

# PRÁCTICA PEDAGÓGICA EN EDUCACIÓN SECUNDARIA Y MEDIA

This document has the course syllabus and relevant information for  
the teaching practicum in high school.



Facultad Bellas Artes  
y Humanidades



Licenciatura en Bilingüismo  
con Énfasis en Inglés



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## PRÁCTICA PEDAGÓGICA EN EDUCACIÓN SECUNDARIA Y MEDIA

### SYLLABUS

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Course:	Práctica Pedagógica en Educación Secundaria y Media
Code:	LB026
Credits:	6
Workload:	4 hours for live sessions and 14 hours of autonomous work.

### 1. General Description

Colombia and the coffee region demand competent English teachers for attending the needs of state and private schools to achieve the goals established by the National Ministry of Education. The policies for English teaching in Colombian schools are regulated by the program *Colombia Bilingüe 2014-2018*. This program has the purpose of developing communicative competences in English in primary and highschools in Colombia through some actions, which include the reform of Teacher Education programs (*Resolución 18583 de 2017*) and the development and implementation of the *Suggested Curriculum for English Learning and Basic Learning Rights*. In the same line, the *Universidad Tecnológica de Pereira* regulated the practicum in the *Acuerdo 13 de 2021*. Accordingly, this course belongs to the category of Academic Teaching Practicum, which is explained in chapter 2 of such policy. These are the basis for the design of this syllabus, which aims at articulating theoretical foundations, studied along the specialized courses of the program, with actual needs and conditions of the schools, where the practicum takes place.

The educational context of Pereira (Risaralda) requires teachers equipped with competences in language teaching/learning and research that enable pre-service English teachers with context-sensitive methodologies to face educational challenges. Therefore, each institution will require the practitioners to display interpersonal, communication, leadership, ethical and flexibility skills, which reflect a 21<sup>st</sup> century teaching professional profile.

The *Teaching Practicum in secondary education* course will have the guidance of a teacher-mentor from the teaching education program and other from the target school, who will guide and support each practitioner by fostering reflection upon classroom phenomena. Some



actions such as keeping a portfolio and conducting peer-coaching lead to both self and peer evaluation processes.

## 2. Course objectives

These objectives are aligned with the general guidelines for the teaching practicum in the *Licenciatura en Bilingüismo con énfasis en inglés*:

- ✓ Guide the recognition and understanding of the dynamics of a secondary school.
- ✓ Raise awareness of practitioners' role as social transformation agents.
- ✓ Support the identification of problems and context-related needs that can be used as subjects of study.
- ✓ Analyze practices, policies and methodologies related to English learning processes in public secondary school scenarios.
- ✓ Promote team-work to strengthen contemporary practices in bilingual education settings.
- ✓ Foster constant reflection among practitioners, so they align their practices with learners' interests and needs.
- ✓ Align planning, teaching, assessment and material design with the guidelines established by the Ministry of Education.
- ✓ Provide tools for observing, reflecting and making proposals to innovate and/or face learning-teaching problems based on theoretical foundations.
- ✓ Refine teaching techniques and strategies through constant reflection on teaching practices.

## 3. General Competences

- ✓ Recognize and understand the dynamics of a secondary school.
- ✓ Develop awareness of the role of teachers as social transformation agents.
- ✓ Identify problems and context-related needs, in the field of bilingual education, to be used as subjects of study.
- ✓ Observe, reflect upon and propose solutions to bilingual education constraints in public secondary school settings.
- ✓ Plan and execute English lessons aligned with relevant theoretical foundations and target schools' conditions.
- ✓ Develop autonomy, environmental consciousness and team-work skills.
- ✓ Shape teacher identity, cognition and profile as a result of experience and systematic reflection.

## 4. Learning outcomes

1. Demonstrate Spanish and English accuracy and appropriacy at a **level of C1** (CEFR) in all oral and written production, especially at the academic domain.



2. Apply bilingual education principles, classroom management techniques, and a variety of English teaching approaches, methods and techniques in lesson planning, material design, assessment and classroom execution.
3. Identify, discuss and critically analyze phenomena related to students' language learning and possible disruptive behaviors through self reflection and peer coaching.
4. Incorporate ICT tools to design material, evaluate learning, and moderate instruction in virtual, flipped and live classroom environments.
5. Demonstrate ethical, political and environmental responsible actions and discourse in his/her role of educator during the teaching practicum.

