

Degree programme	Type	Course
Early Childhood Education	OB	1

Contact lecturer

Name : Maribel Garcia Gracia

Email : maribel.garcia@uab.cat

Teaching staff

Florencia Kliczkowski Wladimirski

Rosa Maria Pallarés Mercader

Group languages

You can consult this information at the [end](#) of the 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 and classroom. This corresponds to 10 days of the full working day (6,5 hours per day). The remaining 5 hours will be used to identify and reinforce the territory. 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 65 hours, the fractions must complete day (mornings or afternoons, depending on the case) loose. See the regulations established by the faculty.
<https://www.uab.cat/web/practicum/adaptacions-del-practicum-1345874934082.html>
- 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 internship starts.

Objectives

The fundamental goal of Pràcticum 1 is that the students, as a group, take a first contact as future professional with a school and make a global observation of three basics aspects: the social setting, the management and school organization and the classroom interactions.

General objectives:

1. To analyze the relationships between the social and school context and the social relations within the school, with special attention to gender differences.
2. To apply the sociological perspective to the analysis of the educational reality and the different social contexts.
3. Understand the social functions of the school and the effects of changes (social, cultural, demographic, etc.) on education and the school.
4. To identify the factors of social inequality (according to social origin, ethnicity and gender) and their effects on education and school performance.
5. Identify the elements that make up an educational school and their interrelation.
6. To understand the systemic relations between the different institutional approaches of the school and the school dynamics.
7. Understand the organizational structure of the school.
8. Analyze the main organs of governance, participation and support of schools.
9. To analyse the spatial, temporal and material conditions that influence educational activity and its management.
10. Understand the importance of relationships within the educational community to ensure peaceful coexistence and achieve the goals of the school organization.

Instrumental objectives:

1. To implement tools for the systematic observation of school and social reality.
2. To collect and elaborate data from primary sources (interviews, observation diary...) and secondary sources (statistics, analysis of documents...) as well as to know how to interpret them in relation to the theoretical knowledge learned in other subjects related to the subject.
3. To communicate formally the results obtained from the process of analysis of social reality and school.

Learning outcomes

1. Apply the data obtained in from socio-educational diagnosis to the education planning process.
2. Understand how the different organizational structures of the school function.
3. Diagnose the socio-educational reality in schools by identifying the social factors that condition them.
4. Integrating and analysing the data and information from the different types of observation.
5. Identifying the teacher's framework of autonomy in today's society.
6. Define the elements that constitute a school as complex organization.
7. Construct guides and observation guidelines.
8. Relating the observations of the educational theories with the formal learning and theories undertaken.
9. Share specific knowledge with other professionals to ensure a better product or solution.
10. Propose new methods or well-founded alternative solutions.
11. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
12. Propose viable projects and actions to boost social, economic and environmental benefits.
13. 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.
14. Propose projects and actions that incorporate the gender perspective.

Contents

1. Typology of nursery and primary schools.
2. Characterisation of the territory: relations between school, environment and educational community.
3. School and educational administration. Organisation of the centre and the classroom.
4. Identification and analysis of school projects.
5. Linguistic project of the centre and development of languages.
6. Analysis of the functioning of the teaching team.
7. Collaboration between different professionals, institutions and resources for educational purposes.
8. Analysis of student grouping models and inclusive practices.

9. Analysis of interactions and relations in the classroom, with special attention to gender inequalities.
10. Analysis of the social, temporal and spatial factors that condition educational activity.
11. Analysis of communicative and interactive processes in the classroom.
12. The profession of teacher: professional functions, strategies, techniques and attitudes.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Stay in school and observation in the territory.	70	2.8	1, 2, 3, 6, 8
Seminar discussion and evaluation processes designed. Exhibitions jobs. Debates and monitoring group work.	15	0.6	1, 3, 4, 7, 9, 10, 11, 12, 14
Study territory. Analysis school reality. Preparation of individual and collective memory. Field diary. Preparation and presentation of seminars.	65	2.6	4, 5, 10, 11, 12, 13, 14

The course Practicum I of the Childhood 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 pre-primary/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 professors of the Faculty 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 group will be divided in geographic areas and will have a tutor of the Faculty.

