inadequate or insufficient final practicum report. If the practicum placement itself has been satisfactorily completed, the student may submit a revised final report to the university supervisor for assessment during the second examination period.

The only components eligible for reassessment during the second examination period are those related to the practicum report. All other situations require re-enrolment in the practicum placement period.

Plagiarism in the Practicum Report will result in a grade of zero and may lead to the initiation of disciplinary proceedings. Plagiarism is understood as presenting someone else's work as one's own, including the use of any paragraph or section of another document without properly citing its source.

Honours distinctions (*Matrícula de Honor*) will be awarded by specialisation and group, in accordance with the regulations of the University of Valencia.

Students are expected to make honest use of artificial intelligence, in accordance with the Guidelines for the Responsible Use of Artificial Intelligence (AI) in Teaching and Assessment Activities at the University of Valencia, Faculty of Teacher Training (https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP.pdf). Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the University of Valencia's Assessment and Grading Regulations. In all cases, the current assessment and grading regulations of the University of Valencia, approved by the Governing Council on 30 May 2017 (ACGUV 108/2017), shall apply.

Teaching staff will allocate time during the final face-to-face sessions of the course for students to complete the institutional teaching evaluation surveys.

REFERENCES

- GUÍA INFORMATIVA DEL PRÁCTICUM.
- Reglament de Pràctiques Externes Curriculars del Màster en Professorat d'Educació Secundària. Universitat de València. https://www.uv.es/msecundaria/PRACTIQUES/Reglament_practiques_externes_curriculars.pdf