

**Practicum I**

Code: 102022  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500797 Early Childhood Education	OB	1

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## Teachers

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## Teaching groups languages

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

## 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). The remaining 5 hours will be used to identify and reinforce the territory. 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. See the regulations established by the faculty.  
<https://www.uab.cat/web/practicum/adaptacions-del-practicum-1345874934082.html>
- 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

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 basic 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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.
- 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. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
5. Identifying the teacher's framework of autonomy in today's society.
6. Integrating and analysing the data and information from the different types of observation.
7. Propose new methods or well-founded alternative solutions.
8. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
9. 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.
10. Propose projects and actions that incorporate the gender perspective.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Relating the observations of the educational theories with the formal learning and theories undertaken.
13. Share specific knowledge with other professionals to ensure a better product or solution.
14. 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.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Stay in school and observation in the territory.	70	2.8	1, 13, 4
Type: Supervised			
Seminar discussion and evaluation processes designed. Exhibitions jobs. Debates and monitoring group work.	15	0.6	1, 4
Type: Autonomous			
Study territory. Analysis school reality. Preparation of individual and collective memory. Field diary. Preparation and presentation of seminars.	65	2.6	4, 12

The course Practicum I 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.

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

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exhibition of work.	20% (individual)	0	0	14, 3, 4, 6, 12
Final Report	40% (30% group and 10% individual)	0	0	1, 13, 14, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
School report	25% (12,5% individual and 12,5% group)	0	0	14, 3, 5, 6, 12
Seminars	15% (individual)	0	0	2, 4, 6

The evaluation of Practicum I must allow the verification of the achievement of the competences identified in this guide. Likewise, it must take into account the global design of the subject and its methodological orientations. The evaluation consists of a series of indicators that must be taken into account:

1. Final Report. It accounts for 40% of the evaluation and represents a descriptive, analytical and reflective synthesis of the different activities and observations made during the whole Practicum. The evaluation of the final report includes a part of team work, characterization of the social environment, the school and classroom dynamics and a part of individual evaluation, which will be made from the individual diaries of observation in the classroom, the group diary where the aspects of organization, planning and execution of the work will be recorded, as well as the contribution of each of the members of the group and the assessment of the dynamics of work. The grade of the final report will be individual. The final report will be delivered through Moodle. The tutor's feedback will also be done through Moodle.

2. Tutorials, seminars. Tutorials and seminars represent 15% of the evaluation. They involve the supervision and monitoring, by the faculty teaching staff, of some practical and methodological activities, attendance and participation in plenary meetings to communicate, evaluate and analyze the information collected in the different schools and their environments.

3. Work expositions. The expositions represent 20% of the evaluation.

The notes of participation in tutorials, seminars and the notes of the expositions will be individual

4. School report, which represents 25% of the evaluation. This report will be issued by the school based on two evidences: An individual evaluation on the student's stay in the classroom, carried out by the classroom mentor and an evaluation of the work that the group presents in the school referent, on the school analysis carried out. Only the presentation of a single group work on the internship school will be accepted. The split or lack of commitment of any member of the group in the realization of the report or in the analysis of the school will be a reason to fail this part of the evidence, which will be graded as not evaluable, without the right to recovery. In case this or any other evidence is failed and the average with the rest of the evidences is higher than 5, by default the final grade of the practices will be 4.

To pass this course it is necessary that the student has a minimum score of five in each of the evaluated evidences (final report, tutorials, seminars, exhibitions and school report).

Students must show an attitude compatible with the teaching profession. If this is not the case, at any time during the internship, both the internship school and the university may decide that the student must stop his/her stay at the school. In these cases, there will be a contact between the faculty and the school, which will draw up a reasoned report of interruption of the internship where it will be evidenced that the student cannot continue the internship. If this happens, this person will automatically fail the Practicum (the numerical grade that will remain will be a 3).

A student is considered to have an attitude compatible with the teaching profession when he/she complies with 100% of the calendar, attends all scheduled activities and assumes the assigned responsibilities. It is also required that he/she has been respectful with the members of the educational community, in accordance with the ethical criteria of the profession (related to aspects such as equality, equity, coeducation or inclusion), avoiding inappropriate behavior (xenophobic, sexist, homophobic, etc.). They must also comply with the school's regulations (punctuality, following schedules, use of cell phones, dress, etc.), and write and speak correctly and appropriately in accordance with the vehicular language and the school's guidelines.

The total or partial plagiarism of one of the evaluation activities and/or copying in an evaluation test is a direct reason for failing the course (the numerical grade that will remain will be a 3). It will be considered that a work, activity or exam is "copied" when it reproduces all or part of the work of another classmate or makes use of artificial intelligence for its realization.

A paper or activity will be considered plagiarized when it presents as its own a part of an author's text without citing the sources, regardless of whether the original sources 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](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html)).

All evaluation tasks carried out during the course must be submitted by the deadline indicated by the faculty in the academic program.

Final report grades will be available within twenty working days of submission.

Attendance to the seminars is compulsory. Otherwise, it will be considered as "Not evaluable". The only purpose of the supporting documents is to explain the absence; in no case they are an exemption of attendance.

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 show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

Let us remember that, in the case of the Catalan language, in the 1st and 2nd year, the student is required to have a linguistic competence equivalent to Level 1 for Teachers of Early Childhood and Primary Education; and that from the 3rd year of the Degree the student must have shown a competence equivalent to Level 2 for Teachers of Early Childhood and Primary Education.

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 school in two different practicums. Neither can the internship be carried out in a school where there are first-degree relatives or where the student is working without authorization from the university coordination <https://www.uab.cat/doc/RegulacioPractiquesBOEDOC>.

According to the academic regulations, this course does not contemplate the possibility of a single evaluation or recovery systems.

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Instituto Nacional de Evaluación Educativa. Ministerio de Educación y Formación Profesional.  
<http://www.educacionyfp.gob.es/inee/portada.html>

Ministerio de Educación y Formación Profesional. <https://www.educacionyfp.gob.es/portada.html>

OCDE. <http://www.oecd.org/education/>

## **Software**

No specific programme is required.

## **Language list**

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