

Practicum II

Code: 102021
ECTS Credits: 12

2024/2025

Degree	Type	Year
2500797 Early Childhood Education	OB	2

Contact

Name: Adriana Gil Juarez

Email: 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 Practicum I.

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">100 % of the timetable has been adhered to and has attended all scheduled activities and has assumed the assigned responsibilities.		
<ul style="list-style-type: none">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.).		
<ul style="list-style-type: none">Has complied with the school regulations (punctuality, following timetables, use of mobile phones, clothing, etc.).		
<ul style="list-style-type: none">Writes and speaks correctly and appropriately according to the vehicular language and the school's guideline.		
<ul style="list-style-type: none">In his/her intervention, he/she has shown a reasonable command of the content he/she teaches and the basic skills to teach it.		

Objectives and Contextualisation

Contextualisation:

The second internship (Practicum II) are designed to provide students with a general overview of the 0-3 cycle of early childhood education and the educational processes that take place there.

This course is taught by teachers from seven different areas: Social Sciences, Musical Expression, Plastic Expression, Corporal Expression, Experimental Sciences, Mathematics, Language and Developmental Psychology. Its design and location in the syllabus allows it to be related to the following subjects:

- Educational processes and learning (0-6 years)
- Early childhood education centres
- Organisation of the school space, materials and teaching skills
- Society,

The main objective of the second year internships is for students to come into contact, with a view to their professional future, with a nursery school, i.e. a school where children from 0 to 3 years of age are educated. During this period, children undergo a large number of fundamental changes in their development and socialisation, which is why it will be necessary for master's students to carry out a rigorous and systematic observation of the key elements of a school of these characteristics and of a classroom. Observation that will allow them to design and apply a learning sequence adapted to the children with whom they interact.

Objectives:

1. To become familiar with the educational reality of a school from 0 to 3 years of age.
2. Observe, analyse and describe the elements that characterise the centre where they work.
3. Design and implement an educational sequence adapted to the reality studied.
4. Analyse and reflect on their own teaching work.

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.
- Demonstrate knowledge of the evolution of the basics of children's dietetics and hygiene.
- 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 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.
- 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.
- Understand forms of collaboration with different sectors of the education community and the social environment.

Learning Outcomes

1. Analyse and describe the key elements to guide adult action in these situations.
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. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
11. Making proper use of oral, body, musical, plastic, mathematical, audio-visual languages, etc. in applying the learning sequence.
12. Making proper use of written language to describe and communicate the experiences and lessons learnt in the practicum from memory.
13. Manage and lead a group activity by ensuring that good interaction and communication occurs between participating children.
14. Observing and intervening in the greatest possible number of school situations where students' relatives participate.
15. Participating in school settings involving the feeding and hygiene of children.
16. Periodically collecting and analysing in writing the personal reactions and impressions of your stay at the school.
17. Propose new methods or well-founded alternative solutions.
18. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
19. 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.
20. Propose projects and actions that incorporate the gender perspective.
21. Propose viable projects and actions to boost social, economic and environmental benefits.
22. Provide integrated responses to complex educational phenomena.
23. Reflecting orally and in writing about the didactic intervention itself.
24. Reflexively describe the dynamics of different meetings and events that one has participated in.
25. 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.
26. Using the results of the analyses carried out in order to make decisions about how to act.

Content

1. The profession of a nursery teacher: functions, strategies, techniques and attitudes professionals.
2. Analysis of the processes of communication and interaction in the classroom.
 - Study of the interventions for learning in the classroom.
 - Reflection on methodologies that promote cooperation and autonomy in learning.
 - Analysis of the attention to diversity contemplating different learning rates.
 - Inclusion as learning strategy
3. Analysis of the tutorial function.
4. Analysis of living standards approaches and strategies for conflict resolution.
5. Analysis of Early Childhood Education curriculum.
6. Context, design, implementation and evaluation of a learning sequence.
7. Self-analysis and self-regulation of professional practice and learning processes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminaires and individual supervision	20	0.8	2, 8, 23, 12
Type: Supervised			
School internship	210	8.4	2, 3, 13, 14, 23, 12
Type: Autonomous			
Autonomous	70	2.8	23

Activities	Hours	Methodology	Competences
Seminaries and individual supervision	20	<p>Seminars for exchange, discussion and evaluation of the processes designed in small groups.</p> <p>Lectures and workshops on specific topics related to the practicum.</p> <p>Individual supervision on the design of the proposal.</p> <p>Oral presentation and conclusions.</p>	TF.1, TF.7, EI10, EI.20, PI.1, PI.2
School internship	210	Internship in the nursery: observation, reporting, analysis of documents.	TF.4, TF.6, EI.2, EI.7, EI.10, EI.11, EI.19, PI.1, PI.2, PI.7

Study everyday situations in schools: types of activities and dynamics.

