

Practicum III

Code: 102020
ECTS Credits: 14

2025/2026

Degree	Type	Year
Early Childhood Education	OB	3

Contact

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Teaching groups languages

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

Prerequisites

It is recommended to have completed the practicum I and II.

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

Contextualization:

Third internship (Practicum III) are designed so that students acquire a general vision of the 3-6 cycle of infant education and the educational processes that take place. The content of these practices focuses on the knowledge of this cycle and the teaching intervention in the classroom. This course is taught by teachers of different educational areas: Social Sciences, Music education, Visual arts, Body Expression, Experimental Sciences, Mathematics, Language and Developmental Psychology. Its design and location in the Curriculum allow the relation between the following subjects:

- Teaching the knowledge of the natural and social environment in early childhood education I and II
- Visual arts education in Early Childhood Education I and II
- Early Childhood Music Education I
- Teaching Language and Literature in Early Childhood Education
- Mathematics in Early Childhood Education curriculum
- Early Childhood Psychomotor and Corporal education

Objectives:

- To know the educational reality of a school and Primary.
- To observe, analyse and describe the organizational elements of a kindergarten classroom.
- To design and implement adequate educational sequence to the reality studied.
- To analyse and reflect on the teaching task 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.
- 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.
- Controlling and monitoring the educational process, and in particular of teaching and learning by mastering the necessary techniques and strategies.
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction 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.
- 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 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.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Reflect in groups on the acceptance of rules and respect for others.
- 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.

Learning Outcomes

1. Adjust one's educational proposals to the maturation of children for whom they are intended.
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. Detect situations of conflict and act in observance of mediation criteria.
11. Identifying strengths and weaknesses and setting personal milestones in the emotional sphere.
12. Make project proposals taking into account the diversity of the school context.
13. Making proper use of oral, body, musical, plastic, mathematical, audio-visual languages, etc. in applying the learning sequence.
14. Making proper use of written language to describe and communicate the experiences and lessons learnt in the practicum from memory.
15. Manage and lead a group activity by ensuring that good interaction and communication occurs between participating children.
16. Observing and intervening in the greatest possible number of school situations where students' relatives participate.
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. Reflecting in a group on the acceptance of standards and respect towards others.
24. Reflecting orally and in writing about the didactic intervention itself.

25. Reflexively describe the dynamics of different meetings and events that one has participated in.
26. 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.
27. Using observation sheets to perform the child's educational follow-up.
28. Using the results of the analyses carried out in order to make decisions about how to act.

Content

1. The profession of nursery schoolteacher: functions, strategies, techniques and professional attitudes.
2. Analysis of the processes of communication and interaction in the classroom.
 - 2.1 Study of interventions for classroom learning.
 - 2.2 Reflection on methodologies that promote cooperation and learning autonomy.
 - 2.3 Analysis of attention to the diversity of learning pace.
 - 2.4 Value of inclusion as a learning strategy.
3. Analysis of the tutorial function: classroom organization and management.
4. Analysis of coexistence guidelines approaches and strategies of conflict resolution.
5. Analysis of Early Childhood Education Curriculum (3-6 years).
6. Contextualization, design, implementation and evaluation of a teaching and learning sequence.
7. Self-analysis and self-regulation of the practice and learning processes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group seminars, final exposition and individual tutoring	25	1	7, 4, 11, 6, 23, 24, 26
Type: Supervised			
Stay at the Early Childhood school center	245	9.8	1, 2, 3, 10, 9, 8, 4, 12, 15, 16, 5, 6, 13, 27
Type: Autonomous			
Reading and writing the documents, the report and the final presentation	80	3.2	8, 24, 14

Seminar activities are of the following type: exchange, discussion and evaluation of the processes designed in small groups; attendance at conferences and workshops on specific topics of the practicum; group tutorials on the design of the didactic sequence; oral presentations of work and conclusions.

The activities carried out in the centre are of the following type: observation, preparation of reports, analysis of documents; study of everyday situations in the educational centre: type of activities and dynamics; preparation of the field diary and observation notes; exchange of impressions and readjustments with the classroom teacher; application of the didactic sequence designed (between 6 and 8 sessions applied in the second intensive period).

The activities carried out autonomously are of the following type: reading of recommended bibliography; analysis and study of the school reality; design of a didactic sequence; reflection on the implementation; elaboration of the final report, and preparation of oral presentations.

At the end of the course, there will be a public exhibition showing the materials constructed for the didactic sequence and the projects carried out in the school.

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	1, 2, 3, 7, 10, 9, 12, 15, 11, 16, 18, 19, 20, 21, 22, 6, 13, 27
Individual tuition and seminars 30 %; Participation and presentation at the closing day of the PIII 10 %	40%	0	0	7, 25, 8, 4, 11, 5, 6, 17, 24, 26, 28
Report from the traineeship centre's teaching staff	30%	0	0	1, 9, 8, 4, 12, 18, 19, 20, 21, 22, 5, 6, 17, 23, 24, 26, 14, 27

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 PIII. 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 III 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_PIII_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 245 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

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

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

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

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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>

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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.