UAB
Universitat Autònoma de Barcelona

Practicum II

Code: 103701
ECTS Credits: 12

Degree	Type	Year
Primary 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 advisable to have completed Practicum II and to be enrolled in the following second-year subjects:

- Learning and Development II.
- Languages and learning.
- Management and innovation in the mathematics classroom.

Practicum II is intended for students to deepen their analysis and understanding of teaching and learning
processes in languajes or mathematics, and human development in the primary education stage. This
internship is developed intensively over a period of seven weeks, thus favouring the student's immersion in the
school: At first, the student will refelct on teaching practice based on systematised observation and analysis.
Then, ina second stage, the student will have to intervene as a professional and guide their own reflection on
the basis of their performance.
In order to be able to take this course, it is mandatory to have a negative certificate from the Central Register
of Sexual Offenders. It is the student's responsibility to request it in order to be able to provide it to the centre
before the start of the work placement period.

Objectives and Contextualisation

Without losing sight of the whole of the Primary Education stage, students will follow a class group in a specific
cycle. In order to deepen the knowledge of the teaching-learning processes, this subject is taught by teachers
from three departments who will work in a coordinated way:

- Department of Developmental and Educational Psychology.
- Language and Literature Didactics Unit
- Unit of Didactics of Mathematics

The main aim of these placements is to acquire the professional skills which, as future teachers, will enable them to analyse, design and develop teaching-learning processes in two fundamental areas of the Primary Education curriculum: languages and mathematics.

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.
- 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.
- 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.
- 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.
- 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 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.
- 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. 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.
6. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
7. Collaborate with school professionals in order to extract relevant information from innovative projects analysed.
8. Conceive teaching practice to be an element of professional improvement.
9. Control and monitoring of the educational process and in particular the teaching and learning by mastering the techniques and strategies needed.
10. Coordinate with other teachers in approaches to education and the realization of teaching and learning tasks.
11. Critically analyse personal work and use resources for professional development.
12. Demonstrate knowledge of the theoretical framework to analyse the reality of the classroom and school.
13. 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.
14. Develop a collaborative project in a team, as a first step towards networking.
15. Establish evaluation criteria for the planned activities arising from the process of teaching and learning.
16. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
17. 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.
18. Identify situations in which a change or improvement is needed.
19. Identifying barriers to learning and mobilising resources to address diversity.
20. Identifying strategies that promote interaction and communication in the classroom, in order to create a good climate for learning and coexistence.
21. Identifying the teacher's framework of autonomy and role in today's society.
22. Identifying ways of managing the time, space and social organisation in the classroom.
23. Inform oneself by reading articles, bibliographic sources and proposals and teaching resources to interpret and respond to pupil's needs for specific support.
24. Justifying the appropriateness of the language and mathematics activities designed in the class group in which they will be taught.
25. Know about information and communication technologies and apply them in the classroom.
26. 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.
27. 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.
28. Make use of theoretical concepts and principles to interpret educational events, situations and processes in the classroom or school.
29. Participating in the preparation, development and regulation of the everyday classroom tasks and making suggestions for their improvement.
30. Permanently learn and think critically as teachers, making use of shared research-action processes to improve and innovate in teaching.

31. Planning and carrying out activities that promote active citizenship in students.
32. Planning language and mathematics activities, specifying their didactic purpose.
33. 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.
34. Reflecting on the potentials of interdisciplinarity within the framework of the present curriculum proposal.
35. Reflecting on the role of the school in a changing society.
36. Regulating the processes of interaction and communication in groups of students aged 6-12.
37. Selecting the key information for making proposals for improvements in primary education centres.
38. Share specific knowledge with other professionals to ensure a better product or solution.
39. Share with colleagues doing traineeships in the same school the development of classroom experiences and discuss their suitability for the class group.
40. Show interest in understanding and comprehending the functions and tasks performed by social institutions.
41. Understand how the different organizational structures of the school function.
42. Understand situations and phenomena in the classroom and school and offer grounded responses to what happens.
43. Understand the need to link ideas and principles with concrete actions, through reflective practice and identification of problem-solving strategies.
44. 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.
45. Using ICTs and CLTs in the development and production of practical work and in the design of didactic proposals.
46. Using strategies that encourage interaction and communication in the classroom in language, literature and mathematics learning situations.

