

Practicum IV

Code: 102062
ECTS Credits: 12

2025/2026

Degree	Type	Year
Primary Education	OB	4

Contact

Name: Xavier Fontich Vicens

Email: xavier.fontich@uab.cat

Teachers

Xavier Fontich Vicens

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 and III. Also, it is recommended the previous reading of all the documents and regulatory information provided on the Faculty's website.

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.

In order to take this course it is imperative to respect the terms of application established by the Faculty.

Objectives and Contextualisation

Practicum IV has a general nature and it is linked to a specific curriculum area. One of its most important objectives is that the future teacher learns to design a didactic proposal (unit plan, interdisciplinary project, workshops, APS, corners, environments, etc.) and can be put into practice. The didactic intervention has to have a minimum of 6 sessions. The type of proposal is open in each case to the decision taken by the tutors of the school and the Faculty.

The objectives of Practicum IV are:

- To observe and analyze the educational reality of the center of practices to get involved as a member of the educational community.
- To analyze the educational project of the internship center to be able to design a didactic intervention in a well-founded way.

- To schedule, implement and evaluate a didactic proposal linked to one or several knowledge areas of the curriculum of primary education.
- To reflect on the teaching practice to be conscious and take decisions based on their own professional development

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. Present products (teaching units, class analyses, etc.) produced in teams with people from different degree courses and levels of expertise.
44. 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.
45. Provide integrated responses to complex educational phenomena.
46. Recognising the level of personal and social commitment towards educational initiatives.
47. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
48. Reflecting on the role of the school in a changing society.
49. Regulating the processes of interaction and communication in groups of students aged 6-12.
50. Selecting the key information for making proposals for improvements in primary education centres.
51. Selectively distinguish audiovisual information that contributes to learning, public training and cultural richness.
52. Share specific knowledge with other professionals to ensure a better product or solution.
53. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
54. Share with professionals at the school any proposed innovation generated by informing the teaching staff of proposals.
55. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
56. Understand how the different organizational structures of the school function.
57. Understand models of quality improvement with application to schools.
58. Understand situations and phenomena in the classroom and school and offer grounded responses to what happens.
59. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
60. 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.
61. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
62. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

Content

SECTION A. KNOWLEDGE OF THE SCHOOL CONTEXT

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

SECTION 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. Organization processes in the classroom.
5. Coexistence and conflict resolution strategies.

SECTION 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. 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).

This internship is supervised by teachers from the following Departments: Department of Language and Literature Education, and of Social Sciences Education, Department of Mathematics and Science Education, Department of Teaching of Musical, Artistic and Corporal Expression, Department of Basic, Evolutive and Educational Psychology, and Department of Applied Pedagogy.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Individual or collective conferences	22	0.88	5, 25, 17, 55, 26, 38, 60, 29, 30, 12
Type: Supervised			
Internship	203	8.12	1, 15, 40, 25, 8, 9, 53, 54, 52, 56, 59, 58, 10, 11, 35, 57, 13, 14, 18, 19, 55, 20, 45, 23, 26, 38, 60, 31, 29, 28, 30, 6, 34, 39, 42, 41, 7, 12, 46, 48, 47, 49, 36, 50, 61
Type: Autonomous			
Self-work	75	3	1, 15, 5, 40, 24, 25, 56, 58, 57, 17, 18, 22, 20, 33, 29, 30, 32, 41, 7, 12, 46, 48, 47, 36, 50, 61

The training activities are structured as follows:

Individual or group conferences

- Presentation, exchange, discussion and assessment of the observations carried out in the classroom, from a theoretical and practical perspective.
- Design and analysis of a proposal / intervention.

Internship

- Observation and analysis of everyday situations in the center of practice and in the classroom..
- Participation and collaboration in school and classroom activities.
- Planning, implementation and assessment of a proposal / intervention

Autonomous work

- Search for information and documentation aimed at the preparation and presentation of documents and work derived from the practicum.
- Preparation of a proposal / intervention.
- Completion of a practicum learning folder.

As a common axis of these training activities, we emphasize the need for reflection on the learning process itself and the evaluation of the professional improvement experienced.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual or Collective conferences	30%	0	0	5, 52, 17, 18, 21, 33, 45, 31, 37, 41, 7, 43, 12, 47, 50, 61
Internship Report	30%	0	0	1, 15, 5, 40, 24, 25, 8, 9, 53, 54, 52, 56, 59, 58, 10, 11, 35, 57, 13, 14, 17, 18, 19, 55, 22, 45, 23, 26, 38, 60, 31, 29, 28, 30, 32, 6, 34, 37, 16, 39, 42, 7, 12, 46, 48, 47, 49, 36, 62, 61
Portfolio	40%	0	0	1, 15, 3, 4, 2, 5, 24, 9, 17, 19, 55, 22, 51, 20, 23, 26, 38, 28, 27, 34, 42, 43, 44, 46, 47

In the same vein as Practical II, taken in 3rd year, requirements for being assessed for Practical IV are 100% attendance at the practice center hours; 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 reached (with a minimum grade of 5) to pass Practicum IV. 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 (in group and individually) students must be able to express themselves fluently and correctly. This affects the oral group activities developed in the seminars, in which they may have 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, and to be evaluated, they must have met the following minimum requirements:

- Have complied with the calendar requirements and assumed the assigned responsibilities.
- Have shown respect for all members of the educational community.
- Have adhered to the school regulations (schedule, mobile phone use, dress code, etc.).
- Have used the vehicular language following the center's guidelines.
- They demonstrated during their intervention a reasonable command of the content they teach and the basic skills required to teach it.

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 a3). 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. No synthesis exam is offered for this course. Likewise, the PIV must be done in a different center from the PII, except in special cases that will be duly assessed by the coordination of practices. You cannot do the internship at a center where there are first-order relatives or where you work without authorization from the university coordination.

This course implements a set of measures to address the need to develop digital teaching competence. Digital Teaching Competence (DTC) is the ability of teachers to simultaneously mobilize knowledge, skills, and attitudes through the use of digital technologies in order to perform their professional duties and support students' learning and the development of their own digital competence. The regulatory framework has been developed by the European Commission and outlines the digital competences teachers need to face the widespread presence of digital devices and the responsibility to help students become digitally competent. The Reference Framework for Digital Teaching Competence is an adaptation of DigCompEdu tailored to the formal education system in Spain. The competences in the framework are organized into six areas, representing different aspects of teachers' professional activities.

The use of AI is permitted in this subject, provided that: a) it is limited to improving aspects of the final report's writing, and b) an annex is included indicating which parts were enhanced using this resource and what the original text written by the student was.

The Learning Portfolio must be submitted during the week of February 2, 2026.

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 add other specific references.

Software

El software que se empleará será básicamente programas de tratamiento de textos y de exposiciones, así como repositorios de documentos.

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.