Practicum IV

Code: 102019
ECTS Credits: 12

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	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

Practicum I, II and III need to be passed.

Objectives and Contextualisation

Fourth practices (Practicum IV) are designed so that students know and integrate into an intervention project designed between school and faculty. The projects will be carried out both in centers 0-3 years, as in the Nursery School (3-6). Students will design and carry out an educational project within the center.

This course is taught by teachers of different educational areas: Social Sciences, Music, Plastic and Body Expression, Experimental Sciences, Mathematics, Language and Literature; and also of Applied Psychology and Pedagogy. Its design and location in the Curriculum allows relations to the subjects studied throughout the entire degree.

Objectives:

1. Know the educational reality of a school for 0-3 or 3-6 y.o.
2. Analyze the reality of the school and design a suitable project intervention.
3. Carry out the project designed and evaluate the process.

Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- 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.
- Deal effectively with language learning situations in multicultural and multilingual contexts.
- Demonstrate knowledge of quality improvement models with application to schools.
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Develop strategies for autonomous learning.

- Generate innovative and competitive proposals in research and professional activity.
- 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.
- Participate in teaching and learn to do, act and reflect through practice.
- Participating in the proposed improvements in the different areas of action that can be established in a centre.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Understand forms of collaboration with different sectors of the education community and the social environment.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Accept the cultural and linguistic diversity of the classroom and act with respect.
2. Attend as many of the centres programming and coordination meetings as possible.
3. Collecting and analysing data from the direct observation of the classroom and of the documents from the centre.
4. 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.
5. Construct guides and observation guidelines.
6. Deliver proposed activities on time and in the right way.
7. Demonstrating a knowledge of the centres improvement plans.
8. Design an appropriate educational intervention project for a school.
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. Detect situations of conflict and act in observance of mediation criteria.
12. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
13. Implement and evaluate a teaching design.
14. Make a study of the reasons and advantages of innovation at school and discuss them with colleagues at a seminar.
15. Make project proposals taking into account the diversity of the school context.
16. Making proposals for teaching and evaluative activities in accordance with the stated values.
17. Observing and intervening in the greatest possible number of school situations where students relatives participate.
18. Participating actively in the meetings between representatives of the school, university and students.
19. Periodically collecting and analysing in writing the personal reactions and impressions of your stay at the school.
20. Provide integrated responses to complex educational phenomena.
21. Reflexively describe the dynamics of different meetings and events that one has participated in.
22. Share specific knowledge with other professionals to ensure a better product or solution.
23. Structure work in an organized manner in relation to demands.
24. Using new technologies in the design of activities and in the final oral report on the practicum.
25. Using the results of the analyses carried out in order to make decisions about how to act.

Content

1. Analysis and Diagnosis
Observe and identify potential needs or improvements to school, classroom or cycle.
Agree on a proposed agreement with the school and the university tutor.
Agreed project objectives

2. Concept and Design
Write the conceptual framework that justifies the proposal
Design the project
Develop the project schedule

3. Development and Experimentation
Describe the implementation of the project
Reflect on the process and progress
Evaluate the project in relation to the objectives

4. Reflection and professional evaluation
Self-analysis and self-regulation of professional practice and learning processes
Noted possible implications of the experience for future professional practice

Methodology

Activity and dedication	Description of activities
Seminars and tutorials 22 hours	Meetings preparation practicum. Seminars for exchange, discussion and evaluation processes designed in small groups. Lectures and workshops on specific topics of practicum. Individual tutorials. Preparing documents derived from the type of project practicum. Oral presentations of papers, assessments and conclusions.
Stay in the center of practices 203 hours	Observe the different realities of school, reporting, analysis of documents. Study everyday situations in schools and teacher exchanges with the center. Collaboration in conducting classroom activities and teaching staff and management center. Negotiation for defining and carrying out of practices (Type A, B or C). Doing the tasks arising from the type of project practicum (Service Learning; school project; intervention unit). It includes monitoring of activities of the reference group at school and the activities of the tutor / outside the classroom: meetings, interviews, programming... Preparation of daily field notes and observation.
Autonomous activity 75 hours	Recommended reading. Analysis and study of school reality Design the intervention project. Preparation the final report or dossier. Preparing oral presentations.
Total 300 h	

Type A: Intervention Unit

Type B: School Project

Type C: Service Learning

Activities

Title	Hours	ECTS	Learning Outcomes

Type: Directed			
Seminars and tutorials	22	0.88	5
School practice	203	8.12	10
Type: Autonomous			
Autonomous activity	75	3	19

Assessment

Evaluation of three indicators:

1. Written report of the practice
2. Seminars and public presentation -seminars participation (60%) and last session of PIV (40%).
3. Report of the center

To pass the course must be passed each indicator separately. A result <5 (10) to memory, to report or participation in seminars indicates that repeat practicum IV.

The final report has to be delivered by 21st February via moodle.

In case it needs to be marked again the deadline will be 15th March. The evaluation of the stay in the centre of practices and the seminars can not be repetead.

The seminar attendance is mandatory: Students must attend at least 90% of seminars, otherwise it will be considered absent.

Attendance in person at the school is a prerequisite. It should have been a minimum of 203h. of attendance.

At any time during school internship, the school can produce a justified report where it evidence that the student cannot continue doing the practicum. If this happens, this student will automatically not pass the practicum (the numerical qualification that will remain will be a 3).

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

The results of each one of the evaluations will be returned to the students within the maximum period of 4 weeks after its delivery, and a review date will be offered in the days following its publication.

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the syllabus. Reports with serious misspellings and syntax errors will lead to suspend the subject.

Also, the student must show personal and professional competencies such as: respect, cooperation, empathy, appropriate use of the cell phone, punctuality, not judge, argue, etc.

Any plagiarism in work submitted will lead to suspend the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Report of the center	33,3%	0	0	1, 2, 22, 11, 9, 10, 13, 15, 17, 18
Seminars and public presentation	33,3%	0	0	22, 5, 21, 11, 8, 10, 20, 16, 14, 12, 7, 18, 4, 19, 24

Written report of the practice	33,4%	0	0	5, 10, 23, 6, 3, 25

Bibliography

References take into account gender' perspective.

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Palou, S. (2004). Sentir i créixer. El Creixement emocional en la infància. Barcelona: Graó.

Puig, J. M., Batlle, R., Bosch, C. & Palos, J. (2007). Aprendizaje-servicio. Educar para la ciudadanía. Barcelona: Octaedro.

Tapia, N. (2006). Aprendizaje y servicio solidario en el sistema educativo y las organizaciones juveniles. Buenos Aires: Ciudad Nueva.

Tapia, N. (2009). Fortalezas y debilidades de la labor del voluntariado universitario en América Latina.Ponencia presentada en el Seminario Internacional Políticas e instrumentos de Gestión para Potenciar el Voluntariado Universitario. REDIVU, Universidad Autónoma de Madrid 16-18 de noviembre de 2009. Disponible en: http://www.redivu.org/eventos_congresos.html

Other specific bibliography will be provided depending on the project to realize.