

Degree	Type	Year	Semester
2500798 Primary Education	OB	4	1

## Contact

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## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

It is recommended that students have previously completed Practicum I, II and III. Also, it is recommended the previous reading of all the documents and regulatory information provided on the Faculty's website.

In order to take this course it is mandatory to hold the negative certificate from the Sex Offender Registry. The student is the unique responsible to get and present it to the centre before the internship starts.

## Objectives and Contextualisation

Practicum IV has a general nature and it is linked to a particular curricular area. One of its most important objectives is that the future teacher learns to design and implement a teaching sequence. The teaching sequence should consist of 6 to 8 sessions. This type of intervention needs to be validated by university supervisors and school mentors.

- Get to know the educational environment and context of the internship
- Analyse the internship context in order to design a teaching sequence
- Plan, teach and evaluate the teaching sequence linked to one or more knowledge of the primary education curriculum. Additionally, there is the possibility of a service learning project (SLP).

## Skills

- Acquiring practical knowledge of the class and its management.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Appreciate individual and collective responsibility in the achievement of a sustainable future.
- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Collaborate in the different sectors of the educational community and of the social setting.
- Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop autonomous learning strategies.

- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.
- Generate innovative and competitive proposals in research and in professional activity.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know and apply information and communication technologies to classrooms.
- Know and apply the processes of interaction and communication in the classroom and master the social skills required to foster a classroom atmosphere that facilitates learning and coexistence.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Learning about forms of collaboration with the different sectors of the educational community and the environment.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Promote cooperative work and individual work and effort.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Regulating the processes of interaction and communication in groups of students aged 6-12.
- Relate theory and practice with the reality of the classroom and school.
- Respect the diversity and the plurality of ideas, people and situations.
- Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
- Stimulate and value effort, constancy and personal discipline in pupils.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- Take part in proposals for improvement in the different areas of action that can be established at a school.
- Take part in teaching activity and learn to do, act and think in terms of the practice.
- Understand models of quality improvement with application to schools.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Adapt teaching and learning programs and activities to pupil diversity.
2. Apply the data obtained in from socio-educational diagnosis to the education planning process.
3. Becoming involved in the dynamics of the centre and of the classroom when making suggestions for innovation related to the context of the centre and of the classroom.
4. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
5. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
6. Collaborate with the schools professionals by making innovative proposals based on observation of innovative practice in the school and classroom.
7. Conceive innovation as part of professional development and continuing education.
8. Conceive teaching practice to be an element of professional improvement.
9. Considering processes of causality between educational factors and social factors.

10. Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
11. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
12. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
13. Critically analyse personal work and use resources for professional development.
14. Critically analyse the educational reality observed in order to propose improvements from an innovative perspective.
15. Critically observing the reality of the school, paying special attention to innovation projects, and reflecting this practical know-how in the proposed improvements.
16. Define the elements that constitute a school as complex organization.
17. Demonstrate knowledge of the theoretical framework to analyse the reality of the classroom and school.
18. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
19. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
20. Design and regulate learning spaces in contexts of diversity that attend to gender equality, equity and respect for human rights as involved in the values of public education.
21. Develop a collaborative project in a team, as a first step towards networking.
22. Develop strategies for autonomous learning.
23. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
24. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
25. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
26. Establish work teams to develop activities independently.
27. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
28. Evaluate the evolution of one's strengths, potentialities and weaknesses throughout the time spent at the school, to understand how these can influence teaching and consider the practical elements that have influenced this evolution.
29. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
30. Identifying barriers to learning and mobilising resources to address diversity.
31. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
32. Identifying strategies that promote interaction and communication in the classroom, in order to create a good climate for learning and coexistence.
33. Identifying the teachers framework of autonomy and role in today's society.
34. Identifying ways of managing the time, space and social organisation in the classroom.
35. Inform oneself by reading articles, bibliographic sources and proposals and teaching resources to interpret and respond to pupils needs for specific support.
36. Justifying the appropriateness of the language and mathematics activities designed in the class group in which they will be taught.
37. Know about information and communication technologies and apply them in the classroom.
38. Knowing how to analyse and manage social conflicts in the classroom by making use of group dynamics and teaching social skills in order to improve the climate in the classroom.
39. Make use of theoretical concepts and principles to interpret educational events, situations and processes in the classroom or school.
40. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
41. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
42. Planning and carrying out activities that promote active citizenship in students.
43. Planning language and mathematics activities, specifying their didactic purpose.
44. Provide integrated responses to complex educational phenomena.
45. Recognising the level of personal and social commitment towards educational initiatives.
46. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
47. Reflecting on the role of the school in a changing society.

