

**COURSE DATA****DATA SUBJECT****Code:** 40558**Name:** Practicum: Speciality in physical education**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: Specialty physical education	ELECTIVES

**COORDINATION**

FERRIZ MORELL ROBERTO FRANCISCO

**SUMMARY**

The Practicum for the specialization aims to provide students with exposure to school realities, fostering decision-making processes in teaching and learning situations, and enhancing social skills and educational intervention abilities to effectively address essential teaching issues and challenges. The Practicum primarily comprises two distinct phases: one focused on critically observing educational realities, and the other primarily aimed at experimenting with classroom teaching practices. It is in this second phase where students are expected to design, develop, and evaluate teaching and learning processes specific to their specialization. The general objectives of the course are as follows:

1. Critically observe and analyze the school context.
2. Understand the regulations, functioning, and organization of the school.
3. Collaborate with professionals in practice centers.
4. Design, develop, and evaluate didactic interventions in the classroom.
5. Reflect critically on classroom practices to innovate and enhance teaching quality.



6. Relate theoretical-practical knowledge to practicum experiences.
7. Analyze and assess experiences observed in practice centers.
8. Understand the professional role of the teacher.
9. Use ICT and different materials for teaching purposefully.
10. Acquire social skills and educational intervention competencies to perform the teaching role effectively.

Note: For the specialization in Physical Education, specific guidelines outlined in the "Information Guide" provided by the specialization coordinator via the virtual classroom of the Practicum course must be followed attentively.

## 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  
40505 - Complements for disciplinary instruction of the speciality of physical education  
40506 - Learning and teaching physical education  
40507 - Teaching Innovation and introduction to educational research in the speciality of physical education

### OTHER REQUIREMENTS

## 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 currículum 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.

2.

3.

4.

5.

6.

## WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at the internship centre	0,00
Attendance at supplementary activities	0,00
Monitoring and tutoring of internships	0,00
<b>Total hours</b>	<b>0,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	0,00
<b>Total hours</b>	<b>0,00</b>

**TEACHING METHODOLOGY**

Student participation in teaching and learning processes in the assigned classroom at the practice center. During the initial phase of the Practicum, students' tasks will focus on observing the educational reality at their center and understanding and analyzing the teaching practices of their assigned mentor. In the second phase of the Practicum, students will engage in classroom intervention tasks with varying degrees of responsibility, under the supervision of their mentor teacher.

Students on placement will participate in educational team meetings they are part of and collaborate on innovation projects and extracurricular activities organized by the center. Additionally, they will attend all meetings and activities organized to deepen their understanding of the educational reality at the practice center.

Regular individual and group tutorials with university tutors will provide guidance and support to students. Likewise, tutorials with the Master's Thesis supervisor will guide students in the development of their thesis.

Sharing experiences and reflections from various periods at the practice center to compare different situations experienced by students will be encouraged.

**EVALUATION**

For the student evaluation, the following aspects will be taken into account:

1. **\*\*Evaluation by the Practicum Center tutor (weighted 50%)\*\***

The center tutor can provide a reliable assessment of the student's practices based on direct supervision, considering criteria such as student participation, integration into the team, professionalism, responsibility, and initiative. This assessment is conducted using the evaluation questionnaire attached to this Academic Guide, which will be sent directly to the University tutor once Phase II of the practicum is completed (either by email or postal mail to the Master's program address: Calle Alcalde Reig 8; 46006 Valencia).

2. **\*\*Evaluation of the final Practicum report by the University tutor (weighted 25%)\*\***



At the end of their practicum, the student must prepare a final report, between 10 and 15 pages long, to be submitted to the university tutor. This report will include two sections:

a) **Description of the conducted practices**

In this section, the student will outline the work context (center, tutor or teachers worked with, regular schedule, etc.), as well as provide a brief description of the type of work undertaken (collaboration with teaching staff, responsibilities in class, participation in projects, materials creation) and the conditions under which it was carried out.

b) **Reflection on the work performed**

In this section, the student is required to reflect on the work performed, addressing aspects such as encountered challenges, methodological strategies used in class, communication with teaching staff, interaction with students, perception of student motivation, innovations that could facilitate work, and evaluation systems utilized.

3. **Evaluation by the University tutor (weighted 25%)**

The University tutor's monitoring and reflection work provide criteria for assessing the student's practicum experience. This evaluation is primarily based on:

- Attendance and participation in review meetings and seminars. Evaluation of practicum based on interviews with the center tutor and/or visits to the center when conducted.

The final score for the Practicum is determined by the weighted arithmetic mean of these three evaluations:

- Evaluation by the Practicum Center tutor 50%
- Grade for the final report prepared by the student 25%
- Evaluation by the University tutor 25%

Plagiarism or improper use of artificial intelligence tools may be subject to penalties according to Article 15 of the evaluation and grading regulations of the University of Valencia.

## REFERENCES

- Aranda, E. M., Martín, A. M., y Corral, M. J. (2020). Diarios de clase: estrategia para desarrollar el pensamiento reflexivo de profesores. *Educación y Educadores*, 23(2), 243-266. <https://doi.org/10.5294/edu.2020.23.2.5>
- Domingo, À., y Serés, M. V. G. (2014). *La práctica reflexiva: bases, modelos e instrumentos*. Narcea Ediciones.
- González, M., y Fuentes, E. J. (2011). El Practicum en el aprendizaje de la profesión docente. *Revista de educación*, 354, 47-70.
- Gutiérrez-García, C., Pérez-Pueyo, Á., Alonso, M. C., y Gómez-Alonso, M. T. (2016). Errores en la intervención didáctica de profesores de educación física en formación: perspectiva de sus compañeros en sesiones simuladas. *Retos. Nuevas Tendencias en Educación Física, Deporte y Recreación*, 29, 229-235.



- Marcos, A. R., y Moreno, R. M. E. (2020). El Prácticum, factor de calidad en la formación del profesorado de Secundaria y Bachillerato: Teoría y práctica. Ediciones Octaedro
- 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](https://www.uv.es/msecundaria/Reglament_practiques_externes_curriculars.pdf)