

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, with special attention to gender relations.
3. Apply the sociological analysis of the educational and social purposes.
4. Understand the relationships and school social environment.
5. Identify the factors of social inequality (according to social origin, ethnicity and gender) and their effects on education and school performance.
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 evaluation of the Practical I subject will allow the assessment of the consolidation of the competences identified in this guide. Likewise, the overall design of the material and its methodological orientations must be present. The evaluation consists of a series of indicators that must be present:

1. Final Report. 45% of the evaluation. Composed by a descriptive, evaluative and analytical synthesis of the different activities, fences and observations carried out during the whole practice. The evaluation of the final report includes an individual evaluation part (from the individual classroom observation diaries, the group diary will include the aspects of organization, planning and execution of the work, as well as the contribution of each member of the group and the evaluation of the work dynamics. The note in the final memoir will be individual. The deadline of the final report will be 24th of May.

2. Tutorials, seminars and expositions, represent a 25% of the evaluation, the grade will be individual based on the supervision and follow-up, by the faculty of the Faculty, some practical and methodological activities, assistance and participation in meetings

plenary sessions in order to communicate, evaluate and analyse the information gathered and the exposure of the work to the classroom. (Group 61 day 14 of May and Group 62 day 16 of May).

3. School report card, 30% of the assessment is required. It will be carried out by the school's reference teacher. In order to pass this course, the student must have a minimum score of five in each of the assessed evidences (final report, tutorials, seminars, expositions and report of the school) and must show an attitude compatible with the teaching profession such as: commitment and responsibility with the group work, respect, participation, active escort, cooperation, empathy, kindness, punctuality, argumentation, use of the appropriate modality, etc.

At any time during the stay at school, the school may prepare a report justifying the fact that the student is unable to continue his or her internship. If this happens, these students will automatically fail the practice (the numerical note that they will be left will be a 3). All the assessment assessments made during the course must be presented in the term indicated by the teachers in the programme. The notes from the final report will be available in the fifteen working days following the presentation.

Attendance at seminars is compulsory. Altrament es considerarà com a "No avaluable". The justification used to explain the absences is that they may be an exemption from attendance.

In all the activities (individual and group), it is a matter of taking into account, therefore, the linguistic correction, the writing and the formal aspects of presentation. The student must be able to express him/herself fluently and correctly and must show a high degree of comprehension of the academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

Remember that, in the case of the Catalan language, the 1st and 2nd courses require that the student must have a linguistic competence equivalent to Level 1 for Teachers of Infant and Primary Education; and that from the 3rd grade of Grau the student must have shown an equivalent competence at Level 2 for Infant and Primary Education Teacher Training (more information on these levels) to

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

The copy or plagiarism constitutes a crime that may represent a suspension of the subject matter. It is considered that a job, activity is "copied" when it reproduces all or part of the work of an other company. It is considered that a work or activity is "plagiarized" when it is presented as a part of an author's text without mentioning the fonts, regardless of whether the original fonts are in paper or digital format (more information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html).

In case the student is unable to take this course, he or she will be able to recover it if he or she gives a negative report of the internships for part of the school and/or in the case that the student shows an attitude incompatible with the teaching profession. In the other cases, the teacher may require the completion of an individual report card to retrieve the individual grade of the report

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

Bibliography

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