

Practicum IV

Code: 102019
ECTS Credits: 12

2025/2026

Degree	Type	Year
Early Childhood Education	OB	4

Contact

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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">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:

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.

Total 300 h

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, 8, 7, 11, 13, 15, 16, 18, 19, 20, 21, 22

The assessment consists of three indicators: (1) a centre assessment report; (2) a practical report; and (3) participation in seminars, group tutorials, individual tutorials, and the closing day of the PIV. Assessment activities for this subject are completed individually and cannot be retaken. To pass the subject, each indicator must be passed separately. A result of less than 5 out of 10 for the report or for participation in the seminars indicates that Practicum IV must be repeated. Evidence 1 must be submitted by the schools no later than the last day of the students' stay at the centres. Evidence 2 must be submitted by students no later than two weeks after the closing day. The faculty tutor must submit the grade for Evidence 3 together with the grade for Evidence 2 no later than 20 working days after the student submits Evidence 2. All dates are marked on the internship calendar: https://www.uab.cat/doc/DOC_Calendar_Practiques_GEI_PIV_25-26.

If a block of activities is suspended and the average for the remaining blocks is higher than 5, the final grade for the internship will be 4 by default.

Attendance at the faculty's work seminars is compulsory; students must attend at least 90% of seminars; otherwise, they will be considered absent.

Being present at the school during school hours is an essential requirement (generally from 9 a.m. to 5 p.m., depending on the school schedule). A minimum of 203 hours must be spent at the centre.

The report must be submitted via Moodle on the specified date at the end of the internship, and feedback from the tutor will also be provided via this virtual classroom. Results of each assessment will be returned to students within 20 working days of submission, and a review date will be offered in the days following publication.

IMPORTANT:

Students must demonstrate an attitude that is compatible with the profession. If this is not the case at any time during the placement, the placement centre and the university may decide that the student must stop the placement. In such cases, the faculty and the centre will liaise and produce a reasoned report on the termination of the placement, stating that the student cannot continue. If this happens, the student will automatically fail the practicum and receive a grade of 3. They will not be eligible for re-evaluation.

Students who abandon the internship without justification will receive a grade of 0.

Linguistic correctness, writing and the formal aspects of presentation will be considered in all activities (individual and group). Students must be able to express themselves fluently and correctly, demonstrating a high level of comprehension of academic texts. Please note that in the case of Catalan, students in the first and second years are required to demonstrate a level of linguistic competence equivalent to Level 1 for Early Childhood and Primary School Teachers, and students in the third year of the degree must demonstrate a level of proficiency equivalent to Level 2 for Early Childhood and Primary School Teachers. More information on these levels can be found at <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>.

Copying and plagiarism constitute intellectual theft and will be punished with a mark of zero for the entire block in which the work is located. If it is not possible to determine who copied from whom in the case of copying between two students, both students will be penalised. Please note that 'copying' is defined as work that reproduces all or a substantial portion of another student's work. 'Plagiarism' is presenting all or part of an author's text as one's own without citing the sources, whether they are published in print or online. (See the UAB's documentation on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html.)

Students must comply with the regulatory framework for internships:

<https://www.uab.cat/web/practicum/normativa-1345881466711.html>. Students may not repeat the same internship centre in two different practicums. They also cannot undertake their internship at a centre where they have first-degree relatives or where they work without authorisation from the university coordinator (<https://www.uab.cat/doc/RegulacioPractiquesBOEDOC>).

The internship calendar at centres, seminars, and some aspects of the report for this practical course may vary for students doing it in conjunction with a national or international stay through UAB's own programme (Mece, Richmond, Munich, etc.), ERASMUS, or SICUE.

In accordance with academic regulations, this course does not allow for a single assessment.

The use of artificial intelligence (AI) technologies is permitted as an integral part of the work in this course, provided the final result demonstrates a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify which parts have been generated using AI technologies, specify the tools used, and provide a critical reflection on their influence on the process and the result of the activity. Failure to be transparent about the use of AI will be considered academic dishonesty and may result in a penalty on the activity mark or more serious sanctions in serious cases.

This course includes activities for developing Digital Teaching Competence.

Bibliography

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Bassedas, Eulàlia.; Huguet, Teresa. i Solé, Isabel. (1996). *Aprender i ensenyar a l'educació infantil*. Barcelona: Graó.

Blanch, Sílvia., 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, Sílvia., Pérez, Eulàlia. i Silvente, Jennifer. (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

Castellví, J. (2024). *Medi Social a Educació Infantil. Com Aprenem Sobre el Medi Social a l'Escola?* Universitat Autònoma de Barcelona.

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

Edo, Mequè., Blanch, Sílvia. i Anton, Montserrat. (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>

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Morgandi, Tiziana. (2012). Les activitats quotidianes, *Temes d'Infància*, 182, 12-15.

Sugrañes, Encarna.; Alós, Montserrat.; Andrés, Neus.; Casal, Soledad.; Castrillo, Carmen.; Medina, Nereida. y Yuste, Micaela. (2012): *Observar para interpretar. Actividades de vida cotidiana para la educación infantil (2-6)*. Barcelona: Editorial Graó

Tognett, Gloria. (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, Fina. (1999). Quan endreçar és una activitat. *In-fàn-ci-a*, 111, 21-22.

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

Revistes:

In-fàn-ci-a.

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>

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Software

No specific programme is required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.