UAB
Universitat Autònoma de Barcelona

Practicum I

Code: 102065
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OB	2

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Teaching groups languages

You can view this information at the end of this
document.

Prerequisites

- Students are recommended to register for this course, only after having completed the course "Social Context and School Management", given that its contents are essential for the practicum.

- Students must perform 70 hours of stay in context (including classroom, school and territory).

- A minimum of 65 hours out of those 70 must be spent in the school. This corresponds to 10 days of the full working day (6'5 hours per day). Lunch time does not count as a practicum hour, whereas the exclusive hour does

- Exceptionally contemplates the possibility that there are special cases (providing employment). In these cases must take into account the following requirements: people who can not attend school in the morning or afternoon, five days must guarantee full (morning and afternoon) at school; the remaining 60 hours, the fractions must complete day (mornings or afternoons, depending on the case) loose.

- 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 center before the intership starts.

Objectives and Contextualisation

The main objective of this practicum is that the students, in group, establish a first contact as future school professionals. Students will be assigned to different schools in groups of 5 and will carry out a general observation of three fundamental aspects: the social context of the school, the school's organization and classroom life.

This document presents the objectives to be achieved for each of the three aforementioned points and considers the issues to be taken into consideration in drafting the report, giving some indications on how to organize and to successfully accomplish this Practicum.

General objectives

1. Analyse the relation between the social and school context and the social relations that occur within the school, with particular reference to gender inequalities.
2. Apply the sociological perspective to the analysis of educational reality and of the different social contexts.
3. Approach to the social functions of the institution and the effects of changes (social, cultural, demographic, etc.) over education and school.
4. Understand social inequality and its effects on education and school performance.
5. Identify the variables that configure school, and their interrelations.
6. Understand the systemics relations between School Institutional Approaches and the school dynamics.
7. Understand the organizational structure of the school.
8. Analyse the main collegiate, participatory, executive and unipersonal governing bodies, coordination and staff bodies of the school.
9. Analyse the material, human and functional resources and how they influence educational activity and its management.
10. Understand the importance of the relations that occur within the educational community to ensure coexistence and achieve the objectives of school.

Instrumental goals:

1. Use of tools for systematic observation of school and social reality.

2. Collect and process primary data (interviews, observation diary, etc.) and secondary sources (statistics, analysis of documents,...). Interpreting this information in relation to the theoretical knowledge acquired in other related subjects.

3. Communicate formally the results obtained through the analysis of social and school reality.

Competences

- 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.
- Collaborate in the different sectors of the educational community and of the social setting.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- 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.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- 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.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
5. Define the elements that constitute a school as complex organization.
6. Demonstrate respect for individual and social awareness and responsibility regarding the world around us.
7. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
8. 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.
9. Express critical and objective arguments with respect to the functions and tasks performed by social institutions.
10. Identify situations in which a change or improvement is needed.
11. Identifying experiences involving collaboration between sectors of the educational community and the social environment.
12. Identifying the teacher's framework of autonomy and role in today's society.
13. 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.
14. 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.
15. Recognising the level of personal and social commitment towards educational initiatives.
16. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
17. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
18. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.

Content

The contents of this course are the following:

1. Types of pre-primary and primary schools in Spain and Catalonia.
2. Characterization of the territory: school relations, context and educational community.
3. School and educational Administration. School and classroom organization.
4. Identification and analysis of school projects.
5. Linguistic project of the school and language development.

6. Analysis of the functioning of the teaching team.
7. Collaboration among professionals, institutions and resources with educational purposes.
8. Analysis of the different models of student grouping and inclusive practices.
9. Analysis of the interactions and relationships in the classroom, devoting special attention to gender inequalities.
10. Analysis of social factors and temporary and spatial factors that condition educational activity.
11. Analysis of communicative and interactive processes in the classroom.
12. Teachers as professionals: functions, strategies, techniques and professional attitudes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Stay in school practices and observations in the territory	70	2.8	5, 6, 9, 14, 15
Type: Supervised			
Seminar discussion and evaluation processes designed. Exhibitions of work. Debates and reflections on key issues. Monitoring of group work.	15	0.6	3, 1, 5, 6, 9, 12, 11, 15
Type: Autonomous			
Study territory. Analysis school reality. Preparation of individual and collective memory. Field diary. Preparation and presentation of seminars.	63	2.52	2, 3, 8, 5, 7, 9, 12, 11, 15, 18

The course Practicum 1 of the Primary Education Degree is a module formed by different formative activities with an exploratory purpose. It is oriented towards the global analysis of social and educational reality. The different activities are organized around two variables: location and grouping.

A) Location: It refers to the location where the practicum takes place. They can be classroom or field activities. Classroom activities include workshops, seminars and tutorials, either individual or collective, that help to plan and establish the formative activities that form the module Practicum I. Field activities include those activities developed outside the university, mainly linked to a primary school and in relation to the territory where it is located.

B) Grouping: Depending on their nature, they can be individual or group activities. Individual activities include those that each student must accomplish on his/her own. These activities can be addressed at the preparation of the fieldwork or the study of the available data of the territory. Group activities represent the most important part of the module. The group of students assigned to a particular school are expected to work cooperatively to accomplish them.

