

Practicum II

Code: 102021
ECTS Credits: 12

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	2	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

The second internship (Practicum II) is designed to provide students with an overview of the 0-3 infants and educational processes that take place in it. The content of these practices focus on knowledge and practitioners intervention in the nursery.

This course is taught by seven different areas: Social Sciences, Musical, Artistic Expression, Corporal Expression, Experimental Sciences, Mathematics, Language and Psychology. The design and location Curriculum allows to relate to the following subjects:

- Educational processes and learning
- Schools in Early Childhood Education
- School organization of space, materials and teaching skills
- Society, family and school
- Language Teaching in Early Childhood Education

Objectives and Contextualisation

Our educational system includes the area that goes from 0 to 6 years, organized in two cycles: the first from 0 to 3 years, and the second from 3 to 6. This is why the second internship aimed that students get to know, as future professionals, a nursery school, a school that educate children from 0 to 3 years. Children in this period made a lot of fundamental changes to their development and socialization, so that students must master to make a rigorous and systematic observation of the key elements of a center of this kind and a class. The observation will allow the students to design and implement a sequence of learning adjusted to the children with whom they interact.

Objectives:

- To learn the reality of a nursery caring for children from zero to three years.
- To observe, analyze and describe the elements that characterize the center where they are doing the internship.
- To design and implement an educational sequence adapted to the reality studied.

Skills

- Acquiring practical knowledge of the class and its management.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate knowledge of the evolution of the basics of childrens dietetics and hygiene.
- Develop strategies for autonomous learning.
- Establish relations between theory and practice and the reality of the classroom and the school.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Manage information related to the professional environment for decision-making and reporting.
- Master social skills in dealing and relating with the family of each pupil and all families.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Regulate the processes of interaction and communication in student groups aged 0-3 and 3-6 years.
- Understand and apply the processes of interaction and communication in the classroom and master the skills required to foster a climate that facilitates the learning of social skills and coexistence.
- Understand forms of collaboration with different sectors of the education community and the social environment.

Learning outcomes

1. Analyse and describe the key elements to guide adult action in these situations.
2. Apply skills and abilities that promote interaction, coexistence and communication among children.
3. Attend as many of the centres programming and coordination meetings as possible.
4. Build relationships and connections between theoretical issues discussed in the faculty and what is observed during work experience.
5. Collecting and analysing data from the direct observation of the classroom and of the documents from the centre.
6. Collecting and analysing data from the direct observation of the classroom in order to create a learning sequence proposal adapted to the specific and innovative environment.
7. Communicate information, facts and events experienced in the classroom and in the school with care and respect for peoples privacy.
8. Deliver proposed activities on time and in the right way.
9. Design and apply actions to strengthen the weaknesses identified to improve professional development.
10. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
11. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
12. Making proper use of oral, body, musical, plastic, mathematical, audio-visual languages, etc. in applying the learning sequence.
13. Making proper use of written language to describe and communicate the experiences and lessons learnt in the practicum from memory.
14. Manage and lead a group activity by ensuring that good interaction and communication occurs between participating children.
15. Observing and intervening in the greatest possible number of school situations where students relatives participate.
16. Organising the autonomous part of learning in relation to voice, song and musical direction effectively and productively.
17. Participating in school settings involving the feeding and hygiene of children.
18. Periodically collecting and analysing in writing the personal reactions and impressions of your stay at the school.
19. Provide integrated responses to complex educational phenomena.
20. Reflecting orally and in writing about the didactic intervention itself.
21. Reflexively describe the dynamics of different meetings and events that one has participated in.

22. Relating orally and in writing the observation made in the classroom and the sequence proposal to be applied with the theoretical elements of different subjects in the degree.
23. Structure work in an organized manner in relation to demands.
24. Using the results of the analyses carried out in order to make decisions about how to act.

Content

1. The profession of a nursery teacher: functions, strategies, techniques and attitudes professionals.
 - Analysis of the processes of communication and interaction in the classroom.
 - Study of the interventions for learning in the classroom.
2. Reflection on methodologies that promote cooperation and autonomy in learning.
3. Analysis of the attention to diversity contemplating different learning rates.
4. Analysis of the tutorial function.
5. Analysis of different type of classroom's organizations.
6. Analysis of living standards, approaches and strategies for conflict resolution.
7. Analysis of Early Childhood Education curriculum.
8. Context, design, implementation and evaluation of a learning sequence.
9. Self-analysis and self-regulation of professional practice and learning processes.

