

## Practicum IV

Code: 102019  
ECTS Credits: 12

**2024/2025**

Degree	Type	Year
2500797 Early Childhood Education	OB	4

## Contact

Name: Adriana Gil Juarez

Email: [adriana.gil.juarez@uab.cat](mailto:adriana.gil.juarez@uab.cat)

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

It is advisable to have taken Practicums I, II and III.

In order to be able to take this subject it is essential to have a negative certificate from the Central Register of Sex Offenders. It is the student's responsibility to ask for it to be able to provide it at the centre before starting the work placement.

Minimum requirements to be assessed at the centre

In order to proceed with the evaluation of the trainees, all these evaluation indicators must be met. If any of them are not met, the final grade will be a fail (grade of 3).

Criteria	Yes	No
<ul style="list-style-type: none"> <li>100 % of the timetable has been adhered to and has attended all scheduled activities and has assumed the assigned responsibilities.</li> </ul>		
<ul style="list-style-type: none"> <li>Has been respectful with the members of the educational community, in accordance with the ethical criteria of the profession (relating to aspects such as equality, equity, co-education or inclusion), avoiding inappropriate behaviour (xenophobic, sexist, homophobic, etc.).</li> </ul>		
<ul style="list-style-type: none"> <li>Has complied with the school regulations (punctuality, following timetables, use of mobile phones, clothing, etc.).</li> </ul>		
<ul style="list-style-type: none"> <li>Writes and speaks correctly and appropriately according to the vehicular language and the school's guideline.</li> </ul>		
<ul style="list-style-type: none"> <li>In his/her intervention, he/she has shown a reasonable command of the content he/she teaches and the basic skills to teach it.</li> </ul>		

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## Objectives and Contextualisation

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 allow relations to the subjects studied throughout the entire degree.

Objectives:

- Know the educational reality of a school for 0-3 or 3-6 years old.
- Analyse the reality of the school and design a suitable project intervention.
- 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.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- 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.
- 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.
- 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 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 centre's 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. Demonstrating a knowledge of the centre's improvement plans.
7. Design and apply actions to strengthen the weaknesses identified to improve professional development.
8. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
9. Detect situations of conflict and act in observance of mediation criteria.
10. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
11. Implement and evaluate a teaching design.
12. Make a study of the reasons and advantages of innovation at school and discuss them with colleagues at a seminar.
13. Make project proposals taking into account the diversity of the school context.
14. Making proposals for teaching and evaluative activities in accordance with the stated values.
15. Observing and intervening in the greatest possible number of school situations where students' relatives participate.
16. Participating actively in the meetings between representatives of the school, university and students.
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. Provide integrated responses to complex educational phenomena.
24. Reflexively describe the dynamics of different meetings and events that one has participated in.
25. Share specific knowledge with other professionals to ensure a better product or solution.
26. Using new technologies in the design of activities and in the final oral report on the practicum.
27. Using the results of the analyses carried out in order to make decisions about how to act.

## Content

### 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.- Use of oral and written Catalan appropriate to the academic context.

4.- Development and Experimentation

- Describe the implementation of the project
- Reflect on the process and progress
- Evaluate the project in relation to the objectives

5.- 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

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars and tutorials	22	0.88	5
School practice	203	8.12	8
Type: Autonomous			
Autonomous activity	75	3	17

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 centre of practices 203 hours	Observe the different realities of school, reporting, analysis of documents. Study everyday situations in schools and teacher exchanges with the centre. Collaboration in conducting classroom activities and teaching staff and management centre. 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	Recommended reading. Analysis and study of school reality Design the intervention project.
75 hours	Preparation the final report or dossier. Preparing oral presentations.

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Total 300 h

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Type A: Intervention Unit

Type B: School Project

Type C: Service Learning

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final report	30%	0	0	5, 8, 11, 18, 19, 20, 21, 22, 3, 27
Individual tuition and seminars 30 %; Participation and presentation at the closing day of the PIV 10 %	40%	0	0	25, 5, 24, 9, 8, 23, 14, 12, 10, 6, 16, 4, 17, 26
Report from the traineeship centre's teaching staff	30%	0	0	1, 2, 25, 9, 7, 8, 11, 13, 15, 16, 18, 19, 20, 21, 22

The evaluation consists of three indicators: (1) Evaluation report of the centre, (2) Internship report, (3) Participation in seminars (group) and individual tutorials and the closing day of the PII. The evaluation activities of this subject are individual and are not recoverable. To pass the course, each of the indicators must be passed separately. A result of < 5 (out of 10) for the report, the report or the participation in the seminars indicates that Practicum II must be repeated.

To succeed during the course, the student must pass each of them separately. A result <5 (10) of the final report, the school evaluation report or the participation from the seminars, indicates the need to fail the subject and therefore, to repeat the practicum II.

If 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 seminar attendance is mandatory: Students must attend at least 90% of seminars, otherwise it will be considered not presented in the final qualification.

The attendance during the school timetable is a mandatory requisite (usually 9 to 17h., depending on the schedule of the school). The students attend to the school a minimum of 203h.

The Final report will be delivered through *Moodle* on the date shown at the end of the stay at the school and the tutor's feed-back will also be done for this virtual classroom. The results of each one of the evaluations will be returned to the students within a maximum period of 4 weeks after its delivery, and a review date will be offered in the days following its publication.

#### IMPORTANT:

The student must show an attitude compatible with the profession. If this is not the case, at any time during their stay at the internship centre, or the university may decide that the student cannot continue his/her stay at the centre. 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).

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

To get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language, or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts. All potential primary and early years teachers should prove they have a very good command of Catalan (C1 Level for first and second year students and C2 Level for third year students, as described here:

<http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html> ).

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. (For further information: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html))

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 centre 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

## Bibliography

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Bassedas, E.; Huguet, T. i Solé, I. (1996). *Aprendre i ensenyar a l'educació infantil*. Barcelona: Graó.

Blanch, S., Gimeno, X. i Careta, A. (2016). Com podem i com volem relacionar-nos amb les famílies des dels serveis d'atenció a la petita infància. *In-fàn-ci-a*, 211, 36-41.

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)

Edo, M. (2012). Ahí empieza todo. Las matemáticas de cero a tres años. Números, *Revista de Didáctica de las Matemáticas*, 80, 71-84.

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Majem, T. i Òdena, P. (2007). *Descubrir jugando*. Barcelona: Octaedro.

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Tognett, G. (2010). La documentació com a instrument per donar valor a les relacions entre els nens en les experiències quotidianes compartides a l'escola bressol, *Temes d'Infància*, 62, 29-4.

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Vila, B. i Cardo, C. (2005). *Material sensorial (0-3 años). Manipulación y experimentación*. Barcelona: Graó.

Revistes:

In-fàn-cia.

Infància a eu-ro-pa

Guix d'infantil

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/>

Further reading

Chavkin, Wendy., & Maher, JaneMaree. (2010). *The globalization of motherhood: deconstructions and reconstructions of biology and care*. Routledge. <https://doi.org/10.4324/9780203850510>

Foo, K. H. (2019). *Intercultural parenting: how Eastern and Western parenting styles affect child development*. Routledge.

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## **Software**

No specific programme is required.

## **Language list**

Information on the teaching languages can be checked on the CONTENTS section of the guide.