The Faculty administration will assign a maximum of 5 students to each of the schools assigned to the UAB. The students assigned to the same school will constitute a working team that operates collectively in all the group activities of the course.

Students registered in one academic group will be divided in different schools and will have a tutor of the Faculty.

This course includes activities for the development of the Teaching Digital Competence.

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
Final report	45%	0	0	2, 3, 8, 5, 6, 17, 7, 9, 12, 11, 15, 16, 18
Mentoring, seminars and exhibitions of works	20%	2	0.08	3, 1, 5, 6, 9, 10, 15
School report	35%	0	0	4, 5, 6, 17, 7, 9, 12, 11, 13, 14, 15

This subject does not include the single assessment system.

This subject does not allow a synthesis test for students enrolling for the second time.

The evaluation of the subject *Practicum I* must confirm the achievement of the competencies outlined in this guide. It must also take into account the overall design of the subject and its methodological guidelines. The evaluation consists of a series of indicators that must be considered:

1. Final Report. This accounts for 45% of the evaluation and represents a descriptive, analytical, and reflective synthesis of the various activities, research, and observations carried out throughout *Practicum I*. The evaluation of the final report includes an individual assessment component, based on an individually authored piece, which may be requested for in-person completion, and the group journal (which must document aspects of the organization, planning, and execution of the work, each member's contribution, and an evaluation of the group dynamics). The final report grade will be individual. The submission date for the final report is June 19, 2026.

2. Tutorials, seminars, and project presentations. These represent 20% of the evaluation and will be individually assessed. They involve supervision and follow-up by faculty members of certain practical and methodological activities, attendance and participation in plenary meetings to share, assess, and analyze the information collected at the various schools and their contexts, and the project presentation in class on June 15, 2026.

3. School report. This accounts for 35% of the evaluation and must be issued by the mentor responsible for the student team. If the student has not met the minimum attendance requirement at the school, the evaluation will be recorded as "Not assessable."

To pass this subject, the student must obtain a minimum score of five ineach of the evaluated components (final report, tutorials, seminars, presentations, and school report). In addition, for the student to be evaluated, they must demonstrate an attitude compatible with the teaching profession and meet the following minimum requirements:

- Have met the requirements of the calendar and assumed the assigned responsibilities.

- Have shown respect for all members of the educational community.

- Have respected the school's rules (schedule, mobile phone use, dress code, etc.).

- Have used the language of instruction in accordance with the school's guidelines.

Students must demonstrate an attitude compatible with the profession. If this is not the case, at any point during the placement, both the placement center and the university may decide that the student must discontinue their placement. In such cases, there will be contact between the faculty and the school, which will prepare a reasoned report justifying the interruption of the placement, showing that the student cannot continue. If this occurs, the student will automatically fail the practicum (numerical grade: 3).

All evaluated tasks carried out during the course must be submitted within the deadlines indicated by the faculty in the program.

The grades for the final report will be available within twenty working days after submission.

Attendance at seminars is mandatory. Otherwise, the student will be considered "Not assessable." Justification for absence only explains the absence; it does not excuse non-attendance.

For all activities (individual and group), linguistic accuracy, writing quality, and formal presentation will be taken into account. Students must be able to express themselves fluently and correctly and demonstrate a high level of understanding of academic texts. An activity may be returned (not evaluated) or failedifthe instructor considers that it does not meet these standards.

Please note that, in the case of the Catalan language, students in 1st and 2nd year must demonstrate language competence equivalent to Level 1 for Early Childhood and Primary Education Teachers. From the 3rd year onward, students must demonstrate competence equivalent to Level 2 for Early Childhood and Primary Education Teachers. (More information about these levels: https://www.uab.cat/web/estudiar/graus/graus/competencia-linguistica-1345737529755.html)

Copying or plagiarism, whether in assignments or exams, constitutes academic misconduct and may result in a failing grade for the subject. A piece of work, activity, or exam will be considered "copied" when it reproduces all or part of another student's work. It will be considered "plagiarized" when part of a text from an author is presented as one's own without citing the source, whether from print or digital formats. If total or partial plagiarism is detected in any assessment activity, the subject will be failed immediately, and the numerical grade will be a 3. (More information on plagiarism: https://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

In this subject, the use of Artificial Intelligence (AI) technologies is permitted as an integrated part of the work, provided that the final result clearly reflects a significant contribution by the student in terms of personal analysis and reflection. The student must clearly identify which parts were generated using such technologies, specify the tools used, and include a critical reflection on how they influenced the process and the final outcome. Lack of transparencyinthe use of AI will be considered academic dishonesty and may lead to a grade penalty or, depending on the severity of the offence, to a mark of 4 points (failure) and hence to not passing the subject.

This subject cannot be recovered in the case of a negative placement report issued by the school and/or if the student displays an attitude incompatible with the teaching profession. In other cases, the faculty may require an individual report to recover the individual grade for the practicum report (Submission deadline: 3rd of July).

General information on assessment regulations: https://www.uab.cat/web/estudiar/grau/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-134566217

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Software

No especific software is required in order to carry out this course.

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.