Practicum III
Degree in Primary Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: *Practicum* III

Degree: Degree in Primary Education

Character: Internship

Language: Spanish/English

Modality: On-site / Distance

Credits: 12

Course: 3rd

Semester: Annual

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1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills

CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
CB2 Students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.
CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
CB4 Students can transmit 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 Ability to use skills specific to intellectual work (understand, synthesize, outline, explain, present, organize).
CG2 Ability to use a basic methodology for source research: analysis, interpretation and synthesis.
CG3 Ability to manage information.
CG4 Ability to clearly present, orally and in writing, complex problems and projects within their field of study.
CG5 Ability for learning and independent work.
CG6 Ability to work in a team, integrate into multidisciplinary groups and collaborate with professionals from other fields.
CG7 Ability for self-initiative, self-motivation and perseverance.
CG8 Heuristic and speculative ability to solve problems in a creative and innovative way.
CG9 Ability to carry out new projects and action strategies in real situations and in various areas of application, from a humanistic perspective.
CG10 Ability for interpersonal communication, awareness of one's own capabilities and resources.
CG11 Ability to adapt to new situations.
CG12 Ability to recognize diversity and respect multiculturalism.
CG13 Sensitivity to environmental issues and to cultural and linguistic heritage.

CG14 Ability to document one's own culture and acquire the knowledge and skills to communicate with other cultures.

CG15 Ability to acquire and fulfill a professional ethical commitment.

CG16 Ability to integrate, through critical reflection, what has been learned in its theoretical and practical dimensions and apply it to mediation in intercultural conflicts and multilingual spaces.

CG17 Ability to use new information and knowledge technologies for the organization, planning and development of academic and professional activities.

CG18 Ability to use self-assessment and peer-assessment.

CG19 Have the necessary training base to continue post bachelor degree studies (Master's degree), nationally or internationally.

CG20 Knowledge and respect for fundamental rights and equality between men and women.

CG21 Respect for the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.

Specific skills

CEC1 Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

CEC2 Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

CEC3 Effectively address language learning situations in multicultural and multilingual contexts.

CEC4 Promote reading and critical commentary on texts from the various scientific and cultural domains contained in the school curriculum.

CEC5 Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights that shape the values of civic education.

CEC6 Promote coexistence in and outside the classroom, resolve discipline problems and contribute to the peaceful resolution of conflicts.

CEC7 Stimulate and value effort, perseverance and personal discipline in students.

CEC8 Know the organization of primary schools and the diversity of actions that comprise their operation.

CEC9 Perform tutoring and guidance functions with students and their families, addressing the unique educational needs of students.

CEC10 Assume that the exercise of the teaching function must be perfected and adapted to scientific, pedagogical and social changes throughout life.

CEC11 Collaborate with different sectors of the educational community and the social environment.

CEC12 Assume the educational dimension of the teaching role and promote democratic education for active citizenship.

CEC13 Maintain a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.

CEC14 Value individual and collective responsibility in achieving a sustainable future.

CEC15 Reflect on classroom practices to innovate and improve teaching work.

CEC16 Acquire habits and skills for autonomous and cooperative learning and promote it among students.

CEC17 Know and apply information and communication technologies in the classroom.

CEC18 Selectively discern audiovisual information that contributes to learning, civic education and cultural wealth.

CEC19 Understand the function, possibilities and limits of education in today's society and the fundamental skills that affect primary schools and their professionals.

CEC20 Know quality improvement models with application to educational centers.

CEM55 Acquire practical knowledge of the classroom and its management.

CEM56 Know and apply the processes of interaction and communication in the classroom and master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence.

CEM57 Control and monitor the educational process and in particular the teaching-learning process by mastering the necessary techniques and strategies.

CEM58 Relate theory and practice to the reality of the classroom and the center.

CEM59 Participate in teaching activities and learn to know how to do things, acting and reflecting from practice.

CEM60 Participate in proposals for improvement in the different areas of action that may be established in a center.

