

Practicum I

Code: 102065
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OB	2	2

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

Teachers

Helena Troiano Gomà
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David Rodríguez Gómez
Maria Carme Armengol Asparo
José Luís Muñoz Moreno

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. Analyse the relation between the social and school context and the social relations that occur within the school.
2. Apply the sociological perspective to the analysis of educational reality and of the different social contexts.
3. Approach to the social functions of the institution and the effects of changes (social, cultural, demographic, etc.) over education and school.
4. Understand social inequality and its effects on education and school performance.
5. Identify the variables that configure school, and their interrelations.
6. Understand the systemics relations between School Institutional Approaches and the school dynamics.
7. Understand the organizational structure of the school.
8. Analyse the main collegiate, participatory, executive and unipersonal governing bodies, coordination and staff bodies of the school.
9. Analyse the material, human and functional resources and how they influence educational activity and its management.
10. Understand the importance of the relations that occur within the educational community to ensure coexistence and achieve the objectives of school.

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

- 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.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- 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.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Respect the diversity and the plurality of ideas, people and situations.

- 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. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
2. Define the elements that constitute a school as complex organization.
3. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
4. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
5. Develop strategies for autonomous learning.
6. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
7. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
8. Establish work teams to develop activities independently.
9. 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.
10. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
11. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
12. Identifying the teachers framework of autonomy and role in today's society.
13. Recognising the level of personal and social commitment towards educational initiatives.
14. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
15. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
16. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.

Content

The contents of this course are the following:

1. Types of pre-primary and primary schools in Spain and Catalonia.
2. Characterization of the territory: school relations, context and educational community.
3. School and educational Administration. School and classroom organization.
4. Identification and analysis of school projects.
5. Linguistic project of the school and language development.
6. Analysis of the functioning of the teaching team.
7. Collaboration among professionals, institutions and resources with educational purposes.
8. Analysis of the different models of student grouping and inclusive practices.
9. Analysis of social factors and temporary and spatial factors that condition educational activity.
10. Analysis of communicative and interactive processes in the classroom.
11. Teachers as professionals: functions, strategies, techniques and professional attitudes.

Methodology

The course Practicum 1 of the Primary 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 practices and observations in the territory	70	2.8	2, 3, 10, 13
Type: Supervised			
Seminar discussion and evaluation processes designed. Exhibitions of work. Debates and reflections on key issues. Monitoring of group work.	15	0.6	1, 2, 3, 10, 12, 11, 13
Type: Autonomous			
Study territory. Analysis school reality. Preparation of individual and collective memory. Field diary. Preparation and presentation of seminars.	63	2.52	1, 9, 15, 2, 4, 5, 6, 7, 8, 10, 12, 11, 13, 16

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 45% 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. **Tutorials, seminars and public presentations:** They represent the 25% of the evaluation 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 30% 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).

At any moment, the center may have to write a report that clearly explains the lack of progress and negative results of the student. If it happens, it would automatically result in a fail in this module and the final mark would be 3.

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 anction 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
Final Report	45%	0	0	1, 15, 2, 3, 14, 6, 10, 12, 11, 13
Mentoring, seminars and exhibitions of works	25%	2	0.08	2, 3, 10, 13
School report	30%	0	0	1, 9, 15, 2, 3, 14, 4, 5, 6, 7, 8, 10, 12, 11, 13, 16

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