

**Practicum I**

Code: 102065  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OB	2	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

**Teachers**

Helena Troiano Gomà  
Ainhoa Flecha Fernandez Sanmamed  
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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 65 hours out of those 70 must be spent in the school. This corresponds to 10 days of the full working day (6'5 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. Analyse the relation between the social and school context and the social relations that occur within the school, with particular reference to gender inequalities.
2. Apply the sociological perspective to the analysis of educational reality and of the different social contexts.
3. Approach to the social functions of the institution and the effects of changes (social, cultural, demographic, etc.) over education and school.
4. Understand social inequality and its effects on education and school performance.
5. Identify the variables that configure school, and their interrelations.
6. Understand the systemics relations between School Institutional Approaches and the school dynamics.
7. Understand the organizational structure of the school.
8. Analyse the main collegiate, participatory, executive and unipersonal governing bodies, coordination and staff bodies of the school.
9. Analyse the material, human and functional resources and how they influence educational activity and its management.
10. Understand the importance of the relations that occur within the educational community to ensure coexistence and achieve the objectives of school.

### 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.

## Competences

- 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.
- Collaborate in the different sectors of the educational community and of the social setting.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- 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.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Respect the diversity and the plurality of ideas, people and situations.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

## Learning Outcomes

1. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
2. Critically analyse and evaluate teaching and learning situations from the perspective of the inclusive school.
3. Define the elements that constitute a school as complex organization.
4. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
5. Describe and explain the facts and situations related to observed and experienced teaching and learning. Interpret, compare and argue based on ones own criteria.
6. Develop strategies for autonomous learning.
7. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
8. Discuss different points of view in a reasoned and documentary manner and know how to find connections and commonalities.
9. 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.
10. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
11. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
12. Identifying the teachers framework of autonomy and role in today's society.
13. Maintain an attitude of respect for the environment (natural, social, cultural) to promote sustainable values, behaviour and practices that respect gender equality, equity and respect for human rights.
14. Recognising the level of personal and social commitment towards educational initiatives.
15. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
16. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
17. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.

## Content

The contents of this course are the following:

1. Types of pre-primary and primary schools in Spain and Catalonia.
2. Characterization of the territory: school relations, context and educational community.
3. School and educational Administration. School and classroom organization.
4. Identification and analysis of school projects.
5. Linguistic project of the school and language development.
6. Analysis of the functioning of the teaching team.
7. Collaboration among professionals, institutions and resources with educational purposes.
8. Analysis of the different models of student grouping and inclusive practices.
9. Analysis of the interactions and relationships in the classroom, devoting special attention to gender inequalities.
10. Analysis of social factors and temporary and spatial factors that condition educational activity.

11. Analysis of communicative and interactive processes in the classroom.
12. Teachers as professionals: functions, strategies, techniques and professional attitudes.

## Methodology

The course Practicum 1 of the Primary 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 practices and observations in the territory	70	2.8	3, 4, 10, 14
Type: Supervised			
Seminar discussion and evaluation processes designed. Exhibitions of work. Debates and reflections on key issues. Monitoring of group work.	15	0.6	2, 3, 4, 10, 12, 11, 14
Type: Autonomous			
Study territory. Analysis school reality. Preparation of individual and collective memory. Field diary. Preparation and presentation of seminars.	63	2.52	2, 9, 3, 5, 6, 7, 8, 10, 12, 11, 14, 17

## Assessment

The evaluation of the Practicum should enable the achievement of the competences identified in this guide to be verified. It must also take into account the overall design of the subject and its methodological orientations. The evaluation consists of a series of indicators to be taken into account:

1. Final Report. It represents 45% of the evaluation and represents a descriptive, evaluative and analytical synthesis of the different activities, researches and observations carried out during the whole of Practicum I. The evaluation of the final report includes an individual evaluation part that will be carried out from the individual classroom observation journals, the group journal where the aspects of organization, planning and execution of the work will be recorded, as well as the contribution of each of the members of the group and the evaluation of the work dynamics. The note in the final report will be individual. The deadline for submission of the final report is 19th June.

2. Tutorials, seminars and presentations of papers represent a weight of 25% of the evaluation, which will be individual. They involve the supervision and follow-up of some practical and methodological activities by the faculty of the Faculty, attendance and participation in plenary meetings to communicate, assess and analyse the information collected to the different schools and their environments and the exposure of the work to the classroom.

3. School report card, which involves 30% of the evaluation, must be issued by the teacher responsible for the internship at the school.

In order to pass this course, the student must obtain a minimum score of five in each of the evidences evaluated (final report, tutorials, seminars, exhibitions and the school's report) and must show an attitude compatible with the teaching profession, such as: commitment and responsibility to teamwork, respect, participation, cooperation, empathy, kindness, punctuality, non-judgement, argumentation, use of the appropriate mobile phone, etc.

At any time during the stay at the training school, the school can prepare a justified report showing that the student cannot continue doing the training. If this happens, this student will automatically fail the Practicum (the numbered grade that will keep them will be a 3).

All evaluation activities carried out during the course must be submitted by the deadline indicated by the teaching staff in the programme.

The notes to the final report will be available within fifteen working days of submission.

Attendance at seminars is mandatory. Otherwise it will be considered as 'Non-assessable'. The supporting documents are only used to explain the absence and do not exempt the student from attendance.

All activities (individual and group) will take into account linguistic correctness, editing and formal aspects of presentation. Students must be able to express themselves fluently and correctly and have a high degree of understanding of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

We remind you that, in the case of the Catalan language, the 1st and 2nd grade students are required to have a linguistic competence equivalent to Level 1 for Infant and Primary Education Teachers; and that from the 3rd grade onwards the student must have shown a competence equivalent to Level 2 for Infant and Primary Education Teachers (more information on these levels at <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>).

Copying or plagiarism, both in the case of papers and exams, is a crime that can represent a failing grade.

A work, activity or examination will be considered to be "copied" when it reproduces all or part of the work of one or more colleagues.

A work or activity will be considered "plagiarized" when it is presented as its own when a part of an author's text is presented without citing the sources, regardless of whether the original sources 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](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html)).

Under no circumstances will the student pass if he or she receives a negative report of the internship by the school and/or if the student shows an attitude incompatible with the teaching profession. In other cases, teachers may require the completion of an individual assignment to amend the individual mark obtained from the internship report.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final report	30%	0	0	2, 9, 3, 4, 16, 5, 6, 7, 8, 10, 12, 11, 14, 15, 17
Mentoring, seminars and exhibitions of works	25%	2	0.08	3, 4, 10, 14
School report	45%	0	0	2, 1, 3, 4, 16, 7, 10, 12, 11, 13, 14

## Bibliography

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