UAB

Universitat Autònoma de Barcelona

2017/2018

Practicum II

Code: 103701
ECTS Credits: 12

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	A

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

Prerequisites

It is advised to have made the Practicum II and be enrolled in the second year following subjects :

- Learning and Development II .

- Languages and learning.

- Management and innovation in the mathematics classroom .

Practicum II is intended for students to deepen in the analysis and understanding of the processes of teaching and learning and human development at the stage of primary education. These practices are developed intensively over a period of seven weeks, thereby increasing immersion student at school: at first, the student will prepare reflections on teaching practice from the systematic observation and analysis; and a second time, the student will have to intervene as a professional and direct their thoughts from their performance, which will be proportional to the duration of the practices.

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

Without losing sight of the whole entire stage, students will follow a group class in a given cycle. In order to deepen the understanding of the processes of teaching and learning, this course is taught by faculty from three departments work in a coordinated manner:

- Department of Psychology and Education
- Unit Language and Literature Didactic
- Unit Mathematics Didactic

In short, the main purpose of these practices is to acquire professional skills that, as future teachers, they will enable the analysis, design and development of the teaching - learning in two key areas of the curriculum of primary education: languages and mathematics.

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.
- 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.
- 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 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.
- Promote cooperative work and individual work and effort.
- 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.
- 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 teaching activity and learn to do, act and think in terms of the practice.
- 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. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
3. Conceive teaching practice to be an element of professional improvement.
4. Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
5. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
6. Critically analyse personal work and use resources for professional development.
7. Demonstrate knowledge of the theoretical framework to analyse the reality of the classroom and school.
8. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
9. 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.
10. Develop a collaborative project in a team, as a first step towards networking.

11. Develop strategies for autonomous learning.
12. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
13. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
14. Establish work teams to develop activities independently.
15. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
16. 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.
17. Identifying barriers to learning and mobilising resources to address diversity.
18. Identifying strategies that promote interaction and communication in the classroom, in order to create a good climate for learning and coexistence.
19. Identifying the teachers framework of autonomy and role in today's society.
20. Identifying ways of managing the time, space and social organisation in the classroom.
21. Inform oneself by reading articles, bibliographic sources and proposals and teaching resources to interpret and respond to pupils needs for specific support.
22. Justifying the appropriateness of the language and mathematics activities designed in the class group in which they will be taught.
23. Know about information and communication technologies and apply them in the classroom.
24. 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.
25. Make use of theoretical concepts and principles to interpret educational events, situations and processes in the classroom or school.
26. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
27. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
28. Planning language and mathematics activities, specifying their didactic purpose.
29. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
30. Reflecting on the role of the school in a changing society.
31. Regulating the processes of interaction and communication in groups of students aged 6-12.
32. Share specific knowledge with other professionals to ensure a better product or solution.
33. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
34. Understand situations and phenomena in the classroom and school and offer grounded responses to what happens.
35. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
36. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
37. 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.
38. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
39. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

Content

1. Analysis of the practices observed in the classroom:

• Description, interpretation and evaluation of teaching and learning situations in the classroom, more specifically
• Analysis of attention to the diversity of learning pace.

• Description of activities and approaches to mentoring.
• Analysis of the processes of communication and interaction in the classroom.
• Analysis of the processes of social organization and learning in the classroom.
• Analysis of coexistence, approach and conflict resolution strategies.

2. Design and testing of proposals for teaching and learning Catalan language and mathematics diversifi

• Sequencing learning activities and assessment
• Analysis of learning processes in relation to the teaching.
• Experimentation of methodologies that promote cooperation and learning autonomy.

3. The profession of teacher / a: functions, strategies, techniques and professional attitudes

• Self-analysis and self-regulation of the practice and learning processes.

Methodology

The methodology is structured according to the training activities planned.
 Regarding the stay in the center of practices:

• Observation, participation and preparation of documents.
• Development of field diary and observation notes.
• Study of everyday situations at school: types of dynamic activities in the classroom, specifically in the area of la
• Development of interventions teaching and learning of mathematics and language.

Seminars and group tutorials i individual:

• Presentation, exchange, discussion and evaluation of observations and processes designed in small groups.
• Design and analysis of interventions on math and language treatment of diversity.
• Reflection on our learning process.

• Active and quality participation

Learning portfolio:

 • Finding information and documentation.

 • Analysis and study of school reality.

• Design of teaching and learning interventions in the area of mathematics and language.

• Development of the learning portfolio. • Preparation of oral presentations for the seminar.   * Students degree ir

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
SEMINARS AND INDIVIDUAL OR COLLECTIVE TUTORIALS	22	0.88	6, 27, 16, 33, 36, 35, 34, 3, 7, 8, 11, 12, 21, 13, 14, 25, 19, 17, 18, 20, 22, 28, 30, 29, 39
STAYING IN SCHOOL	203	8.12	1, 27, 15, 33, 32, 35, 3, 23, 4, 5, 10, 9, 21, 13, 25, 37, 17, 18, 20, 22, 26, 28, 2, 29, 31, 24, 38, 39
Type: Autonomous			
PORTFOLIO	75	3	6, 27, 16, 36, 35, 34, 5, 7, 8, 11, 9, 21, 13, 25, 19, 17, 18, 20, 22, 28, 29

Evaluation

The requirements to be evaluated compliance 100% attendance in the schedule of teacher's center (and compliance the complete schedule of teachers, approx. 7h daily) and compliance with a minimum of 80% attendance to seminars mentoring faculty.

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.

