

## Practicum V

Code: 103505  
ECTS Credits: 12

2024/2025

Degree	Type	Year
2500798 Primary Education	OB	4

### Contact

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### Teachers

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### Teaching groups languages

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

### Prerequisites

It is recommended that students have previously completed Practicum I, II, III and IV. Once Practicums II, IV and V are completed, students must have stayed in 2 different schools. 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 centre before the internship starts. For doing the practicum, it is imperative to respect the terms of application established by the Faculty.

### Objectives and Contextualisation

The main objective of the Practicum V is to get the students engaged in a particular educational project. Students would work further on designing and implementing an educational intervention. This intervention would be either linked to a chosen curricular area (different from that already chosen for the Practicum IV) or to any other aspect of school life. The didactic proposal of the PV can not be coincident with the one of the PIV, nor in contents, nor in modality.

Students in the English, Music, Physical Education, or Special Needs specialisations, would develop the content of their Practicum V linked to their own course of specialisation.

The specific nature of each educational project depends on the decision made in accordance by the three agents together: the school mentor, the university supervisor and the student.

The objectives of this Pràcticum V are:

- Schedule, impart and evaluate a proposal / intervention linked to one or several areas of knowledge of the curriculum of primary education.

- Analyze critically the educational project of the educational centre in order to propose proposals for improvement.
- Reflect on the teaching practice to be conscious and make decisions based on the professional development 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.
- 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.
- Appreciate individual and collective responsibility in the achievement of a sustainable future.
- 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.
- Learning about forms of collaboration with the different sectors of the educational community and the environment.
- 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.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- 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.
- Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.

- 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 proposals for improvement in the different areas of action that can be established at a school.
- 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.
- Understand models of quality improvement with application to schools.
- 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. Apply the data obtained in from socio-educational diagnosis to the education planning process.
6. 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.
7. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
8. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
9. Collaborate with the school's professionals by making innovative proposals based on observation of innovative practice in the school and classroom.
10. Conceive innovation as part of professional development and continuing education.
11. Conceive teaching practice to be an element of professional improvement.
12. Considering processes of causality between educational factors and social factors.
13. Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
14. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
15. Critically analyse personal work and use resources for professional development.
16. Critically observing the reality of the school, paying special attention to innovation projects, and reflecting this practical know-how in the proposed improvements.
17. Define the elements that constitute a school as complex organization.
18. Demonstrate knowledge of the theoretical framework to analyse the reality of the classroom and school.
19. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
20. 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.
21. Develop a collaborative project in a team, as a first step towards networking.
22. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
23. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
24. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
25. 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.
26. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
27. Identify situations in which a change or improvement is needed.
28. Identifying barriers to learning and mobilising resources to address diversity.

29. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
30. Identifying strategies that promote interaction and communication in the classroom, in order to create a good climate for learning and coexistence.
31. Identifying the teacher's framework of autonomy and role in today's society.
32. Identifying ways of managing the time, space and social organisation in the classroom.
33. Inform oneself by reading articles, bibliographic sources and proposals and teaching resources to interpret and respond to pupil's needs for specific support.
34. Justifying the appropriateness of the language and mathematics activities designed in the class group in which they will be taught.
35. Know about information and communication technologies and apply them in the classroom.
36. 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.
37. 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.
38. Make use of theoretical concepts and principles to interpret educational events, situations and processes in the classroom or school.
39. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
40. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.
41. Planning and carrying out activities that promote active citizenship in students.
42. Planning language and mathematics activities, specifying their didactic purpose.
43. 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.
44. Provide integrated responses to complex educational phenomena.
45. Recognising the level of personal and social commitment towards educational initiatives.
46. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
47. Reflecting on the role of the school in a changing society.
48. Regulating the processes of interaction and communication in groups of students aged 6-12.
49. Selecting the key information for making proposals for improvements in primary education centres.
50. Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
51. Share specific knowledge with other professionals to ensure a better product or solution.
52. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
53. Share with professionals at the school any proposed innovation generated by informing the teaching staff of proposals.
54. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
55. Understand how the different organizational structures of the school function.
56. Understand models of quality improvement with application to schools.
57. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
58. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
59. 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.
60. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

## Content

The contents will be determined by the type of Practicum that the student does. The practicum V may be of a general nature or linked to the Mention that the student puts: Musical Education, English Language, Physical Education or Specific Educational Needs.