Content

1. Analysis of the practices observed in the classroom:

- Description, interpretation and assessment of teaching and learning situations in the classroom, more specifically in the instrumental areas.
- Analysis of attention to the diversity of learning paces.
- Description of tutoring activities and approaches to mentoring.
- Analysis of communication and interaction processes in the classroom.
- Analysis of the processes of social organisation and learning in the classroom.
- Analysis of coexistence, approach and strategies for conflict resolution.

2. Design and implementation of teaching and learning proposals for Catalan language and mathematics, diversified according to needs.

- Sequencing of learning and assessment activities.
- Analysis of learning processes in relation to teaching processes.
- Experimentation of methodologies that promote cooperation and autonomy in learning.

3. To use an oral and written language appropiate to the academic context (catalan or English, depending on the group).

4. The teaching profession: functions, strategies, techniques and professional attitudes.

- Self-analysis and self-regulation of own practice and learning processes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SEMINARS AND INDIVIDUAL OR COLLECTIVE TUTORIALS	22	0.88	11, 30, 17, 39, 43, 42, 8, 12, 23, 15, 28, 21, 19, 20, 22, 24, 32, 31, 35, 34, 37, 46
STAYING IN SCHOOL	203	8.12	1, 30, 16, 7, 39, 38, 43, 8, 25, 9, 10, 40, 14, 13, 23, 15, 28, 44, 19, 20, 22, 5, 24, 27, 29, 32, 6, 34, 36, 26, 46, 45
Type: Autonomous			
PORTFOLIO	75	3	11, 30, 17, 41, 43, 42, 10, 12, 13, 23, 15, 28, 21, 19, 20, 22, 24, 32, 34

The methodology is structured according to the training activities that are proposed. Note: the following information (relating to the calendar of the stay at the centers, the seminars, and aspects of the learning portfolio) may vary in the case of national or international internships through the UAB Own Program or the ERASMUS and SICUE programs.

STAY AT THE PRACTICE CENTER

• Duties:

  o Observation, participation, and preparation of documents.

  o Elaboration of a field diary and observation notes.

  o Study of everyday situations in the educational center: types of activities and dynamics in the classroom, specifically around language and mathematics.

  o Development of mathematics and language teaching and learning interventions.

• Calendar: from January 13 to February 27, 2025, in full time depending on the school (minus an hour for lunch that does not count) from Monday to Friday. 6.5 hours per day at the center are counted, excluding Tuesdays (minimum 4 hours). See the following document: https://www.uab.cat/doc/DOC_Calendari_Practiques_GEP_PII_25-26

• Observation: in order to be able to follow an adapted calendar or do the internship at the workplace itself, it is necessary to meet the requirements established by the regulations, to have requested it through the procedures established by the Faculty within the established deadlines, and to have obtained a favorable resolution. It is not expected that there will be adaptations to the hours of presence at the center during the internships, nor changes in the days planned for the seminars/tutorials at the Faculty.

INDIVIDUAL AND GROUP SEMINARS AND TUTORIALS

• Duties:

  o Presentation, exchange, discussion, and evaluation of the observations made, andthe processes designed in small groups.

  o Design and analysis of mathematics and language interventions and the treatment of diversity.

  o Reflection on the learning process.

  o Active and quality participation.

• Calendar: see the following document - https://www.uab.cat/doc/DOC_Calendari_Practiques_GEP_PII_25-26

o Tutorials are on Tuesday afternoons, two hours between 3-9pm during the period of stay at the school.

o Three special dates:

- Round table: Tuesday, December 2 from 5 to 7 pm (Tuesday afternoon subjects of the first semester will offer the afternoon).

- Conference: Tuesday, January 13 from 5 to 9 pm.

- Closing seminar: Tuesday, May 19 from 7 to 9 pm (Tuesday afternoon subjects of the second semester will give up this slot).

LEARNING FOLDER

• Duties:

o Search for information and documentation.

o Analysis and study of school reality.

o Design of teaching and learning interventions in the area of mathematics and language.

o Elaboration of the learning folder.

o Preparation of oral presentations for the seminar.

o Date of delivery of the learning folder: From 15 to 17 April 2026.

Teaching Digital Competence

• This subject includes activities for the development of Digital Teaching Competence.

Use of AI.

• The use of AI is only permitted for searching for information, creating orientation diagrams, and other tasks that are strictly within the study process involved in preparing the Learning Folder (LF). Under no circumstances may it be used to draft individual sections of the LF. If the tutor identifies that any part of the LF was created with AI, they may ask the student to redo it under the conditions determined by the tutor.

