



UNIVERSIDAD DE CÓRDOBA  
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



## PENSUM ACADÉMICO VERSIÓN 4

TEACHING PRACTICUM I	
Crédito:	4
Profesor:	DANILZA LORDUY ARELLANO
Semestre:	VIII

COURSE DESCRIPTION
This teaching practicum is oriented to put into practice both the theoretical concerns of second language teaching and the practical issues instructors face in the language classroom, with emphasis placed on the second language teaching/learning experience. Students spend 45 hours at a designated field site, public schools, under the supervision of a mentor teacher, teaching English in primary (Teaching Practicum I) . They are expected to ground their solutions to the pedagogical issues they face in current research in language education and pedagogy. On the other hand through this practicum students demonstrate the knowledge and skills developed in the Licenciatura Program in the field – based setting .
GOAL
This course aims to prepare students to learn more about language teaching, to ease the difficulties students face on their first classroom teaching experience, to make future teachers more aware of classroom processes, and to make this opportunity of language teaching easier, more satisfying and enjoyable.
COURSE COMPETENCES
<ul style="list-style-type: none"><li>• Reflect critically on their own teaching as a means of professional development.</li><li>• Design, implement and assess instruction to respond to particular teaching context.</li><li>• Compare and justify types of activities suitable for their teaching process.</li><li>• Promote teaching/learning activities to foster conceptual, actitudinal and procedural development of students</li><li>• Reconceptualize and use pedagogical and disciplinary knowledge to create educational environment for the development of teachers, learners and community</li><li>• Understand the impact of the evaluation in the improvement of educational processes</li><li>• Leads significant experiences involving differentiated learning environments according to students' needs and interests.</li><li>• Reflect critically on the implementation of pedagogical and teaching strategies aimed at overcoming discrimination, promote inclusion and value diversity.</li></ul>

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### LEARNING OUTCOMES

**After successfully completion of these courses, the students will be able to:**

- Explain the pedagogical and psychological basis for good teaching to children.
- Implement instructional activities following a lesson plan.
- Develop good teaching abilities in the English classes in primary.
- Plan language lessons and their parts (opening, development and closure).
- Solve basic discipline related to specific problems in class.
- Develop instruments and procedures for assessing students' learning process.
- Describe the teaching and learning stages of the class in a simple way.

### COURSE CONTENT

#### SEMINARS

- Sistema de información de Planners
- Evaluation and Assessment
- Problemas de aula y manejo de disciplina en niños.
- Conversatorio : El perfil del docente de Inglés.
- Bullying Escolar.
- Educación inclusiva en niños.

### METHODOLOGY

- Participatory exchange of opinions and experience with the supervisor and their classmates.
- Presentation of their experiences with positive feedback from both.
- Permanent reflection on the issues affecting their process.

### EVALUATION

Each student will demonstrate an appropriate level of knowledge in his/her subject area. Assessment will be done by evaluating lesson plans, observations, journal and the mentor teacher verbal report.

Each student will be observed by the supervisor at least once during his/her student teaching experience. The student teacher's progress will be assessed through the mentor teacher verbal report. A final evaluation form will be completed at the appropriate time as the primary criteria, along with the attendance to the weekly meetings with the supervisor, the on time submitting of lesson plans, the weekly journals as well as the final report.

### ASSESSMENT

#### a. Lesson Plans:

Each student is to plan a written class planning for each lesson for which he/she is primarily responsible. The format for the lesson plan should be determined via consultation with the methodology teacher and the practicum supervisor. All lesson plans should be sequentially organized and filed in a notebook, which should be available to the



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mentor teacher at schools and to the supervisor at university.

**b. Weekly Journal:**

The journal is intended to encourage pre-service teachers to reflect on the practicum experience and to keep the supervisor abreast of their progress and struggles. Journals are to be written weekly while teaching experiences are fresh in the student's mind. Reflections, problems, possible solutions, evaluations, and emotional responses might be included

**c. Final Report:**

Each student will be required to submit a written report regarding to every aspect of the administration of the curriculum in their teaching practicum, as well as their reflections about this process. In the same report students should describe pedagogical problems identified during the teaching process.

**d. Weekly meetings**

Attendance to the weekly meeting with the teaching practicum supervisor is significant. In this, pre-service teachers will share experiences, possible solutions, pieces of advice, reflections, suggestions about pedagogical problems they face in their practicum

**e. Verbal report/ Direct Observations**

A verbal report from the mentor teacher at schools will be submitted to help the supervisor to assess pre-service teachers' performance and progress in their experience when the supervisor can not observe pre-services.

Class Observations will take place during the practicum , from the supervisor to assess the process. Suggestions and agreements will be part of this .

**GRADING CRITERIA:**

The supervisor in agreement with the mentor teacher evaluation will determine the grade. The teaching practicum will be graded in the following manner:

- **Teaching/Instructional Performance 50%**
- **Written Work 30%**
  - a. Lesson Plans
  - b. Weekly Journal
  - c. Final report/ portfolio
- **Attendance 20%**
  - Weekly meeting
  - Seminars

**SUGGESTED BIBLIOGRAPHY**



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1. <http://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>
2. <http://www.internet4classrooms.com/teacher.htm>
3. <http://712educators.about.com/od/discipline/tp/disciplinetips.htm>
4. [http://712educators.about.com/od/discipline/ht/class\\_manage.htm](http://712educators.about.com/od/discipline/ht/class_manage.htm)
5. <http://www.emergencyteachers.com.au/FreeResourcesInfo/HowtoWriteanIntegratedUnitPlanStaffSch eduleMemorandum.aspx>
6. <http://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>

**Sites that Help Classroom Teachers**

<http://www.internet4classrooms.com/teacher.htm>

**Top 10 Tips for Classroom Discipline and Management**

<http://712educators.about.com/od/discipline/tp/disciplinetips.htm>

**How to Handle Discipline Problems with Effective Classroom Management**

[http://712educators.about.com/od/discipline/ht/class\\_manage.htm](http://712educators.about.com/od/discipline/ht/class_manage.htm)

**7 Best Classroom Management Tips**

<http://www.howtolearn.com/2011/05/7-best-classroom-management-tips>

**Classroom Management Strategies**

[http://www.lessonplansinc.com/classroom\\_management\\_strategies.php](http://www.lessonplansinc.com/classroom_management_strategies.php)

**Top 10 Classroom Rules**

[http://www.lessonplansinc.com/classroom\\_management\\_strategies.php](http://www.lessonplansinc.com/classroom_management_strategies.php)

**Learn how to build the principles of classroom management success.**

<http://www.classroom-management-success.org/>

**The Teacher's Guide to Classroom Management**

<http://www.theteachersguide.com/ClassManagement.htm>

**Classroom Management Ideas!**

[http://www.ilovethatteachingidea.com/ideas/subj\\_classroom\\_management.htm](http://www.ilovethatteachingidea.com/ideas/subj_classroom_management.htm)



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