The students of the mention of Specific Educational Needs will perform this Practicum in two different educational centers.

Students not assigned to any of the specific mentions may request these practices at an Adult School (CFA), hospital classrooms, or CFA prison center according to the offer of each academic year.

Block of contents

\* The students who develop practicum IV and V in the same educational center, will not have to do the blocks A and B of contents

#### BLOCK A. KNOWLEDGE OF THE SCHOOL CONTEXT \*

1. The organization of the center.
2. The educational projects of the center.
3. Relations with the environment.

#### BLOCK B. KNOWLEDGE OF THE CLASSROOM \*

1. Learning processes in relation to teaching strategies.
2. Attention to diversity and inclusion processes.
3. The processes of communication and interaction in the classroom.
4. Organizational processes in the classroom.
5. Coexistence and conflict resolution strategies.

#### BLOCK C. DIDACTIC PROPOSAL / EDUCATIONAL INTERVENTION IN THE CLASSROOM

1. Programming and experimenting with a proposal / intervention related to the curricular areas of primary education.
2. Evaluation of the proposal / intervention.
3. Critical reflection and proposals for improvement of the proposal / intervention.
4. To use an oral and written language appropriate to the academic context (catalan or English, depending on the group).

Practicum V offers different modalities:

- Proposal for educational intervention in the classroom. This modality implies designing a classroom proposal of disciplinary, interdisciplinary, transversal or of the type that is considered advisable, to respond to a need / demand / concern / interest of the group. The objective is to deepen in the theoretical field of the need / demand / concern / interest and do the didactic transposition in the form of proposal for educational intervention in the classroom.
- Educational intervention project at the center. This modality implies the active participation in transversal and interdisciplinary projects that go beyond the classroom programs (thematic weeks, days, centers of interest, plans, etc.) and that are habitual that the training centers. The objective is to be actively and responsibly involved in a work commission that has an assignment to develop an aspect (thematic weeks, days, centers of interest, plans, etc.) of the educational project.
- Project Learning Service (APS). This modality combines learning and community service processes into a single project in which participants are formed by working on the real needs of the environment with the aim of improving it. The Project of Learning Service is established at the proposal of the student involved, previous consensus and agreement with the school and with the tutor or the tutor of the Faculty. The objective of the APS modality in the context of Practicum V is that the students that opt for it can perform an intervention that entails a noticeable improvement in the field of their internship center. This improvement will be the result of the knowledge of the environment, the creativity, the personal effort, the commitment with the school and with the society and the work in team.

At the end of Practicum V, on Tuesday June 17, 2025, from 9:00 to 13:00, the Degree in Primary Education organizes the "Practice Day" Workshop, which is compulsory and in which all the students and all the Teachers who tutor it will take part. This Workshop should be a relevant space for reflection and exchange of experiences. Students who do the Practicum V compacted in the first semester must also participate. Only students who complete their studies in February of the corresponding academic year are excluded from this event.

The tutors and tutors of this practicum belong to the departments of: Didactics of Language, Literature and Social Sciences, Didactics of Mathematics and Experimental Sciences, Didactics of Musical, Plastic and Corporal Expression, Basic, Evolutionary and Psychology of Education, and Applied Pedagogy. The students that make a specific mention will have as tutors and tutors of this Practicum to teaching staff of the departments and the units involved in the mention.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Individual or collective conferences	22	0.88	15, 5, 40, 52, 51, 55, 57, 10, 11, 17, 18, 19, 54, 22, 44, 26, 38, 59, 16, 39, 7, 12, 45, 47, 46, 49, 58
Self-work	75	3	1, 15, 5, 40, 24, 25, 57, 13, 56, 17, 18, 22, 50, 20, 33, 44, 23, 38, 32, 41, 12, 45, 46, 49, 58
Type: Supervised			
Internship	203	8.12	1, 15, 40, 24, 25, 8, 9, 53, 51, 55, 10, 11, 13, 35, 56, 14, 17, 18, 19, 54, 22, 20, 44, 23, 26, 38, 59, 31, 29, 28, 30, 32, 6, 16, 39, 41, 7, 12, 45, 47, 46, 48, 36, 49, 60

Training activities are structured as follows:

### Individual and group seminars and tutorials

- Reflection on the learning process itself.
- Presentation, exchange, discussion and evaluation of the observations carried out in the classroom
- Design and analysis of any of the modalities of intervention that this practicum allows

