



Universitat
de les Illes Balears

ACOMPANYAMENT CONSTRUCTIU AL PRÀCTICUM

**Dies 22 i 29 de setembre,
6 i 27 d'octubre i
1 de desembre,
de 16 a 19 hores**

**Edifici Guillem Cifre
de Colonya (Aula C-01)**



**A càrrec de:
Begoña de la Iglesia
i Gabriela Spano**

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CONSTRUCTIVE SUPPORT FOR THE PRACTICUM

INTRODUCTION

As part of the professionalisation process for future teachers, the practicum is the ideal space to develop the skills linked to professional practice. This training stage comprises the initial contact with the profession and is the time to discover activity models, contrast theoretical approaches with real practice, and question one's own ideas and aptitudes.

Until now, there has been no specific training for those who carry out tutoring duties; their work has been based on willingness, previous experience and ideas that each person may develop regarding 'support and advice' for this type of process. Therefore, in order to ensure progress, the required skills and abilities to support students on their placements need to be professionalised.

OBJECTIVES

- a) Train tutors to effectively and significantly accompany the practical knowledge-building process for students during the practicum period.
- b) Provide tutors with accompaniment and tutoring strategies enabling them to guide and assess their support duties for students on placements.
- c) Analyse the professional skills of future teachers that can be specifically developed in tutoring.
- d) Roll out constructive support strategies and tools to help build practical knowledge amongst students on placements from a reflexive and critical approach.
- e) Train tutors in using constructive interaction strategies to model and provide future teachers with focused didactic templates, whilst aiding students to construct their own professional identity.
- f) Use strategies and tools to help students on placements consciously track and assess their own learning and involvement process from a self-regulation assessment perspective.

CONTENT

- a) Constructive capacity-building support. Key concepts.
- b) Building a global perspective on the teaching profession.
- c) Professional functions and uses of reflexive performance.
- d) Developed professionalism and the role of research in practice.



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- e) Tools to boost critical and reflexive thinking by students: questions that make one think.
- f) Pedagogical activities for constructive capacity-building support: generating confidence, empowerment and cognitive mediation.
- g) Strategies and tools to generate confidence, empowerment and cognitive mediation:
 - respect and symmetrical communication
 - A reflexive contrast between theory and practice
 - Inquiring discourse and discursive strategies for exploratory conversation.

ACTIVITY METHODOLOGY

The training will comprise two parts: in-person training and a testing phase, which correspond to the tutoring process for UIB student placements.

DATES: 22nd and 29th September, 6th and 27th October, and 1st December, 4 - 7pm

LOCATION: Guillem Cifre de Colonya Building. Room C-01

TRAINERS: Begoña de la Iglesia and Gabriela Spano, lecturers from the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands.

PLACES: 25 max.

ACTIVITY ASSESSMENT PLAN

In order to be awarded a certificate, you will need to:

Attend at least 85% of in-person hours for the activity.

Carry out both parts of the programme: initial training and testing phase.

Submit the final task for the programme: an individual learning portfolio comprising evidence from the tutoring process, i.e. regarding tutor support.