

Practicum I

Code: 102022
ECTS Credits: 6

| Degree | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | OB | 1 | 2 |

Contact

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Use of languages

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

Teachers

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Prerequisites

- Students are recommended to register for this course, only after having completed the course "Social Context and School Management", given that its contents are essential for the practicum.
- Students must perform 70 hours of stay in context (including classroom, school and territory).
- A minimum of 60 hours out of those 70 must be spent in the school. This corresponds to 10 days of the full working day (6 hours per day). Lunch time does not count as a practicum hour, whereas the exclusive hour does
- Exceptionally contemplates the possibility that there are special cases (providing employment). In these cases must take into account the following requirements: people who can not attend school in the morning or afternoon, five days must guarantee full (morning and afternoon) at school; the remaining 60 hours, the fractions must complete day (mornings or afternoons, depending on the case) loose.
- 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 center before the intership starts.

Objectives and Contextualisation

The main objective of this practicum is that the students, in group, establish a first contact as future school professionals. Students will be assigned to different schools in groups of 5 and will carry out a general observation of three fundamental aspects: the social context of the school, the school's organization and classroom life.

This document presents the objectives to be achieved for each of the three aforementioned points and considers the issues to be taken into consideration in drafting the report, giving some indications on how to organize and to successfully accomplish this Practicum.

General objectives:

1. To study the complexity of educational institutions in a changing society.
2. To analyze the relationship between the school and the social environment and social relationships that exist within the school.
3. Apply the sociological analysis of the educational and social purposes.
4. Understand the relationships and school social environment.
5. Identify the elements that make up a school.
5. Identify the elements that make up a school.
6. Understand the systematic relationships between different institutional approaches and dynamic educational center.

Instrumental goals:

1. Use of tools for systematic observation of school and social reality.
2. Collect and process primary data (interviews, observation diary, etc.) and secondary sources (statistics, analysis of documents,...). Interpreting this information in relation to the theoretical knowledge acquired in other related subjects.
3. Communicate formally the results obtained through the analysis of social and school reality.

Skills

- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Develop strategies for autonomous learning.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Apply the data obtained in from socio-educational diagnosis to the education planning process.
2. Construct guides and observation guidelines.
3. Define the elements that constitute a school as complex organization.
4. Deliver proposed activities on time and in the right way.
5. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
6. Identifying the teachers framework of autonomy in today's society.
7. Integrating and analysing the data and information from the different types of observation.
8. Relating the observations of the educational theories with the formal learning and theories undertaken.
9. Share specific knowledge with other professionals to ensure a better product or solution.
10. Understand how the different organizational structures of the school function.

Content

- 1, Types of nursery schools / primary schools in Catalonia.

2. Characterization of the territory: relations school environment and educational community.
3. School and education administration. Organization of the center and classroom
4. Kind and diversity of roles and professional schools Infant / Primary.
5. Collaboration between professionals linked to the world of childhood.
6. The institutional center. The projects of school: meaning, type, structure and characterization.
7. Grouping and of teachers, students and classroom organization.
8. The educational activities of the school.
9. Analysis of the processes of communication and interaction with families.
10. Instruments and methods of collecting and analyzing data on education.

Methodology

The course Practicum 1 of the Childhood Education Degree is a module formed by different formative activities with an exploratory purpose. It is oriented towards the global analysis of social and educational reality. The different activities are organized around two variables: location and grouping.

A) Location: It refers to the location where the practicum takes place. They can be classroom or field activities. Classroom activities include workshops, seminars and tutorials, either individual or collective, that help to plan and establish the formative activities that form the module Practicum I. Field activities include those activities developed outside the university, mainly linked to a pre-primary/primary school and in relation to the territory where it is located.

B) Grouping: Depending on their nature, they can be individual or group activities. Individual activities include those that each student must accomplish on his/her own. These activities can be addressed at the preparation of the fieldwork or the study of the available data of the territory. Group activities represent the most important part of the module. The group of students assigned to a particular school are expected to work cooperatively to accomplish them.

The professors of the Faculty will assign a maximum of 5 students to each of the schools assigned to the UAB. The students assigned to the same school will constitute a working team that operates collectively in all the group activities of the course.

Only the professors of the Faculty and in extraordinary circumstances can modify the composition of the groups or the school assignments.

Students registered in one group will be divided in geographic areas and will have a tutor of the Faculty.

Activities

| Title | Hours | ECTS | Learning outcomes |
|--|-------|------|-------------------|
| Type: Directed | | | |
| Stay in school and observation in the territory. | 70 | 2.8 | 1, 9, 5 |
| Type: Supervised | | | |
| Seminar discussion and evaluation processes designed. Exhibitions jobs. Debates and monitoring group work. | 15 | 0.6 | 1, 5 |

Type: Autonomous

| | | | |
|--|----|-----|------|
| Study territory. Analysis school reality. Preparation of individual and collective memory. Field diary. Preparation and presentation of seminars. | 65 | 2.6 | 5, 8 |
|--|----|-----|------|

Evaluation

The assessment of the course Practicum I, encompasses the achievement of the competences identified at the first level of accomplishment. Equally, it needs to consider the global design of the course and its methodological orientations.

The evaluation comprises the following indicators:

1. **Final report:** It represents the 40% of the evaluation and constitutes a descriptive, evaluative and analytic synthesis of the different activities and observations undergone during the Practicum I. The due date for the submission of the report will be fixed by the professors responsible of each group.

2. **Seminars and public presentations:** They represent the 15% and 20% of the evaluation, respectively, and constitute the supervision and monitoring of practical and methodological aspects by the professors of the Faculty. It also comprises the attendance and participation in the plenary sessions undergone to communicate value and analyse the information obtained in the schools and their social context.

3. **Report from the school:** It represents the 25% of the final evaluation and needs to be filled in by the teacher(s) of the school responsible of the group of students

To obtain a pass the final mark for this module the student must have a minimum score in each of five evidences evaluated (final report, tutorials, seminars and exhibitions, and school report).

All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module.

The marks for the final report will be available within 1 month after their submission.

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 describe here:

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

Copying and plagiarism is intellectual theft and, therefore, constitutes a crime which shall be punished with a zero in the entire section where the plagiarism took place. In the case of copying between two students, the sanction applies to both students. In case of repeat offend it will be a fail for the entire course. Students should bear in mind that plagiarism is reproducing all or a large part of work from another without proper should bear in mind that plagiarism is reproducing all or a large part of work from another without proper referencing. By definition "plagiarism" is the use of all or part of a text by an author as if it is his/her own work, without citing sources, whether on paper or in digital format. (See documentation about plagiarism of the UAB http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|-------|-----------|-------|------|-------------------|
|-------|-----------|-------|------|-------------------|

| | | | | |
|---------------------|-----|---|---|-------------------------------|
| Exhibition of work. | 20% | 0 | 0 | 10, 3, 5, 7, 8 |
| Final Report | 40% | 0 | 0 | 1, 9, 10, 2, 3, 5, 6, 7, 4, 8 |
| School report | 25% | 0 | 0 | 10, 3, 6, 7, 8 |
| Seminars | 15% | 0 | 0 | 2, 5, 7, 4 |

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