

**Practicum V**

Code: 103505  
ECTS Credits: 12

| Degree                    | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500798 Primary Education | OB   | 4    | 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

**Prerequisites**

It is recommended that students have previously completed Practicum I, II, III and IV.

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 centre before the internship starts.

**Objectives and Contextualisation**

The main objective of the Practicum V is to get the students engaged in a particular educational project. Students would work further on designing and implementing an educational intervention. This intervention would be either linked to a chosen curricular area (different from that already chosen for the Practicum IV) or to any other aspect of school life.

Students in the English, Music, Physical Education, or Special Needs specialisations, would develop the content of their Practicum V linked to their own course of specialisation.

The specific nature of each educational project depends on the decision made in accordance by the three agents together: the school mentor, the university supervisor and the student.

Other objectives of this Pràcticum V are:

- Get to know the educational environment and context of the internship.
- Analyse the internship context in order to design an educational intervention or get involved in an existing educational project.
- Plan, teach and evaluate the educational intervention linked to the practicum project.

**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.
- Appreciate individual and collective responsibility in the achievement of a sustainable future.

- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Collaborate in the different sectors of the educational community and of the social setting.
- 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.
- Generate innovative and competitive proposals in research and in professional activity.
- 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 how primary schools are organised and about the diversity of actions involved in running them.
- 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.
- 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.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Promote cooperative work and individual work and effort.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- 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.
- Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
- 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 proposals for improvement in the different areas of action that can be established at a school.
- Take part in teaching activity and learn to do, act and think in terms of the practice.
- Understand models of quality improvement with application to schools.
- 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. Apply the data obtained in from socio-educational diagnosis to the education planning process.

3. Becoming involved in the dynamics of the centre and of the classroom when making suggestions for innovation related to the context of the centre and of the classroom.
4. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
5. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
6. Collaborate with the schools professionals by making innovative proposals based on observation of innovative practice in the school and classroom.
7. Conceive innovation as part of professional development and continuing education.
8. Conceive teaching practice to be an element of professional improvement.
9. Considering processes of causality between educational factors and social factors.
10. Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
11. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
12. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
13. Critically analyse personal work and use resources for professional development.
14. Critically analyse the educational reality observed in order to propose improvements from an innovative perspective.
15. Critically observing the reality of the school, paying special attention to innovation projects, and reflecting this practical know-how in the proposed improvements.
16. Define the elements that constitute a school as complex organization.
17. Demonstrate knowledge of the theoretical framework to analyse the reality of the classroom and school.
18. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
19. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
20. 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.
21. Develop a collaborative project in a team, as a first step towards networking.
22. Develop strategies for autonomous learning.
23. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
24. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
25. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
26. Establish work teams to develop activities independently.
27. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
28. 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.
29. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
30. Identifying barriers to learning and mobilising resources to address diversity.
31. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
32. Identifying strategies that promote interaction and communication in the classroom, in order to create a good climate for learning and coexistence.
33. Identifying the teachers framework of autonomy and role in today's society.
34. Identifying ways of managing the time, space and social organisation in the classroom.
35. Inform oneself by reading articles, bibliographic sources and proposals and teaching resources to interpret and respond to pupils needs for specific support.
36. Justifying the appropriateness of the language and mathematics activities designed in the class group in which they will be taught.
37. Know about information and communication technologies and apply them in the classroom.
38. 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.

39. Make use of theoretical concepts and principles to interpret educational events, situations and processes in the classroom or school.
40. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
41. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
42. Planning and carrying out activities that promote active citizenship in students.
43. Planning language and mathematics activities, specifying their didactic purpose.
44. Provide integrated responses to complex educational phenomena.
45. Recognising the level of personal and social commitment towards educational initiatives.
46. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
47. Reflecting on the role of the school in a changing society.
48. Regulating the processes of interaction and communication in groups of students aged 6-12.
49. Selecting the key information for making proposals for improvements in primary education centres.
50. Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
51. Share specific knowledge with other professionals to ensure a better product or solution.
52. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
53. Share with professionals at the school any proposed innovation generated by informing the teaching staff of proposals.
54. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
55. Understand how the different organizational structures of the school function.
56. Understand models of quality improvement with application to schools.
57. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
58. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
59. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
60. 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.
61. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

## Content

Contents will be defined by the nature of Practicum the student carries out.

Practicum V can either have a general orientation or be linked to one of the specialisation student may have chosen: Music, English, Physical Education or Special Needs. Students in the Special Needs specialisation will carry out their internship in two different schools, spending a 50% of the time in each school.