### Stay at the internship center

- Observation and analysis of the practices that are carried out in the classroom and in the center.
- Participation and collaboration in the activities of the school and the classroom.
- Programming, imparting and evaluating one of the modalities of intervention that this practicum allows (project for educational intervention in the classroom, or in the center, or APS)

### Self-work

- Search for information and documentation.
- Design of a proposal / intervention of any of the modalities that this practicum allows
- Critical reflection on the process of learning and professional development

Calendar. 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 order to adapt the calendar or to do the internship in the workplace, it is necessary to comply with the criteria established by the regulations and request it through the procedures of the Faculty reported on the website.

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
Individual and collective conferences	20%	0	0	51, 56, 50, 20, 23, 26
Internship Report	30%	0	0	1, 5, 24, 8, 9, 52, 53, 55, 10, 11, 13, 35, 56, 14, 18, 54, 21, 22, 20, 44, 59, 29, 28, 30, 6, 34, 37, 39, 42, 41, 7, 12, 45, 46, 48, 36, 60
Portfolio	40%	0	0	1, 15, 3, 4, 2, 40, 24, 25, 57, 10, 56, 17, 18, 19, 22, 50, 20, 33, 44, 38, 31, 29, 28, 32, 27, 16, 41, 43, 12, 47, 46, 49, 58
Workshop of Practices	10%	0	0	40, 52, 21, 45, 47

In the same line as Practical II, corresponding to 3<sup>rd</sup>, and that Practical IV, corresponding to the first part of 4<sup>th</sup>, there are requirements to be evaluated for Practical V the compliance with 100% attendance at the schedule of practice center; and compliance with a minimum of 80% attendance at the Faculty's tutorial seminars. Each of the assessment activities (learning folder, stay at the center and tutorials) must be passed (with a minimum grade of 5) to pass Practical V. If a block of activities is failed and the average with the rest of the blocks is higher than 5, by default the final qualification of the internship will be 4.

To pass this subject, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. In all activities (group and individual) students must be able to express themselves fluently and correctly. This affects the oral group activities developed in the seminars, in which it is necessary to present experiences, argue one's own point of view in the analysis of certain classroom situations, formulate questions to classmates, etc. It also affects individual writing activities, which must necessarily respect the formal aspects of presentation. Likewise, it is expected that in all cases a high degree of understanding of academic texts is shown.

Before submitting any evidence of learning, it is necessary to check that the sources, notes, textual citations and bibliographical references have been written correctly following the APA regulations and in accordance with the documentation that is summarized in the following UAB source: <https://ddd.uab.cat/record/113512>

Students must show an attitude compatible with the profession. If this is not the case, at any time during the stay, both the internship center and the university can decide that the student must stop the stay at the center. In these cases, there will be contact between the faculty and the center and a reasoned report on the interruption of internships will be drawn up showing that the student cannot continue doing the internships. If this happens, this person will automatically fail the practicum (the remaining numerical grade will be a 3). Likewise, total or partial plagiarism of one of the assessment activities and/or copying in an assessment test is a direct reason to fail the subject (the remaining numerical grade will be a 3).

In this sense, the student must comply with the regulatory framework for practices <https://www.uab.cat/web/practicum/normativa-1345881466711.html>. Following the academic regulations, this subject does not include the possibility of a single assessment. Likewise, the PV must be done in a different center from the PII and usually in the same one as the PIV, except for special cases that will be duly assessed by the practice coordination. You cannot do the internship at a center where there are first-order relatives or where you work without authorization from the university coordination.

The Learning Folder must be handed in on Friday, June 6, 2025.

## **Bibliography**

DECRET 119/2015, de 23 de juny, d'ordenació dels ensenyaments de l'educació primària. Diari Oficial de la Generalitat de Catalunya. DOGC núm. 6900 - 26.6.2015

DECRET 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu. DOGC núm. 7477 - 19.10.2017

ORDRE ENS/164/2016, de 14 de juny, per la qual es determinen el procediment i els documents i requisits formals del procés d'avaluació en l'educació primària. DOGC Núm. 7148 - 23.6.2016

Each supervisor will provide the needed specific references.

## **Software**

The software to be used will basically be word processor and presentation programs, as well as document repositories.

## **Language list**

There is no information about teaching languages.