Methodology

Activities	Hours	Methodology	Competences
Seminaires and individual supervision	21	Seminars for exchange, discussion and evaluation of the processes designed in small groups. Lectures and workshops on specific topics related to the practicum. Individual supervision on the design of the proposal. Oral presentation and conclusions.	TF.1, TF.7, EI10, EI.20, PI.1, PI.2
School internship	210	Internship in the nursery: observation, reporting, analysis of documents. Study everyday situations in schools: types of activities and dynamics. Preparation of daily field notes and observation. Educational application designed sequence (between 3 and 5 sessions, it is recommended during the last 3 weeks).	TF.4, TF.6, EI.2, EI.7, EI.10, EI.11, EI.19, PI.1, PI.2, PI.7

Autonomus	70	Recommended reading of recommended articles.	G2, EI.20, PI.1, PI.4
		Analysis and study of the school reality.	
		Design of a learning sequence.	
		Preparation of the final report.	
		Preparing oral presentations.	

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Seminaires and individual supervision	21	0.84	2, 9, 20, 13
Type: Supervised			
School internship	210	8.4	2, 3, 14, 15, 20, 13
Type: Autonomous			
Autonomous	69	2.76	23, 20

Evaluation

The evaluation consists of three indicators: Portfolio, Participation in seminars and the Nursery Evaluation report. The evaluation activities of this subject are not recoverable.

To succeed during the course, the student must pass each of them separately. A result <5 (10) of the portfolio, the school evaluation report or the participation during the seminars, indicates the need to fail the subject and therefore, to repeat the practicum II.

The seminar attendance is mandatory : Students must attend at least 90% of seminars, otherwise it will be considered not presented in the final qualification.

The attendance during the the school timetable is a mandatory requisite (usually 9 to 17h., depending on the schedule of the school). The students attend to the school a minimum of 210h.

The handing of the Portfolio will be the last day of Seminars.

IMPORTANT: At any time during school stay, the school can produce a justified report where it is evident that the student can not continue doing the practices. If this happens, this student will automatically suspend the practicum (the numerical note that will remain there will be a 3).

If the student gives up the practicum without giving proper reasons the mark will be 0.

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>).

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. (For further information: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

It is necessary to show an attitude compatible with the educational profession as a requirement to pass the subject. Some competencies can be: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgmental, arguing, use of the appropriate cell phone, etc.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Evaluation from the school	33.3	0	0	7, 21, 10, 17, 6, 20, 22, 12, 13, 24
Individual tuition, seminars, oral exposition	33.3	0	0	1, 4, 23, 11, 5, 18, 20
Portfolio	33.4	0	0	1, 2, 3, 21, 9, 10, 19, 4, 14, 8, 15, 16, 17, 5, 6, 18, 20, 22, 12, 13, 24

Bibliography

Bibliography elaborated with perspective of gender.

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Bassedas, E.; Huguet, T. i Solé, I. (1996). *Aprendre i ensenyar a l'educació infantil*. Barcelona: Graó.

Blanch, S., Gimeno, X. i Careta, A. (2016). Com podem i com volem relacionar-nos amb les famílies des dels serveis d'atenció a la petita infància. *In-fàn-cia*, 211, 36-41.

Edo, M. (2012). Ahí empieza todo. Las matemáticas de cero a tres años. *Números, Revista de Didáctica de las Matemáticas*, 80, 71-84.

Edo, M., Blanch, S. i Anton, M. (Coord.) (2016). *El juego en la primera infancia*. Barcelona: Ediciones Octaedro.

Giovannini, D. (2004). Les activitats a l'escola bressol. *In-fàn-ci-a*, 136, 15-22.

Laguía, M. J. i Vidal, C. (1990). *Racons d'activitat a l'escola bressol i parvulari*. Barcelona: Graó.

Majem, T. i Òdena, P. (2007). *Descubrir jugando*. Barcelona: Octaedro.

Morgandi, T. (2012). Les activitats quotidianes, *Temes d'Infància*, 182, 12-15.

Sugrañes, E., Alòs, M., Andrés, N., Casal, S., Castrillo, C., Medina, N. y Yuste, M. (2012). Observar para interpretar. Actividades de vida cotidiana para la educación infantil (2-6). Barcelona: Graó.

Tognett, G. (2010). La documentació com a instrument per donar valor a les relacions entre els nens en les experiències quotidianes compartides a l'escola bressol, *Temes d'Infància*, 62, 29-4.

Vegas, F. (1999). Quan endreçar és una activitat. *In-fàn-ci-a*, 111, 21-22.

Vila, B. i Cardo, C. (2005). Material sensorial (0-3 años). Manipulación y experimentación. Barcelona: Graó.

Magazinse:

In-fàn-cia

Infància a eu-ro-pa

Guix d'infantil

During the practicum, more bibliography will be provided based on each group and tutor.