

Practicum II

Code: 103701
ECTS Credits: 12

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	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

Teachers

Núria Gorgorio Sola

Prerequisites

It is advisable to have completed Practicum II and to be enrolled in the following second-year subjects:

- Learning and Development II.
- Languages and learning.
- Management and innovation in the mathematics classroom.

Practicum II is intended for students to deepen their analysis and understanding of teaching and learning processes and human development in the primary education stage. This internship is developed intensively over a period of seven weeks, thus favouring the student's immersion in the school: At first, the student will reflect on teaching practice based on systematised observation and analysis. Then, in a second stage, the student will have to intervene as a professional and guide their own reflection on the basis of their performance.

In order to be able to take this course, it is mandatory to have a negative certificate from the Central Register of Sexual Offenders. It is the student's responsibility to request it in order to be able to provide it to the centre before the start of the work placement period.

Objectives and Contextualisation

Without losing sight of the whole of the Primary Education stage, students will follow a class group in a specific cycle. In order to deepen the knowledge of the teaching-learning processes, this subject is taught by teachers from three departments who will work in a coordinated way:

- Department of Developmental and Educational Psychology.
- Language and Literature Didactics Unit
- Unit of Didactics of Mathematics

The main aim of these placements is to acquire the professional skills which, as future teachers, will enable them to analyse, design and develop teaching-learning processes in two fundamental areas of the Primary Education curriculum: languages and mathematics.

Competences

- Acquiring practical knowledge of the class and its management.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognise one's own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Assume the educating dimension of the teacher's 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 the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's 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.
- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Promote cooperative work and individual work and effort.
- 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.
- Stimulate and value effort, constancy and personal discipline in pupils.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- Take part in teaching activity and learn to do, act and think in terms of the practice.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

- 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. Analyse a situation and identify its points for improvement.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. 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.
6. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
7. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
8. Conceive teaching practice to be an element of professional improvement.
9. Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
10. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
11. Critically analyse personal work and use resources for professional development.
12. Demonstrate knowledge of the theoretical framework to analyse the reality of the classroom and school.
13. 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.
14. Develop a collaborative project in a team, as a first step towards networking.
15. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
16. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
17. 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.
18. Identify situations in which a change or improvement is needed.
19. Identifying barriers to learning and mobilising resources to address diversity.
20. Identifying strategies that promote interaction and communication in the classroom, in order to create a good climate for learning and coexistence.
21. Identifying the teacher's framework of autonomy and role in today's society.
22. Identifying ways of managing the time, space and social organisation in the classroom.
23. Inform oneself by reading articles, bibliographic sources and proposals and teaching resources to interpret and respond to pupil's needs for specific support.
24. Justifying the appropriateness of the language and mathematics activities designed in the class group in which they will be taught.
25. Know about information and communication technologies and apply them in the classroom.
26. 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.
27. 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.
28. Make use of theoretical concepts and principles to interpret educational events, situations and processes in the classroom or school.
29. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
30. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
31. Planning and carrying out activities that promote active citizenship in students.
32. Planning language and mathematics activities, specifying their didactic purpose.
33. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.

34. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
35. Reflecting on the role of the school in a changing society.
36. Regulating the processes of interaction and communication in groups of students aged 6-12.
37. Selecting the key information for making proposals for improvements in primary education centres.
38. Share specific knowledge with other professionals to ensure a better product or solution.
39. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
40. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
41. Understand how the different organizational structures of the school function.
42. Understand situations and phenomena in the classroom and school and offer grounded responses to what happens.
43. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
44. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
45. 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.
46. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

Content

1. Analysis of the practices observed in the classroom:

- Description, interpretation and assessment of teaching and learning situations in the classroom, more specifically in the instrumental areas.
- Analysis of attention to the diversity of learning paces.
- Description of tutoring activities and approaches to mentoring.
- Analysis of communication and interaction processes in the classroom.
- Analysis of the processes of social organisation and learning in the classroom.
- Analysis of coexistence, approach and strategies for conflict resolution.

2. Design and implementation of teaching and learning proposals for Catalan language and mathematics, diversified according to needs.

- Sequencing of learning and assessment activities.
- Analysis of learning processes in relation to teaching processes.
- Experimentation of methodologies that promote cooperation and autonomy in learning.

3. To use an oral and written language appropriate to the academic context (catalan or English, depending on the group).

4. The teaching profession: functions, strategies, techniques and professional attitudes.

- Self-analysis and self-regulation of own practice and learning processes.

Methodology

The methodology is structured according to the training activities planned.

During the stay at the school:

- Observation, participation and preparation of documents.
- Preparation of a field diary and observation notes.

- Study of everyday situations in the educational centre: types of activities and dynamics in the classroom, specifically in the areas of language and mathematics.
- Development of teaching and learning interventions in mathematics and language.

Timetable: 10 January to 23 February 2022 / all week except Tuesday afternoons when seminars/tutorials are scheduled.

NOTE: in order to be able to follow an adapted timetable or to do the work placement at the workplace, the requirements established by the regulations must be met, have applied for it through the procedures established by the Faculty within the established deadlines, and have obtained a favourable decision.

