

Practicum I

Code: 102022
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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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 65 hours out of those 70 must be spent in the school and classroom. 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 65 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 internship starts.

Objectives and Contextualisation

The fundamental goal of Pràcticum 1 is that the students, as a group, take a first contact as future professional with a school and make a global observation of three basics aspects: the social setting, the management and school organization and the classroom interactions.

General objectives:

1. To analyze the relationships between the social and school context and the social relations within the school, with special attention to gender differences.
2. To apply the sociological perspective to the analysis of the educational reality and the different social contexts.
3. Understand the social functions of the school and the effects of changes (social, cultural, demographic, etc.) on education and the school.
4. To identify the factors of social inequality (according to social origin, ethnicity and gender) and their effects on education and school performance.
5. Identify the elements that make up an educational school and their interrelation.
6. To understand the systemic relations between the different institutional approaches of the school and the school dynamics.
7. Understand the organizational structure of the school.
8. Analyze the main organs of governance, participation and support of schools.
9. To analyse the spatial, temporal and material conditions that influence educational activity and its management.
10. Understand the importance of relationships within the educational community to ensure peaceful coexistence and achieve the goals of the school organization.

Instrumental objectives:

1. To implement tools for the systematic observation of school and social reality.
2. To collect and elaborate data from primary sources (interviews, observation diary...) and secondary sources (statistics, analysis of documents...) as well as to know how to interpret them in relation to the theoretical knowledge learned in other subjects related to the subject.
3. To communicate formally the results obtained from the process of analysis of social reality and school.

Competences

- 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. Typology of nursery and primary schools.
2. Characterisation of the territory: relations between school, environment and educational community.

3. School and educational administration. Organisation of the centre and the classroom.
4. Identification and analysis of school projects.
5. Linguistic project of the centre and development of languages.
6. Analysis of the functioning of the teaching team.
7. Collaboration between different professionals, institutions and resources for educational purposes.
8. Analysis of student grouping models and inclusive practices.
9. Analysis of interactions and relations in the classroom, with special attention to gender inequalities.
10. Analysis of the social, temporal and spatial factors that condition educational activity.
11. Analysis of communicative and interactive processes in the classroom.
12. The profession of teacher: professional functions, strategies, techniques and attitudes.

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.

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

Assessment

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. 40% 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 for delivery of the final report will be 28 May and will be delivered through the Moodle.
2. Tutorials, seminars and presentations. Tutorials and seminars represent 15% of the evaluation, and exhibitions 20%. They suppose the supervision and follow-up, on the part of the teaching staff of the Faculty, of some practical and methodological activities, the attendance and participation in the plenary meetings to communicate, evaluate and analyse the information gathered in the different schools and their surroundings and the presentation in the classroom. (18 May). The notes of participation in seminars and the notes of the presentations will be individuals.
3. School report card, 25% of the assessment is required. It will be carried out by the school's reference teacher and classroom tutor(s).

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

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, 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 twenty working days following the presentation.

Attendance at seminars is compulsory. Otherwise it will be considered as "Not assessable". 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 no case can this subject be recovered if a negative report of the practices by the school and / or in the case that the pupil shows an attitude incompatible with the teaching profession. In all other cases, the teacher may require an individual report to recuperate the score from the practice report, to be sent on July 7, via moodle.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exhibition of work.	20% (individual)	0	0	10, 3, 5, 7, 8
Final Report	40% (30% group and 10% individual)	0	0	1, 9, 10, 2, 3, 5, 6, 7, 4, 8
School report	25% (12,5% individual and 12,5% group)	0	0	10, 3, 6, 7, 8

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