

## Practicum II

Code: 102021  
ECTS Credits: 12

**2025/2026**

Degree	Type	Year
Early Childhood Education	OB	2

### Contact

Name: Adriana Gil Juarez

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

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## 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			
Seminares 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
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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, 9, 8, 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

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](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 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 final 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](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf)

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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Majem, Tere. i Òdena, Pepa. (2007). *Descubrir jugando*. Barcelona: Octaedro.

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-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.

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

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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.