It is not foreseen that there may be adaptations to the timetable of presence at the school during the work placement, nor changes in the days scheduled for seminars/tutorials at the Faculty.

Seminars and individual and group tutorials:

- Presentation, exchange, discussion and evaluation of the observations made and the processes designed in small groups.
- Design and analysis of mathematics and language interventions and the treatment of diversity.
- Reflection on the learning process itself.
- Active and quality participation.

Timetable:

- 2 prior tutorials to be held at the end of November/beginning of December (preferably on Tuesdays), before the start of the work placement.

- Weekly tutorials Seminars / weekly tutorials (during the stay at the centre) on Tuesdays 18 and 25 January and 1, 8, 15 and 22 February, in the afternoons from 3 to 9 pm.

- 1 final closing tutorial to be held by the tutor between 26th April 25th and 27th May 2022.

Learning portfolio:

- Search for information and documentation.
- Analysis and study of the school reality.
- Design of teaching and learning interventions in the area of mathematics and language.
- Preparation of the learning portfolio.
- Preparation of oral presentations for the seminar.

Deadline: the learning portfolio must be submitted between 19 and 22 April

NOTE: The timetable for the placement at the centres, and for the seminars, and some aspects of the learning portfolio for this practicum may vary in the case of placements linked to a national or international placement through the UAB's own programme (Bressola, Richmond, Munich, etc.) or the ERASMUS and SICUE programmes.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SEMINARS AND INDIVIDUAL OR COLLECTIVE TUTORIALS	22	0.88	11, 30, 17, 39, 43, 42, 8, 12, 23, 15, 28, 21, 19, 20, 22, 24, 32, 31, 35, 34, 37, 46

STAYING IN SCHOOL	203	8.12	1, 30, 16, 7, 39, 38, 43, 8, 9, 25, 10, 40, 14, 13, 23, 15, 28, 45, 19, 20, 22, 5, 24, 27, 29, 32, 6, 34, 36, 26, 46, 44
Type: Autonomous			
PORTFOLIO	75	3	11, 30, 17, 41, 43, 42, 10, 12, 13, 23, 15, 28, 21, 19, 20, 22, 24, 32, 34

Assessment

In order to be assessed, the following requirements must be met:

- 100% attendance in the timetable of the teaching staff at the placement centre, following the full working hours of the group's teacher (and compliance with the full timetable of the teaching staff, approx. 7 hours per day)
- a minimum of 80% attendance at the faculty's tutorial seminars.

At any time during the stay at the centre, the school may issue a justified report stating that the student is unable to continue the placement. If this happens, the student will automatically fail the practicum and the numerical grade on the student's transcript will be a 3.

In order to pass this practicum, each of the blocks of activities (seminars/tutorials, stay at the centre and learning portfolio) must be passed with a grade of 5 or higher. By default, the final grade for the practicum will be a 4.

It is compulsory to hand in the different documents of the learning portfolio within the established deadlines. Students should review the documents already handed in if requested by the teacher; once documents have been scored as part of the Learning Folder, they can no longer be modified.

In order to pass this subject, the student must show, in the activities proposed, a good general communicative competence, both orally and in writing, and a good command of Catalan, the language used in the subject as stated in the teaching guide. From the 3rd year of the Degree the student must have shown a competence equivalent to level C2 of the MECR. Thus, in all activities (individual and group), linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding that they understand academic texts correctly. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these linguistic requirements.

In order to be able to assess the students' learning progress and in accordance with the University's Regulations on Rights and Duties, it is necessary that their activities are original versions prepared by the students themselves and that they demonstrate understanding of the contents of the subject and reflection on them. and reflection on the contents of the subject. Activities that do not respect this premise, given that it will not be possible to assess them, may be assessed in terms of student learning and will therefore be failed. Failure in the evaluation activities is a reason for failing the subject, without the right to recovery.

The assessment criteria for each activity are detailed below:

Seminars and individual or group tutorials:

- Attendance
- Active and quality participation
- Delivery of documents within the set deadlines
- Quality of the documents submitted, both from the point of view of content and communicative competence.
- Oral communicative competence in Catalan, equivalent to C2 of the MECR.

Stay at the school centre:

- Attendance and punctuality (teaching timetable).
- Level of professionalism
- Level of analysis and participation
- Collaboration with the teaching staff
- Relations with the group-class
- Interventions developed
- Capacity for reflection, especially in the internship process.
- Communicative competence, both oral and written, in Catalan, equivalent to C2 of the MECR.

Learning portfolio

Individual work on:

- Observations made at the centre
- Their interventions in the classroom.
- Reflection on your own learning process

Mastering of academic language in Catalan, equivalent to C2 of the MECR, will be required.

Submission from 19 to 22 April 2022

If you have any doubts, please consult the following documents:

"Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació" approved by the COA on 28 May 2015 and modified at the Faculty Board of 6 April 2017.