CEM61 Regulate the processes of interaction and communication in groups of students aged 6-12.

CEM62 Know ways of collaborating with different sectors of the educational community and the social environment. These skills, together with those of the other subjects, will be reflected in the Final Degree Project that summarizes the training acquired throughout all the teachings described.

1.2. Learning aoutcomes

At the end of his/her internship period, the student must:

- Know how to manage a classroom in terms of interaction and communication.
- Be able to use group techniques and strategies and social skills to create a climate that facilitates learning and coexistence.
- Participate in teaching activities integrating theory and practice.
- Be able to monitor the teaching-learning process through the techniques and strategies learned.
- Be willing to learn and collaborate with more experienced colleagues, as well as with other sectors of the educational community.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

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

2.3. Training activities
On-site mode:

TRAINING ACTIVITY	HOURS	PERCENTAJE OF IN PERSON
AF4. Tutorials	30	100%
AF6. Individual study and work autonomous	48	0%
AF7. Assessment activities	42	0%
AF8. Internships	180	100%
TOTAL NUMBER OF HOURS	**300**	

Distance mode:

ACTIVIDAD FORMATIVA	HOURS	PERCENTAGE OF IN PERSON
AF4. Tutorials	30	100%
AF6. EIndividual study and work autonomous	48	0%
AF7. Assessment activities	42	0%
AF8. Internships	180	100%
TOTAL NUMBER OF HOURS	300	

2.4. Teaching methodologies

Teachers may choose between one or more of the following methodologies detailed in the verified title memory:

Code	Teaching methodologies	Description
MD2	Individual study	Autonomous and reflective work of the student, in order to 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 forums discussion, etc.).
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troublesheeting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD6	Learning Oriented to projects	Carry out a project for the resolution of a problem and apply skills and knowledge acquired.
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	Learning Contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and abilities acquisition of skills.
MD10	Heteroassessment	Student evaluation 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. EVALUATION SYSTEM

4.1. Granding system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Real Decreto 1125/2003, de 5 de septiembre (BOE September 18), which establishes the European Credit System and the Grading System in university degrees of official character and its validity throughout the national territory.

> 0 - 4.9 Fail (SS)
> 5.0 - 6.9 Pass (AP)
> 7.0 - 8.9 Excellent (NT)
> 9.0 - 10 Outstanding (SB

The mention of "Matricula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0".

The number of honorary matriculation awards may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one First Class Honours may be awarded.

4.2. Evaluation criteria

Ordinary call

Modality: in person

Evaluation System	Minimum weighting	Maximum weighting
Evaluation questionnaire of External Practices	75%	75%
Final Internship Report	25%	25%

Modality: Distance learning

Evaluation System	Minimum weighting	Maximum weighting
Evaluation questionnaire of External Practices	75%	75%
Final Internship Report	25%	25%

Extraordinary call

Modality: in person

Evaluation System	Minimum weighting	Maximum weighting
Evaluation questionnaire of External Practices	75%	75%
Final Internship Report	25%	25%

Modality: Distance learning

Evaluation System	Minimum weighting	Maximum weighting
Evaluation questionnaire of External Practices	75%	75%
Final Internship Report	25%	25%

4.3. Restrictions

Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

4.4. Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

5. BIBLIOGRAFÍA

5.1. Basic bibliography

Ley 26/2025, de 28 de Julio, de modificación del sistema de protección a la infancia y a la adolescencia.
Orden ECI 3857 (2007), de 27 de diciembre. Por la que se regula el Título de Maestro en Educación Primaria.
Real Decreto 592/2014, de 11 de julio, por el que se regulan las prácticas académicas externas de los estudiantes universitarios. 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). The design of teaching units today. Curriculum alignment in the service of learning. Tirant Humanities.

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

6. TEACHING STAFF DATA

You can check the teachers' email and the academic and professional profile of the teaching staff, at https://www.nebrija.com/carreras-universitarias/grado-educacion-primaria/#masInfo#profesores