Preparation of daily field notes and observation.

Educational application designed sequence (between 3 and 5 sessions, it is recommended during the last 3 weeks).

Autonomous	70	Recommended reading of recommended articles. Analysis and study of the school reality. Design of a learning sequence. Preparation of the final report. Preparing oral presentations.	G2, EI.20, PI.1, PI.4
------------	----	--	-----------------------

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
Evaluation from the school (Individual)	30%	0	0	7, 24, 9, 15, 6, 23, 25, 11, 12, 26
Final report (Individual)	30%	0	0	1, 2, 3, 24, 8, 9, 22, 4, 13, 14, 15, 17, 18, 19, 20, 21, 5, 6, 16, 23, 25, 11, 12, 26
Individual tuition and seminars 30 %; Participation and presentation at the closing day of the PII 10 %	40%	0	0	1, 4, 10, 5, 16, 23

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 210h.

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 the stay at the internship, the centre, or the university may decide that the student cannot continue his/her stay at the centre. In these cases, the centre and the faculty 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)

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

Anton, M. (2007). *Planificar la etapa 0-6. Compromiso de sus agentes y su práctica cotidiana*. Col·lecció Biblioteca d'Infantil 21. Barcelona: Graó.

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

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

Edo, M., Blanch, S. i Anton, M. (Coord.) (2016). *El juego en la primera infancia*. Barcelona: Ediciones Octaedro.

Gimeno, X. i Careta, A. (2018). Taula d'observació qualitativa per a la recollida d'informació en entorns d'interacció grupal. Dipòsit Digital de Documents de la UAB, <https://ddd.uab.cat/record/199180>

Giovannini, D. (2004). Les activitats a l'escola bressol. *In-fàn-ci-a*, 136, 15-22.

Laguía, M. J. i Vidal, C. (1990). *Racons d'activitat a l'escola bressol i parvulari*. Barcelona: Graó.

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

Morgandi, T. (2012). Les activitats quotidianes, *Temes d'Infància*, 182, 12-15.

Sugrañes, E.; Alós, M.; Andrés, N.; Casal, S.; Castrillo, C.; Medina, N. y Yuste, M. (2012): *Observar para interpretar. Actividades de vida cotidiana para la educación infantil (2-6)*. Barcelona: Editorial Graó

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.

Vegas, F. (1999). Quan endreçar és una activitat. *In-fàn-ci-a*, 111, 21-22.

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.

Janssen, D. (2008). Re-Queering Queer Youth Development: A Post-Developmental Approach to Childhood and Pedagogy. *Journal of LGBT Youth*, 5(3), 74-95. <https://doi.org/10.1080/19361650802162326>

Kradin, R. (2009). The family myth: its deconstruction and replacement with a balanced humanized narrative. *Journal of Analytical Psychology*, 54(2), 217-232. <https://doi.org/10.1111/j.1468-5922.2009.01771.x>

Mac Naughton, G. (2005). *Doing Foucault in Early Childhood Studies: Applying Post-Structural Ideas* (1st ed.). Routledge. <https://doi.org/10.4324/9780203465332>

Marfo, Kofi, and Robert Serpell. *Child Development in Africa: Views from Inside*. Jossey-Bass, 2014.

Mercer, Jean. *Child Development: Myths and Misunderstandings*. SAGE Publications, 2013.

Robinson, K. H., & Jones-Diaz, Criss. (2006). *Diversity and difference in early childhood education: issues for theory and practice*. Open University Press.

Smidt, S. (2013). *The developing child in the 21st century: a global perspective on child development* (Second edition.). Routledge.

Software

No specific programme is required.

Language list

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