(<https://www.uab.cat/servlet/BlobServer?blobtable=Document&blobcol=urldocument&blobheader=application/pdf>)

Assessment Regulations of the Universitat Autònoma de Barcelona:

(<https://www.uab.cat/web/estudiar/grau/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-13456621>)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
PORTFOLIO	40%	0	0	1, 11, 4, 2, 30, 16, 17, 41, 42, 12, 23, 15, 28, 21, 19, 20, 22, 24, 32, 35, 34, 46
SEMINARS AND INDIVIDUAL OR COLLECTIVE TUTORIALS	30%	0	0	1, 11, 3, 30, 17, 39, 38, 43, 42, 8, 10, 12, 14, 23, 15, 28, 21, 19, 20, 22, 18, 24, 32, 31, 35, 34, 37, 46
STAYING IN SCHOOL - SCHOOL REPORT	30%	0	0	1, 30, 16, 7, 39, 38, 43, 42, 8, 9, 25, 10, 40, 14, 13, 23, 15, 28, 45, 21, 19, 20, 22, 5, 24, 27, 29, 32, 6, 33, 35, 36, 26, 46, 44

Bibliography

Albarracín, L., Badillo, E., Giménez, J., Vanegas, Y., & Vilella, X. (2018). *Aprender a enseñar matemáticas en la educación primaria*. Madrid: Editorial Síntesis.

Bombini, G., & Martínez, N.V. (2018). Lectura, escriptura i «noves» tecnologiesun desafiament a la imaginació didàctica. *Articles de Didàctica de la Llengua i de la Literatura*, 77, 7-13.

Camps, A. (coord.) (2003). *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó

Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*. Madrid: Síntesis.

DECRET 119/2015, de 23 de juny, d'ordenació dels ensenyaments de l'educació primària. Núm. 6900 - 26.6.2015

http://dogc.gencat.cat/ca/pdogc_canals_interns/pdogc_resultats_fitxa/?action=fitxa&documentId=696985&langua

http://ateneu.xtec.cat/wiki/form/wikiexport/_media/cursos/curriculum/inf_pri/cape/info_prima_ria_29_6.pdf

Departament d'Ensenyament: Inclusió:

<http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/inclusio/>

Fons, M. (1999). *Llegir i escriure per viure*. Barcelona: La Galera

Gómez, C., & Albarracín, L. (2017). Estimación de grandes cantidades, en primaria. *UNO-Revista de Didáctica de las Matemáticas*, 76, 57-63.

Huguet, T. (2006). *Aprender juntos a l'aula. Una proposta inclusiva*. Barcelona: Graó.

Jofre, M., Soto, A., Badillo, E., & Prat, M. (2016). La reflexión sobre la práctica de aula. Una oportunidad de aprendizaje pedagógico para los maestros y maestras. *AULA de Innovación Educativa*, 252, 40-45.

Lerner D. (2001). *Leer y escribir en la escuela: lo real, lo posible y lo necesario*. México: Fondo de Cultura Económica

Morros, A., Badillo, E., Boukafri, K., & Fernández, P. (2017). La fotografía matemática como un instrumento para la argumentación de la fracción. *UNO-Revista de Didáctica de las Matemáticas*, 75, 66-71.

NCTM (2003). "Principios y estándares para la educación matemática". Sociedad Andaluza de profesores de matemáticas, Granada.

Palou, J., & Fons, M. (coord.) (2016). *Didáctica de la lengua y la literatura en educación primaria*. Madrid: Síntesis.

Ribas, T; Milian, M. (2009): "Les pràctiques als centres educatius en la formació del futur professorat de llengua", *Articles*, 49, pp.63-81.

Rico, L. (coord.) (1997). *Bases teóricas del currículo de matemáticas en educación secundaria*. Madrid: Síntesis.

Rico, L. (2006). "Marco teórico de evaluación en PISA sobre matemáticas y resolución de problemas". *Revista de Educación*. Extraordinario 2006, pp.75-294.

Stacey, K. y Groves, S. (1999). *Resolver problemas: estrategias (Unidades para desarrollar el razonamiento matemático)*. Narcea: Madrid (Traducció i adaptació de M^a Luz Callejo)

TAL Team (2001). *Children learn mathematics*. Freudenthal Institute and National Institute for CurriculumDevelopment.

TAL Team (2005). *Young children learn measurement and geometry*. Freudenthal Institute andNational Institute for Curriculum Development.

Webs:

Reading

<https://leer.es/>

Curriculum Primary Education

<http://www.xtec.cat/web/curriculum/primaria>

Curriculum and resources

<http://www.xtec.cat/web/curriculum/primaria>

Curriculum at school and in the classroom:

http://ateneu.xtec.cat/wiki/form/wikiexport/cursos/curriculum/inf_pri/cape/index

Basic competences

<http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/competencies-basiques/primaria/>

ARC. Curriculum resources

<http://apliense.xtec.cat/arc/cercador>

Diversity attention

<http://www.xtec.cat/web/curriculum/diversitat>

Software

It is not foreseen to use any specific software, beyond the usual ones for editing texts or oral presentations. Occasionally a tutor may propose to his/her group the use of specific software on an ad hoc basis.