Each of the blocks of activities (tutorials, staying in the center and portfolio) must be overcome to obtain a positive assessment.

It's obligatory to give portfolio's documents within the deadline set.

To pass this subject, it's necessary that the student show, in activities that are proposed **good general communication skills**, both **orally** and in **writing** and a good command of the Catalan language, lingua franca of the subject as stated in the guide teacher. From 3rd year of the degree the student must have shown equivalent competence level C2 of the CEFR. 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 5 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. An activity can be returned (not evaluated) or failed if the teacher considers that it does not meet these linguistic requirements.

In order to assess the evolution of student learning and in accordance with the Regulations on the Rights and Duties of the University, it is necessary that its activities are **original versions produced by themselves** and demonstrate understanding and reflection made about the contents of the subject. Activities thatdo not respect this premise, since it is not possible to evaluate them in terms of student learning, will be suspended. The copy in evaluation activities is grounds for suspending the subject, without the right to recovery.

The evaluation's criteria of each activity are as follows:

Seminars and individual and group tutorials:

- •Assistance

- •Active and quality participation

- •Documents delivery

- • Oralcommunicative competence in Catalan, equivalent to C2 of the CEFR.

Staying in the center of practices:

- •Assistance and punctuality (teachers schedule).

- • Degree of professionalism

- • Level of analysis and participation

- • Collaboration with teachers

- • Relations with the class group

- • Developed interventions

- • The ability to reflect on everything in the process of practice

- • Communicative competence, both oral and written in Catalan, equivalent to C2 of the CEFR.

Learning portfolio

Individual work on:

- • Observations at school

- • Interventions and analysis in the classroom

- • Reflection on the learning process

- • Academic language proficiency in Catalan, equivalent to C2 of the CEFR.

For any doubt can consult the following documents:

General guidelines andcriteria for evaluating the Faculty of Education, approved by the COA on May 28, 2015 and modified in the Junta de Facultat of April 6, 2017

(http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html).

Regulations Assessment of the Autonomous University of Barcelona

(http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html).

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
PORTFOLIO	40%	0	0	1, 6, 27, 15, 16, 36, 34, 7, 8, 11, 21, 13, 25, 19, 17, 18, 20, 22, 28, 30, 29, 39
SEMINARS AND INDIVIDUAL OR COLLECTIVE TUTORIALS	30%	0	0	1, 6, 27, 16, 33, 32, 36, 35, 34, 3, 5, 7, 8, 11, 10, 12, 21, 13, 14, 25, 19, 17, 18, 20, 22, 28, 30, 29, 39

STAYING IN SCHOOL - SCHOOL REPORT	30%	0	0	1, 27, 15, 33, 32, 36, 35, 34, 3, 23, 4, 5, 8, 10, 12, 9, 21, 13, 25, 37, 19, 17, 18, 20, 22, 26, 28, 2, 30, 31, 24, 38, 39

Bibliography

Camps, A. (coord.) (2003). Seqüències didàctiques per aprendre a escriure. Barcelona: Graó

Colomer, T. (2010). Introducción a la literatura infantil y juvenil actual. Madrid: Síntesis.

DECRET 119/2015, de 23 de juny, d'ordenació dels ensenyaments de l'educació primària. Núm. 6900 - 26.6.2015
http://dogc.gencat.cat/ca/pdogc_canals_interns/pdogc_resultats_fitxa/?action=fitxa&documentId=696985&langua

http://ateneu.xtec.cat/wikiform/wikiexport/_media/cursos/curriculum/inf_pri/cape/info_prima_ria_29_6.pdf

Departament d'Ensenyament: Inclusió:
http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/inclusio/

Fons, M. (1999). Llegir i escriure per viure. Barcelona: La Galera

Huguet, T. (2006). Aprendre junts a l'aula. Una proposta inclusiva. Barcelona: Graó.

Lerner D. (2001). Leer y escribir en la escuela: lo real, lo posible y lo necesario. México: Fondo de Cultura Económica

NCTM (2003). "Principios y estándares para la educación matemàtica". Sociedad Andaluza de profesores de matemáticas, Granada.

Ribas, T; Milian, M. (2009): "Les pràctiques als centres educatius en la formació del futur professorat de llengua", Articles, 49, pp.63-81.

Rico, L. (coord.) (1997). Bases teóricas del currículo de matemáticas en educación secundaria. Madrid: Síntesis.

Rico, L. (2006). "Marco teórico de evaluación en PISA sobre matemáticas y resolución de problemas". Revista de Educación. Extraordinario 2006, pp.75-294.

Stacey, K. y Groves, S. (1999). Resolver problemas: estrategias (Unidades para desarrollar el razonamiento matemático). Narcea: Madrid (Traducció i adaptació de Mª Luz Callejo)

TAL Team (2001). Children learn mathematics. Freudenthal Institute and National Institute for Curriculum Development.

TAL Team (2005). Young children learn measurement and geometry. Freudenthal Institute andNational Institute for Curriculum Development.

Webs:

Currículum Primary Education

http://www.xtec.cat/web/curriculum/primaria

Currículum and resources

http://www.xtec.cat/web/curriculum/primaria

Currículum at school and in the classroom:
http://ateneu.xtec.cat/wikiform/wikiexport/cursos/curriculum/inf_pri/cape/index

Basic competences

http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/competencies-basiques/primaria/

ARC. Curriculum resources

http://apliense.xtec.cat/arc/cercador

Diversity atention

http://www.xtec.cat/web/curriculum/diversitat