Students who are not linked to any of the available specialisations are allowed to carry out their internship in Adult Schools or Latin-America.

Practicum V allows to develop different kind of projects:

- Educational intervention project. The activities conforming this project are related to teaching in a specific curricular area, in order to widen theoretical and procedural knowledge eventually applied in a classroom. This kind of project also allows an interdisciplinary approach. It can follow a well structured teaching sequence or other forms of educational intervention.
- School project not linked to any particular curricular area. Often schools develop educational projects that go beyond the classroom boundaries; transversal and interdisciplinary in nature.
- Service Learning Project (SLP). This kind of project combines learning processes with community service. The participants learn while working on some real necessities of the social and natural

environment as they have the aim of improving it. This project is developed when all the three agents (the school mentor, the university supervisor and the student) do achieve an agreement about its viability. The main objective of this kind of project is to produce a clear improvement for the school as a result of the knowledge of the context, the creativity, the effort, the commitment with school and society, and the team work.

This practicum V is supervised by teachers from the following Departments: Department of Language and Literature Education, and of Social Sciences Education, Department of Mathematics and Science Education, Department of Teaching of Musical, Artistic and Corporal Expression, Department of Basic, Evolutionary and Educational Psychology, and Department of Applied Pedagogy.

The students coursing specialisation degree-programs will be supervised by teachers from departments involved in those specialisation programs.

At the final stages of Practicum V, a Joint Practicum Seminar Day will be organised for all the students, university supervisors and school mentors to participate. The main aim of this event is to provide a meaningful space to share experiences and reflexive considerations from all the agents involved in the professional training and practice.

## Methodology

Individual and group conferences:

- Reflect upon the self-learning process.
- Present, exchange, discuss and assess the observations carried out in the classroom.

Internship:

- Observe and analyse the practices in the classroom.
- Participate and collaborate in school and classroom activities.

Autonomous work:

- Search information to prepare the various course assignments.
- Plan, implement and assess a teaching sequence or project.

## Activities

| Title                                | Hours | ECTS | Learning outcomes  |
|--------------------------------------|-------|------|--|
| <b>Type: Directed</b>                |       |      |  |
| Individual or collective conferences | 25    | 1    | 13, 14, 12, 2, 41, 52, 51, 55, 58, 57, 7, 8, 16, 17, 18, 54, 19, 23, 24, 44, 29, 39, 60, 15, 40, 4, 9, 45, 47, 46, 49, 59  |
| Self-work                            | 72    | 2.88 | 1, 13, 14, 12, 2, 41, 27, 28, 58, 57, 10, 56, 16, 17, 23, 50, 20, 35, 44, 25, 39, 34, 42, 9, 45, 46, 49, 59  |
| <b>Type: Supervised</b>              |       |      |  |
| Internship                           | 203   | 8.12 | 1, 13, 14, 12, 41, 27, 28, 5, 6, 53, 51, 55, 58, 7, 8, 10, 37, 56, 11, 16, 17, 18, 54, 23, 20, 44, 25, 26, 29, 39, 60, 33, 31, 30, 32, 34, 3, 15, 40, 42, 4, 9, 45, 47, 46, 48, 38, 49, 61 |

## Evaluation

Compulsory requirements for the evaluation of Practicum V:

100% attendance at school; a minimum of 80% attendance and active participation at the UAB/Faculty conferences, seminars and the Joint Practicum Seminar Day.

A pass mark can only be obtained if the student obtains a pass in each of the assessment tasks (learning portfolio, school report, on-campus conferences and Joint Practicum Seminar Day).

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.

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> ).

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.

## Evaluation activities

| Title  | Weighting | Hours | ECTS | Learning outcomes   |
|--|-----------|-------|------|---|
| Individual or collective conferences and Joint Practicum Seminar Day | 30%       | 0     | 0    | 51, 56, 22, 50, 24, 20, 25, 29  |
| Internship Report  | 30%       | 0     | 0    | 1, 2, 27, 5, 6, 52, 53, 55, 7, 8, 10, 37, 56, 11, 17, 54, 21, 23, 20, 44, 26, 60, 31, 30, 32, 3, 36, 40, 43, 42, 4, 9, 45, 46, 48, 38, 61 |
| Portfolio  | 40%       | 0     | 0    | 1, 13, 14, 12, 41, 27, 28, 58, 57, 7, 56, 16, 17, 18, 19, 23, 50, 20, 35, 44, 39, 33, 31, 30, 34, 15, 42, 9, 47, 46, 49, 59               |

## Bibliography

Each supervisor will provide the needed specific references.