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	Weight	Hours	ECTS	Learning outcomes
School report	25% (12,5% individual and 12,5% group)	0	0	1, 2, 3, 4, 5, 6, 9

Final Report	40% (30% group and 10% individual)	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Seminars	15% (individual)	0	0	2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14
Exhibition of work.	20% (individual)	0	0	1, 2, 3, 6, 8, 12, 13, 14

The assessment of Practicum I must make it possible to verify the achievement of the competencies identified in this guide. It must also take into account the overall design of the subject and its methodological guidelines. The assessment consists of a set of indicators that should be considered:

Final Report. This accounts for 40% of the assessment and represents a descriptive, analytical, and reflective synthesis of the different activities, inquiries, and observations carried out throughout the Practicum. The assessment of the final report includes a group-work component, involving the characterization of the social context, the school, and classroom dynamics, as well as an individual assessment component, which will be based on individual classroom observation journals and the group journal, where aspects related to the organization, planning, and execution of the work will be recorded, along with each member's contribution and an evaluation of group dynamics. The final report grade will be individual. The final report must be submitted via Moodle on May 25, and tutor feedback will also be provided through this virtual platform.

Tutorials and Seminars. These account for 15% of the assessment. Attendance and participation in tutorials and seminars (10%) and commitment to group work (5%) are taken into account. They involve supervision and monitoring, by the Faculty teaching staff, of certain practical and methodological activities, as well as attendance and participation in meetings aimed at communicating, assessing, and analyzing the information collected in the different schools and their contexts. Attendance at seminars is compulsory. A minimum attendance of 80% of classes is required; otherwise, the practicum may be classified as "Not Assessable." Supporting documents only serve to justify absence; they do not exempt students from attendance requirements under any circumstances. Grades for participation in tutorials, seminars, and presentations will be individual.

Presentation of the Work in Class. The presentation accounts for 20% of the assessment.

School Report. This accounts for 25% of the assessment. This report will be issued by the school based on two pieces of evidence: an individual evaluation of the student's placement in the classroom, conducted by the classroom mentor, and an evaluation of the group work presented to the school coordinator, based on the analysis of the institution. Only one group report per placement school will be accepted. The withdrawal or lack of commitment of any group member in completing the report or the school analysis will be grounds for failing this part of the assessment, which will be marked as "Not Assessable" and will not be eligible for resit. If this or any other assessment component is failed, and the average with the remaining components is above 5, the final practicum grade will be set at 4.

To pass this course, students must obtain a minimum score of five in each of the assessed components (final report, tutorials, seminars, presentations, and school report).

Students must demonstrate an attitude compatible with the teaching profession. Otherwise, at any point during the placement, both the school and the university may decide that the student must terminate the placement. In such cases, communication will take place between the faculty and the school, which will produce a reasoned report on the interruption of the placement, showing that the student cannot continue. If this occurs, the student will automatically fail the practicum (with a final grade of 3).

A student is considered to have an attitude compatible with the teaching profession when they complete 100% of the schedule, attend all planned activities, and assume the assigned responsibilities. They must also show respect towards members of the educational community, in accordance with the ethical standards of the profession (relating to issues such as equality, equity, coeducation, or inclusion), avoiding inappropriate behavior (xenophobic, sexist, homophobic, etc.). Students must also comply with the school's regulations (punctuality, adherence to schedules, use of mobile phones, dress code, etc.) and communicate appropriately, both orally and in writing, in line with the language of instruction and the school's guidelines.

Total or partial plagiarism in any assessment activity and/or cheating in an exam will result in an automatic fail of the course (with a final grade of 3). A piece of work, activity, or exam will be considered "copied" when it reproduces all or part of another student's work or uses Artificial Intelligence for its production.

A piece of work or activity will be considered "plagiarised" when it presents as original part of a text written by another author without citing the sources, regardless of whether the sources are printed or digital (see more information on plagiarism at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html).

All assessment tasks carried out during the course must be submitted within the deadlines established by the teaching staff in the course guide.

Use of AI. In this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searching. Students must clearly identify which parts have been generated using this technology and specify the tools used. Lack of transparency in the use of AI in any assessed activity will be considered a breach of academic integrity and will result in a penalty in the grade.

This course includes activities for the development of Digital Teaching Competence (A2).

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

In 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 accurately and demonstrate a high level of comprehension of academic texts. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements.

It should be noted that, in the case of the Catalan language, in the 1st and 2nd years students are required to have a language competence equivalent to Level 1 for Early Childhood and Primary Education teachers, and from the 3rd year onwards, they must demonstrate a competence equivalent to Level 2.

Students must comply with the regulatory framework for placements: <https://www.uab.cat/web/practicum/normativa-1345881466711.html>. In this regard, the same placement school cannot be repeated in two different practicums. Placements are also not permitted in a school where first-degree relatives work or where the student is employed, without prior authorization from the university coordination: <https://www.uab.cat/doc/RegulacioPractiquesBOEDOC>.

According to academic regulations, this course does not allow for single assessment or resit opportunities.

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Websites

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Software

No specific programme is required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PEXTtutor) Pràctiques externes i pràcticum (amb presència del tutor)	1	Catalan	first semester	morning-mixed