



The Practicum as... (effective title should be between 10 and 15 words)

El Prácticum como...(title in Spanish)

O estágio como...(title in Portuguese)

Title: Concise, informative and in all three languages (ES, EN, PT). The first title should be in the language in which the main text of the article is written.

(no cumplimentar, não preencher, not to complete)

 Autor/a ¹,  Autor/a ², ...
1 Institución (País), Orcid
2 Institución (País), Orcid
3 ...

Received: xx/xx/xxxx Reviewed: xx/xx/xxxx Accepted: xx/xx/xxxx Published: xx/xx/xxxx

Abstract (Bodoni 12)

Write a summary in **three languages (ES, EN, PT)** in the order of the main language of the document. **The maximum word count is 100**, with an **IMRD** structure (Introduction, Method, Results, Discussion, and Conclusions).

Keywords (Bodoni 12)

Written in three languages (ES, EN, PT) (Include 5 keywords in lowercase, taken from the UNESCO Thesaurus <https://vocabularies.unesco.org>).

Resumen (bodoni 12)

Redactar un resumen en tres idiomas (ES, EN, PT) en orden del idioma principal del documento. **La cantidad de palabras máxima son 100** con una estructura del sistema **IMRD** (Introducción, Método, Resultados, Discusión y Conclusiones).

Palabras clave (bodoni 12)

Redactado en tres idiomas (ES, EN, PT) (Incluir 5 palabras clave en minúsculas, recogidas en el Thesaurus de la UNESCO <https://vocabularies.unesco.org>).

Resumo (bodoni 12)

Redactar un resumen en **tres idiomas (ES, EN, PT)** en orden del idioma principal del documento. La cantidad de **palabras máxima son 100** con una estructura del sistema **IMRD** (Introdução, Método, Resultados, Discussão y Conclusões).

Palavras-chave (bodoni 12)

Redigido em três idiomas (ES, EN, PT) (Incluir 5 palavras-chave em minúsculas, recolhidas no Thesaurus da UNESCO <https://vocabularies.unesco.org>).

1. Introduction (Bodoni 14)

Clearly define the research problem in the context of the Practicum. It should include:
Justification of the topic's relevance to the academic and professional community.
Up-to-date theoretical framework (prioritising the last 5-10 years).

Objectives: Precisely formulate the general objective and specific objectives (or hypotheses, if applicable) at the end of this section.

1.1. Subsection (Bodoni 12)

The font for the text is Calibri 12. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

1.1.1. Training for the development of educational projects (Bodoni 12)

The font for the text is Calibri 12. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

2. Section (Bodoni 14)

The font for the text is Calibri 12. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

2.1. Subsection (Bodoni 12)

The font for the text is Calibri 12. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation. Each paragraph has the same first line indentation.

3. Method (Bodoni 14)

Provide a detailed description that allows for the replicability of the study. It should be structured to include:

Research design: Justify the choice of design (qualitative, quantitative, or mixed) based on the study objectives.

Participants and sampling: Describe the population, sample size, and selection procedure.

Instruments: Provide evidence of validity and reliability. If they are of your own creation, describe the process of construction and validation by experts.

Procedure: Detail the phases of the research, the context of the practicum where it is carried out, and the basic timeline.

Ethical considerations: Specify informed consent and compliance with ethical standards (e.g., Declaration of Helsinki or institutional committees).

Data analysis: Specify the software used and the statistical tests or content analysis techniques applied.

4. Results

Present your findings objectively, following a logical sequence that responds to the objectives set out.

- Use high-quality tables and figures that complement the text, rather than duplicating it.
- Report accurate statistical values (e.g., p-values, effect sizes) or emerging categories in qualitative studies with evidence (direct quotations).

Figure

Figure Title



Fuente: If it is homemade, it is not compulsory

Table

Table Title

xxx	xxx	xxx
xxx	xxx	xxx
xxx	xxx	xxx

Source: (if it is your own source, it is not necessary to indicate this)

5. Discussion and conclusions

Interpretation: Analyse the results in relation to the previous literature cited in the introduction.

Practical implications: Explain how these findings affect the improvement of the Practicum or external placements.

Limitations: Honestly acknowledge the weaknesses of the study (sample size, biases, etc.).

Future directions: Suggest new questions for future research.

Notes

Source of funding:

(Upon acceptance and to maintain anonymity, specify whether the project has been funded)

Level of contribution:

Conceptualisation, X.X.X. and X.X.X.; Methodology, X.X.X. and X.X.X.; Software, X.X.X.; Validation, X.X.X. and X.X.X.; Research, X.X.X. and X.X.X.; Resources, X.X.X. and X.X.X.; Data curation, X.X.X. and X.X.X.; Review and editing, X.X.X. and X.X.X.; Supervision, X.X.X. and X.X.X.

Conflict of interest:

(Specify 'The authors declare that there is no conflict of interest.')

Acknowledgements:

(optional)

Bibliographical references

Review general guidelines [here](#).

Minimum of 30 references.

They must be in APA 7th edition.

Preferably always DOI and, if not possible, the shortened URL, BEING ADDRESSES FROM THE JOURNAL ITSELF, NOT FROM DATABASES SUCH AS SCIELO, DIALNET, ETC.

Very long URLs that disrupt the formatted text.

Always use the following indentation

- Cebrián Robles, V., Pérez-Torregrosa, A.-B. & Cebrián de la Serna, M. (2023). Literature review on video annotations in teacher education. *Pixel-Bit. Revista De Medios Y Educación*, (66), 31–57. <https://acortar.link/ykJgRQ>
- Mérida, R., González, M.E. & Olivares, M. de los A. (2012). RIECU: Una experiencia de innovación en el Prácticum I del Grado de Infantil de la Universidad de Córdoba. *Profesorado*, 16(3), 447-465. <https://bit.ly/39xEM7O>
- Patton, M. (2002). *Qualitative Research & Evaluation Methods*. Sage Publications.
- Pérez Cascante, L., Cebrián, M., Raposo, M., & Barrio, B. (2021). Atitudes dos professores em relação a ambientes de aprendizagem personalizados. *AtoZ: novas práticas em informação e conhecimento*, 10(2), 97-106. <http://dx.doi.org/10.5380/atoz.v10i2.78774>
- Raposo-Rivas, M., & Cebrián-de-la-Serna, M. (2019). Technology to Improve the Assessment of Learning. *Digital Education Review*, 35, 1–13. <http://revistes.ub.edu/index.php/der/article/view/28865/pdf>
- Saiz-Linares, A. & Ceballos-López, N. (2019). El Prácticum de magisterio a examen: reflexiones de un grupo de estudiantes de la Universidad de Cantabria. *Revista Iberoamericana de Educación Superior*, 10(27), 136-150. <https://doi.org/10.22201/iisue.20072872e.2019.27.344>
- Villa, A. & Poblete, M. (2004). Prácticum y Evaluación de Competencias. *Profesorado, revista de Currículum y Formación del Profesorado*, 8(2), 1-19. <https://bit.ly/3i0ade1>
- Zabalza, M.A. (2016). El Prácticum y las prácticas externas en la formación universitaria. *Revista Prácticum*, 1(1), 1-23. <https://doi.org/10.24310/RevPracticumrep.v1i1.8254>