## 5. Methodology

This course consists of 6 academic credits, most of which are devoted to activities out of the regular course sessions since it belongs to the category of **practical course**. There are at least two grand meetings, one of which is for presenting the syllabus and establishing the guidelines for the practicum, and the others with either purpose the practicum teacher considers necessary. There might be other meetings during the course if there are constraints related to the practicum scenario and the university agenda. Due to the practical nature of the course, most of the activities will be performed by students **autonomously**. The role of the course teacher is that of a mentor, a guide, an administrator, more than an instructor. Therefore, students must take control of their process during the teaching practicum, following guidelines from both the course teacher and the practicum scenario's teacher. Student-practitioners will spend **two or three hours per week for conducting English classes in the grades assigned, according to both schools and university academic calendars, which will be distributed along the week, according to schedules pre-established by schools**. Between 10 and 15 hours a week will be spent in lesson planning, material selection, material design, grading, portfolio management, peer coaching activities, in-service teacher observations, report and journal writing, school events planning and attendance, feedback sessions attendance, etc.

Student-practitioners will be in charge of keeping an online portfolio that must be fed weekly with planned lessons, journals, materials used and designed, photos of students' progress, videos of actual teaching lessons, grading book, reports, etc. Cooperative learning will be also promoted with the implementation of peer coaching, based on collaborative planning, design and feedback. Also, class observations will be conducted by the teacher-mentor, followed by feedback sessions so that this is used for reflecting upon their practicum.

An LMS (Learning management system) platform and other digital tools will be used in the course in order to generate discussions, to share information, and to promote autonomy as well as collaborative learning. Documents and formats in English and Spanish will be accessible for



practitioners through these means in order to guarantee effectiveness in communication and course development.

## 6. Assessment

Formative and summative assessment will be used. Constant self-reflection and feedback will take place during the practicum, which will evaluate students' appropriation of theory, teaching skills and strategies. Besides, a collection of tasks will be graded quantitatively along the course, with specific weights, to determine a final score. High academic English and Spanish language competences will be also considered for assessment. Those tasks and their weights are presented in the following table:

Type	Weight	Tasks	Description	Submission
<b>MID-TERM 1</b>  <b>30%</b>	20%	Grand meeting tasks	During grand meetings students will submit a variety of tasks/activities oriented to the preparation of the teaching practicum (e.g. forums, debates, oral presentations, reading reports, etc.)	Week 4
	10%	Reflective Podcast	Oral recorded reflective interviews about target aspects of the teaching practicum. These will be collected and posted on a Podcast platform. Language use, academic discourse and reflective content will be considered for evaluation.	Week 6
<b>DIGITAL PORTFOLIO (20%)</b>			Digital record of practicum events: Classes, lesson plans, material design, assessment procedures, academic events, journal, among others. This product will be fed weekly, following the guidelines for its composition. At the end of the practicum, it must evidence all the practitioners' experience with valid support.	At any time during the semester
<b>ATTENDANCE CONTROL FORMAT (10%)</b>			Format with the record of all the classes and activities attended in the practice scenario. Each entry must be signed by the school's teacher to validate it.	Week 17
<b>PERFORMANCE EVALUATION</b>  <b>40%</b>	20%	Teacher mentor follow-up	Teacher mentor's evaluation of practitioners' progress and responsibility. Class observations are included.	It takes place during the whole semester
	10%	Peer coaching implementation	Peer tutoring, observation and feedback during the practicum.	Week 13



			Evidence of this process (format) will be considered for assessment.	
	10%	In-service teacher follow-up	Evaluation format filled in by the in-service teacher about the practitioner's performance.	Week 16

## 7. Resources

1. Course syllabus
2. Teaching practicum protocol
3. Initiation and closing minute formats
4. Video tutorial for e-portfolio
5. Basic Learning Rights: English and Suggested Curriculum for English
6. School's English curriculum
7. Teaching practicum formats
8. ICT tools, and others supplied by the school
9. Schoology platform

## 8. References

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