



PROGRAMA DE PRÁCTICAS INTERNACIONALES – FACULTAD DE EDUCACIÓN
INTERNATIONAL INTERNSHIP PROGRAM – FACULTY OF EDUCATION



AIM:

To enrich our students' training while cooperating with foreign schools in classroom observation and the teaching of subjects

SUPERVISION:

- Supervisor from the University of Cantabria
- Supervisor from school

TRAINEE TEACHERS' PARTICIPATION STAGES:

- 1) Classroom observation and gathering of information.
- 2) Guided participation, e.g., correcting activities, exercises, occasional intervention with a group of students or with individual students, preparing class materials proposed by the school tutor, etc.
- 3) Supervised autonomous intervention: preparing and using class materials, exercises and/or activities, designing projects, designing didactic plans, presentations, etc.

TRAINEE STUDENT PROFILE:

- 4th year undergraduate students (mid February-May); minimum required time: 3 months
 - **Degree in Early Childhood Education Teaching (0-6 year-olds)**
 - Specialty in Development of Artistic Creativity
 - Specialty in Physical Education
 - Specialty in English as a Foreign Language
 - Specialty in French as a Foreign Language
 - **Degree in Primary Education Teaching (6-12 year-olds)**
 - Specialty in Physical Education
 - Specialty in English as a Foreign Language
 - Specialty in French as a Foreign Language
 - Specialty in Hearing and Language
 - Specialty in Attention to Diversity
 - Specialty in Development of Artistic Creativity
- **Master's Degree in Second Language Learning and Teaching** students (from March onwards); minimum required time: 1 month
- Minimum required **level of English: B2**

SCHOOL RESPONSIBILITIES WITH TRAINEE STUDENTS:

- Allowing students to be in the classroom, observe and participate in their development.
- Giving them access to school documents which may be relevant for the understanding of the education system in the UK and the schools' philosophy (e.g. school educational project, curriculum, attention to diversity).
- Having all the activities of the trainee teacher supervised by a teacher / tutor from the school.

UC RESPONSIBILITIES WITH HOSTING SCHOOLS:

- Assuring that the candidates are qualified to take an internship at a British school.
- Supporting and helping the hosting school with anything necessary for the correct development of the internship. The Coordinator for International Relations will be in charge of providing help and support to ensure that the internship is carried out correctly. Any problems with the trainee-student can be reported directly to her.

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- Providing a university-tutor for the trainee teacher who will be responsible for the correction of the portfolio.

ASSESSMENT: INTERNSHIP BA PORTFOLIO

INTERNATIONAL INTERNSHIP
<p>1.- INTERNSHIP DIARY</p> <ul style="list-style-type: none"> - Weekly - Describing the whole internship period <p>The diary is an instrument to collect data and reflect upon the students' experience during their internship. It can contain information about oneself, other teachers, the school children, etc. The diary should not just describe or list the facts and activities of every week. It must be reflective; the student must value his/her weekly experience and reflect upon it. Although the diary is weekly, the students are highly recommended to take notes every day. The information presented in the diary will be used to complete the internship report.</p>
<p>2.- INTERNSHIP REPORT</p> <p>The internship report must contain information about all the circumstances and agents intervening in the school. Taking advantage of the experience of being immersed in the real context of a school, this activity should portray the student's knowledge, analysis and reflection upon the following key elements:</p> <ul style="list-style-type: none"> A. The school's Educational Project. An analysis of the general indications gathered in the Educational Project: the characteristics of the social and cultural environment, the signs of identity, and the key values of the persons that will be educated in that school. B. The teaching-learning process. Reflections and opinions related to both what is observed in the classroom dynamics and the student's performance and intervention as a trainee teacher. The notes taken in the diary can be very helpful to elaborate this section. Some of the areas of analysis to be included in this section comprise the following: the relationship between the teacher and the pupils, styles of communication, processes of attention to diversity, analysis of the rules of coexistence, classroom atmosphere, etc. C. The classroom and its organisation. What is the classroom like? What educational criteria define its organisational structure? What types of groups are there in the classroom? What is the relationship between those groups and the materials used? How is time managed? To answer these questions, the students are encouraged to engage in a discussion with the school tutor.
<p>3.- LEARNING UNIT</p> <p>The student must design a learning unit to be potentially implemented during the internship. The implementation of this unit in the classroom is optional and would always require the school tutor's approval. The student should agree with the school tutor the topic of the learning unit, its duration and the curricular stage in which it might be implemented. The learning unit can be a didactic unit, a project or any other sequenced proceeding in the teaching activity.</p> <p>Structure. The basic elements of the learning unit are similar to those occurring in any teaching-learning process: main objectives or procedural principles, justification of contents, description of activities and methodological strategies, procedure regarding attention to diversity, treatment of cross-curricular topics, assessment strategies and instruments.</p> <p>Assessment. Once implemented, the student will have to make a personal assessment of the process and results of the learning unit. Were the objectives reached? Were all the planned contents developed? What factors conditioned the development of the learning unit? Can you suggest any improvements in the development of the learning unit?</p>
<p>4. PERSONAL OPINION</p> <p>INTERNSHIP ASSESSMENT</p> <ul style="list-style-type: none"> Internship diary – 30% Internship report – 35% Learning unit – 35% Personal opinion – Its contents will be valued globally in relation to the whole portfolio.

ASSESSMENT: INTERNSHIP MA PORTFOLIO

1) INTERNSHIP PLANNING

- Justification
- Aims
- Timing
- Tasks

2) INTERNSHIP DIARY

- Weekly
- Describing the whole internship period

3) INTERNSHIP REPORT

- The teaching placement context
- The teaching-learning process
- Student's self-assessment.