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
PORTFOLIO	40%	0	0	1, 11, 4, 2, 30, 16, 17, 41, 42, 12, 23, 15, 28, 21, 19, 20, 22, 24, 32, 35, 34, 46
SEMINARS AND INDIVIDUAL OR COLLECTIVE TUTORIALS	30%	0	0	1, 11, 3, 30, 17, 39, 38, 43, 42, 8, 10, 12, 14, 23, 15, 28, 21, 19, 20, 22, 18, 24, 32, 31, 35, 34, 37, 46

STAYING IN SCHOOL - SCHOOL REPORT	30%	0	0	1, 30, 16, 7, 39, 38, 43, 42, 8, 25, 9, 10, 40, 14, 13, 23, 15, 28, 44, 21, 19, 20, 22, 5, 24, 27, 29, 32, 6, 33, 35, 36, 26, 46, 45

Requirements to be evaluated are:

- 100% attendance at the practice center following the full schedule of the assigned group teacher (usually 6.5 hours a day: from 9:00 a.m. to 2:00 p.m. and from 3:00 p.m. to 4:30 p.m.).
- compliance with a minimum of 80% attendance at the faculty's tutoring seminars.

Additionally, for the student to be evaluated, they must have an attitude compatible with the teaching profession and 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 internship, both the internship center and the university may decide that the student must terminate their <spanclass="NormalTextRun SCXW188503689 BCX0">stay at the center. In such cases, there will be contact between the faculty and the center, which will prepare a reasoned report for the interruption of the internship, evidencing that the student cannot continue the practice. If this occurs, the student will automatically fail the practicum (the numerical grade will be a 3).

The student must comply with the regulatory framework for internships https://www.uab.cat/web/practicum/normativa-1345881466711.html. Following the academic regulations, this subject does not include the possibility of a single assessment. The practice regulations must be reviewed (see the General Introduction: https://www.uab.cat/web/practicum/grau/educacio-primaria/introduccio-general-1345874979957.html). Without authorization from the university's coordination, you cannot do the internship at a centre where there are first-degree relatives or where the students work.

To pass this practicum, you must pass each of the activity blocks (seminars/tutorials, stay at the centre and learning folder) with a grade equal to or higher than 5. Otherwise, and by default, the final grade for the practicum will be a 4. It is mandatory to hand in the various documents from the learning folder within the deadlines agreed with the tutor. Students must review the documents already delivered if the tutor so requests; once the documents have been scored aspart of the Learning Folder, they can no longer be modified.

To pass this subject, the student must demonstrate, in the activities proposed, good general communication skills, both orally and in writing, and a good command of the Catalan language, the vehicular language of the subject. From the 3rd year of the Degree, the student must show a competence equivalent to level C2 of the MECR. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will therefore be considered. Students must be able to express themselves fluently and correctly and must show that they understand the academic texts correctly. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

To be able to assess the progress of the students' learning and following the University's Rights and Duties Regulations, their activities must be original versions prepared by them and demonstrate their understanding of the subject contents and reflection on them. Activities that do not respect this premise cannot be evaluated in terms of the student's learning and, therefore, will be suspended. Copying in assessment activities is a reason to fail the subject, without having the right to a second-chance assessment. The evaluation criteria for each activity are detailed below:

Seminar and individual or collective tutorials:

• Assistance.

• Active and quality participation.

• Delivery of documents within the set deadlines.

• Quality of the documents delivered, both from the point of view of content and communicative competence.

• Oral communication skills in the Catalan language, equivalent to C2 of the MECR.

Stay at the practice centre:

• The degree of professionalism.

• Attendance and punctuality (teacher hours).

• The level of analysis and participation.

• Collaboration with the teacher.

• Relations with the class group.

• The interventions carried out.

• The ability to reflect, especially the practice process.

• Communicative competence in the Catalan language, both oral and written, equivalent to C2 of the MECR.

Learning folder. Individual work on:

• The observations made at the centre.

• His interventions in the classroom.

• Reflection on the learning process itself.

• A mastery of the academic language in Catalan, equivalent to C2 of the MECR, will be required.

• Deliveryofthe learning folder: 15 to 17 April 2026

More information at the evaluation regulations of the Autonomous University of Barcelona:
https://www.uab.cat/web/estudiar/grau/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-134566217

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Software

It is not foreseen to use any specific software, beyond the usual ones for editing texts or oral presentations. Occasionally a tutor may propose to his/her group the use of specific software on an ad hoc basis.

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.