

**Practicum III**

Code: 102020  
ECTS Credits: 14

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	A

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

It is recommended to have completed the practicum I and II.

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

contextualization:

Third internship (Practicum III) is designed for students to acquire an overview 3-6 cycle of Childhood Education and educational processes taking place in it. The content of these practices focuses on knowledge and educational intervention in the classroom.

This course is taught by teachers of different educational areas: Social Sciences, Music education, Visual arts, Body Expression, Experimental Sciences, Mathematics, Language and Developmental Psychology. Its design and location in the Curriculum allows the relation between the following subjects:

Teaching the knowledge of the natural and social environment in early childhood education I and II

Visual arts education in Early Childhood Education I and II

Early Childhood Music Education I

Teaching Language and Literature in Early Childhood Education

Mathematics in Early Childhood Education curriculum

Early Childhood Psychomotor and Corporal education

Goals:

To know the educational reality of a school and Primary.

To observe, analyze and describe the organizational elements of a kindergarten classroom.

To design and implement adequate educational sequence to the reality studied.

To analyze and reflect on the teaching task itself.

## 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.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize one's 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.
- Controlling and monitoring the educational process, and in particular of teaching and learning by mastering the necessary techniques and strategies.
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction 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.
- Establish relations between theory and practice and the reality of the classroom and the school.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- 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 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.
- 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.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Reflect in groups on the acceptance of rules and respect for others.
- Regulate the processes of interaction and communication in student groups aged 0-3 and 3-6 years.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and apply the processes of interaction and communication in the classroom and master the skills required to foster a climate that facilitates the learning of social skills and coexistence.

## Learning Outcomes

1. Adjust one's educational proposals to the maturation of children for whom they are intended.
2. Apply skills and abilities that promote interaction, coexistence and communication among children.
3. Attend as many of the centre's programming and coordination meetings as possible.

4. Build relationships and connections between theoretical issues discussed in the faculty and what is observed during work experience.
5. Collecting and analysing data from the direct observation of the classroom and of the documents from the centre.
6. 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.
7. Communicate information, facts and events experienced in the classroom and in the school with care and respect for people's privacy.
8. Design and apply actions to strengthen the weaknesses identified to improve professional development.
9. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
10. Detect situations of conflict and act in observance of mediation criteria.
11. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
12. Make project proposals taking into account the diversity of the school context.
13. Making proper use of oral, body, musical, plastic, mathematical, audio-visual languages, etc. in applying the learning sequence.
14. Making proper use of written language to describe and communicate the experiences and lessons learnt in the practicum from memory.
15. Manage and lead a group activity by ensuring that good interaction and communication occurs between participating children.
16. Observing and intervening in the greatest possible number of school situations where students' relatives participate.
17. Periodically collecting and analysing in writing the personal reactions and impressions of your stay at the school.
18. Propose new methods or well-founded alternative solutions.
19. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
20. 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.
21. Propose projects and actions that incorporate the gender perspective.
22. Propose viable projects and actions to boost social, economic and environmental benefits.
23. Reflecting in a group on the acceptance of standards and respect towards others.
24. Reflecting orally and in writing about the didactic intervention itself.
25. Reflexively describe the dynamics of different meetings and events that one has participated in.
26. Relating orally and in writing the observation made in the classroom and the sequence proposal to be applied with the theoretical elements of different subjects in the degree.
27. Using observation sheets to perform the child's educational follow-up.
28. Using the results of the analyses carried out in order to make decisions about how to act.

## **Content**

1. The profession of nursery school teacher: functions, strategies, techniques and professional attitudes .
2. Analysis of the processes of communication and interaction in the classroom.
  - 2.1 Study of interventions for classroom learning.
  - 2.2 Reflection on methodologies that promote cooperation and learning autonomy.
  - 2.3 Analysis of attention to the diversity of learning pace.
  - 2.4 Value of inclusion as a learning strategy.
3. Analysis of the tutorial function: classroom organization and management.
4. Analysis of coexistence guidelines, approaches and strategies of conflict resolution.

5. Analysis of Early Childhood Education Curriculum (3-6 years).
6. Contextualization, design, implementation and evaluation of a teaching and learning sequence.
7. Self-analysis and self-regulation of the practice and learning processes.

## Methodology

In the seminars the activities developed are the following: Exchange, discussion and evaluation of the processes designed in small group; attending conferences and workshops on specific topics of the practicum; group tutorials on the design of the teaching sequence. Oral presentations of papers and conclusions.

The activities carried out in the center are the following: observing, reporting, document analysis; study of everyday situations at school: type of dynamic activities; preparation of field diary and observation notes; exchange of views and readjustments with the classroom teacher, and application of the teaching sequence designed (between 6 and 8 sessions intensive applied in the second period).

The activities carried out autonomously are of the type: Reading recommended bibliography; analysis and study of school reality; design a teaching-learning sequence; reflection on the sequence implementation; preparation of the final report, and prepare the oral presentations.