48. Regulating the processes of interaction and communication in groups of students aged 6-12.
49. Selecting the key information for making proposals for improvements in primary education centres.
50. Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
51. Share specific knowledge with other professionals to ensure a better product or solution.
52. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
53. Share with professionals at the school any proposed innovation generated by informing the teaching staff of proposals.
54. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
55. Understand how the different organizational structures of the school function.
56. Understand models of quality improvement with application to schools.
57. Understand situations and phenomena in the classroom and school and offer grounded responses to what happens.
58. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
59. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
60. Using and evaluating all the languages (oral, written, artistic, body, etc.) in the classroom (between teacher and students and among students themselves) as a tool for negotiating meanings and the joint construction of knowledge.
61. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
62. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

## **Content**

### SECTION A. KNOWLEDGE OF SCHOOL CONTEXT.

1. Organisation of the school. School educational projects.
2. Relations with the environment.

### SECTION B. KNOWLEDGE OF THE CLASSROOM.

Analysis of:

1. Learning processes in relation to teaching strategies.
2. Strategies to cater for differentiation.
3. Processes of communication and interaction in the classroom.
4. Organisational processes in the classroom.
5. Conflict prevention and resolution strategies.

### SECTION C. TEACHING SEQUENCE IN THE CLASSROOM.

1. Planning and implementing a teaching sequence related to the curricular areas of primary education. Designing learning activities. SLP project.
2. Assessment of the teaching sequence.

## **Methodology**

This internship is supervised by teachers from the following Departments: Department of Language and Literature Education, and of Social Sciences Education, Department of Mathematics and Science Education, Department of Teaching of Musical, Artistic and Corporal Expression, Department of Basic, Evolutive and Educational Psychology, and Department of Applied Pedagogy.

The training activities are structured as follows:

### Individual or group conferences

- Presentation, exchange, discussion and assessment of the observations carried out in the classroom, from a theoretical and practical perspective.
- Planning and analysis of a teaching sequence.

### Internship

- Observation and analysis of practices in the classroom.
- Participation and collaboration in school and classroom activities.
- Planning, implementation and assessment of a teaching sequence or project.

### Autonomous work

- Search for information and legal documents to prepare the various course assignments.
- Preparation of a teaching sequence and academic assignments derived from the internship.

Student-teachers are expected to reflect critically on their own teaching performance and about how they learn to develop professional competences.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Individual or collective conferences	22	0.88	14, 12, 2, 28, 16, 54, 19, 24, 29, 39, 60, 31, 32, 9
<b>Type: Supervised</b>			
Internship	203	8.12	1, 13, 14, 12, 41, 28, 5, 6, 52, 53, 51, 55, 59, 58, 57, 7, 8, 37, 56, 10, 11, 17, 18, 54, 20, 44, 25, 29, 39, 60, 33, 31, 30, 32, 3, 36, 40, 43, 42, 4, 9, 45, 47, 46, 48, 38, 49, 61
<b>Type: Autonomous</b>			
Self-work	75	3	1, 13, 14, 12, 2, 41, 27, 28, 55, 59, 57, 56, 16, 17, 23, 20, 35, 31, 32, 34, 42, 4, 9, 45, 47, 46, 38, 49, 61

## Evaluation

Compulsory requirements for the evaluation of Practicum IV:

100% attendance at school; a minimum of 80% attendance at the UAB/Faculty conferences.

A pass mark can only be obtained if the student-teacher obtains a pass in each of the assessment tasks (learning portfolio, school report and on-campus conferences).

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks

include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts. All potential primary and early years teachers should prove they have a very good command of Catalan (C1 Level for first and second year students and C2 Level for third year students, as described here:

<http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html> ).

Total or partial plagiarism of any of the evaluation activities and/or copying in an evaluation exam/examination will be automatically considered as a fail for the whole module.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual or Collective conferences	30%	0	0	14, 2, 51, 16, 17, 19, 21, 24, 35, 44, 26, 33, 42, 4, 9, 46, 49, 61
Internship Report	30%	0	0	1, 13, 14, 12, 2, 41, 27, 28, 5, 6, 52, 53, 51, 55, 59, 58, 57, 7, 8, 37, 56, 10, 11, 16, 17, 18, 54, 23, 44, 25, 29, 39, 60, 33, 31, 30, 32, 34, 3, 36, 15, 40, 43, 4, 9, 45, 47, 46, 48, 38, 61, 62
Portfolio	40%	0	0	1, 13, 14, 12, 2, 27, 6, 16, 18, 54, 22, 23, 50, 20, 25, 29, 39, 30, 36, 43, 45, 46

## Bibliography

DECRET 119/2015, de 23 de juny, d'ordenació dels ensenyaments de l'educació primària. Diari Oficial de la Generalitat de Catalunya. DOGC núm. 6900 - 26.6.2015.

<http://portaldogc.gencat.cat/utillsEADOP/PDF/6900/1431926.pdf>

Each supervisor will add other specific references.