

**COURSE DATA****DATA SUBJECT****Code:** 40561**Name:** Practicum: Speciality in foreign languages**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 english	ELECTIVES

COORDINATION

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SUMMARY

The Practicum aims to provide students with exposure to the school environment, fostering decision-making processes in teaching and learning situations. It also aims to enhance the acquisition of social skills and educational intervention abilities to effectively address essential issues and challenges in teaching. The development process is mainly divided into two parts: one focused on the critical observation of the educational reality, and the other primarily directed towards experimenting with classroom teaching practices. In this second part, students are required to design, develop, and evaluate teaching and learning processes relevant to their specialty. The general objectives of the course are as follows:

1. Observe and critically analyze the school context.
2. Understand the regulations, functioning, and organization of the school.
3. Develop collaboration with professionals at the practicum centres.
4. Design, develop, and evaluate didactic interventions in the classroom.
5. Reflect critically on classroom practices to innovate and improve the quality of teaching.
6. Relate theoretical-practical knowledge with practicum experiences.



7. Analyze and evaluate the experiences observed in the practicum centres.
8. Understand the professional role of the teacher.
9. Know how to use ICT and various teaching materials with discernment.
10. Acquire social skills and educational intervention competencies to perform the teaching function with quality.

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
40514 - Complements for disciplinary instruction of the speciality of foreign languages
40515 - Learning and teaching foreign languages
40516 - Teaching Innovation and introduction to educational research in the speciality of foreign languages

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 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 the observation and analysis of the teaching practice
2. Familiarisation with the practicum school
3. Educational planning
4. Observed teaching practice in the classroom
5. Internship student involvement in classroom activities
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

Participation of students in the Practicum Center. In the first phase of the Practicum, the tasks will focus on observing the educational reality at their center, getting to know and analyzing the teaching performance of the assigned mentor. In the second phase of the Practicum, the tasks will involve intervention in the classroom, with varying degrees of responsibility, under the supervision of the mentor teacher.

The students will participate in the meetings of the educational teams they are part of and will collaborate in innovation projects and extracurricular activities developed by the centre. They will also attend all meetings and activities organized to give the students an in-depth understanding of the educational reality of the practicum centre.

Periodic, individual, and collective tutoring sessions with university mentors will provide guidance to the students. Additionally, tutoring sessions with the Master's Thesis director will help guide the students in the preparation of their thesis.

There will be a sharing of experiences and reflections from the various stays at the practicum centre to compare the different situations experienced by the students.

EVALUATION

For the evaluation of the student, the following will be considered

1. The grade given by the supervisor at the internship centre (50%).

The centre supervisor can provide a reliable assessment of the internship as they have directly supervised the student. They will consider criteria such as the student's participation, integration into the work team, professionalism, responsibility, and initiative. This assessment is carried out using the evaluation questionnaire attached to this Academic Guide, which will be sent directly to the university supervisor once Phase II of the internship has ended (either by email or postal mail to the Master's in Secondary Education address: Calle Alcalde Reig 8; 46006 València)

2. The grade of the final Practicum report by the university supervisor (25%)

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

a) Description of the internship activities.

In this section, the student will describe the work context (centre, supervisor or teachers they have worked with, usual schedule, etc.), as well as a brief description of the type of work performed (collaboration with the teaching staff, responsibilities assumed in class, participation in projects, creation of materials) and the conditions under which it was carried out.

b) Reflection on the work performed.

In this section, the student is asked to reflect on the work carried out, addressing, among others, the following aspects:

a. Ease or difficulties encountered.

b. Methodological strategies used in class.

c. Communication with the teaching staff.



- d. Relationship with the students.
- e. Perception of student motivation.
- f. Innovations that could facilitate the work.
- g. Evaluation systems used.

3. The grade by the university supervisor (25%).

The monitoring and reflection work carried out by the university supervisor provides criteria for their own evaluation of the student's internship. This evaluation is primarily based on the following criteria:
Attendance and participation in follow-up meetings and seminars. Evaluation of the internship based on interviews with the centre supervisor and/or visits to the centre when they occur.

The final Practicum grade is obtained through the weighted arithmetic mean of the three previous grades:

Evaluation by the centre supervisor: 50%

Grade of the final report by the student: 25%

Evaluation by the university supervisor: 25%

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.

REFERENCES

- 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