At the end of the course, there will be a public exhibition with displayed materials and projects made in school.

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			
Group seminars, final exposition and individual tutoring	25	1	7, 4, 11, 6, 23, 24, 26
Type: Supervised			
Stay at the Early Childhood school center	245	9.8	1, 2, 3, 10, 8, 9, 4, 12, 15, 16, 5, 6, 13, 27
Type: Autonomous			
Reading and writing the documents, the report and the final presentation	80	3.2	8, 24, 14

## Assessment

Evaluation of three indicators: Final report, seminars and public presentation, and report from the center. To pass the course each indicator, which are individual, must be passed separately.

A result <5 (10) in the final report, to report from the school or participation in seminars indicates the failure of practicum III.

In the event that one block of activities is failed and the average with the other blocks is higher than 5, by default the final grade of the internship will be 4.

The final report has to be delivered by the end of the seminars via Moodle, and tutor's feedback will be given via Moodle as well.

The evaluation of the stay in the centre of practices and the seminars can not be repeated.

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 245h.

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 suspend 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.

Any plagiarism in work submitted will suppose the failure of the course.

he student must show an attitude compatible with the profession. If this is not the case, at any time during their stay at the internship center, or the university may decide that the student cannot continue his/her stay at the center. In these cases the mentor and tutor will prepare a justified internship report showing that the student cannot continue the internship. If this happens, the student will automatically fail the practicum (the numerical grade that will remain will be a 3, and will not be eligible for re-evaluation).

The student must comply with the regulatory framework for internships <https://www.uab.cat/web/practicum/normativa-1345881466711.html>. In this sense, it is not allowed to repeat an internship center in two different practicums. It is also not allowed to carry out the internship in a center where there are first-degree relatives or where the student works without authorization from the university coordination, as established by the regulations. <https://www.uab.cat/doc/RegulacioPractiquesBOEDOC>

The calendar of the internship, the seminars and some aspects of the memory of this practicum can vary for those students who do it linked to a National or International stay through the UAB exchange programme Bressola, Richmond, Munich ...), an ERASMUS or SICUE programme.

In accordance with the academic regulations, this subject does not include the possibility of a single evaluation

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation from the school teacher (stay at the center)	33,3%	0	0	1, 8, 9, 4, 12, 18, 19, 20, 21, 22, 5, 6, 17, 23, 24, 26, 14, 27
Final report	33,4%	0	0	1, 2, 3, 7, 10, 9, 12, 15, 11, 16, 18, 19, 20, 21, 22, 6, 13, 27
Group seminars, individual tutoring and exposition	33,3%	0	0	7, 25, 8, 4, 11, 5, 6, 17, 24, 26, 28

## Bibliography

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Blanch, S., Pérez, E. i Silvente, J. (2016). Com citar i referenciar en els textos acadèmics i científics. Bellaterra: Dipòsit Digital de Documents de la Universitat Autònoma de Barcelona. Recuperat de [https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf)

Escamilla, A. (2011, 2ª ed). *Las competencias en la programación de aula*. Barcelona: Graó.

Cubero, R. (2001): Maestros y alumnos conversando: el encuentro de las voces distantes. *Investigación en la escuela*, 45, 7-19.

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Hernández, F. i Ventura, M. (2008). *La organizacion del curriculum por proyectos de trabajo. El conocimiento es un calidoscopio*. Barcelona: Octaedro.

Kliass, S. (2020). *L'art de posar límits*. ING Edicions.

Martín, X. (2006). *Investigar y aprender cómo organizar un proyecto*. Barcelona: Horsori.

Mercer, N. (2001): *Palabras y mentes. Cómo usamos el lenguaje para pensar juntos*. Barcelona: Paidós.

OECD (2010): La naturalesa de l'aprenentatge: Utilitzant la recerca per inspirar la pràctica.. Traducció en català disponible en: [https://serveiseducatiu.xtec.cat/vallesoccidental5/wp-content/uploads/usu1111/2019/03/The\\_Nature\\_of\\_Learnin](https://serveiseducatiu.xtec.cat/vallesoccidental5/wp-content/uploads/usu1111/2019/03/The_Nature_of_Learnin)

Pozuelos, F. (2007). *Trabajopor proyectos en el aula: Descripción, investigación y experiencias*. MCEP.

Sanmartí, N. (2007): *Evaluar para aprender. 10 Ideas clave*. Barcelona: Graó.

Revistes:

Aula d'Innovació Educativa (Graó)

Guix d'Infantil (Graó)

In-fàn-cia (Rosa Sensat)

Perspectiva escolar (Rosa Sensat)

Web d'interès:

Generalitat de Catalunya. Departament d'Educació. <http://xtec.gencat.cat/ca/recursos/edinfantil>

[Xarxa Territorial d'Educació Infantil de Catalunya 0-6](http://xarxaterritorial.blogspot.com/). <http://xarxaterritorial.blogspot.com/>

## Software

No specific programme is required.