

**COURSE DATA****Data Subject**

<b>Code</b>	33741
<b>Name</b>	Practicum I. Knowledge of social educational contexts
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2 Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	86 - External internship	External Practice

**Coordination**

<b>Name</b>	<b>Department</b>
CHIVA SANCHÍS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment

**SUMMARY**

The Practicum of the degree in Pedagogy is developed in two modules: the Practicum I. Knowledge of Socio-educational Contexts; and the Practicum II. Study and intervention in socio-educational contexts, with different approaches, duration and objectives.

The general objectives of the external internships are directly linked to four of the global objectives of the Bachelor's degree and is the implementation of the competences that students are acquiring in the degree:

- Have the ability to understand knowledge of their area of study and professional field
- That students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- Interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- Ability to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.



Specifically, the general objective is to train students in intervention in socio-educational contexts from observation, analysis and participation in real professional situations, under the tutelage of a professional and an academic tutor.

These aspects are specified for the **Practicum I. Knowledge of Socio-educational Contexts (PI)** in:

- Analyze the social, cultural and economic environment of the institution where the practicum is held;
- Analyze the organizational elements and identify the existing interactions between the environment and the institution.
- Detect the needs of the center and its participants, and design and apply techniques and instruments for collecting information.
- Reflect on and from practice from the theoretical-practical frameworks that students are acquiring in the various subjects.
- Know the functions of the pedagogue in the fields and contexts analyzed.
- Collaborate with the professionals of the internship center by carrying out the activities carried out in the institution.
- Learn and develop attitudes necessary for professional practice.

#### **AREAS OF PROFESSIONAL ACTIVITY**

In the practicum, the contents to be worked on are linked in the different areas of intervention in which the role of the pedagogue is structured, and that serve us to systematize the work programs that are carried out in the Practice Centers.

These areas of intervention are the following:

1. Supervision, direction and management of educational institutions
2. Educational innovation and teacher training
3. Adult education
4. Migrations and interculturality
5. Education and ICT
6. Education and work
7. Environmental education
8. Attention to diversity
9. Cultural Management
10. Orientation, diagnosis and educational advice

## **PREVIOUS KNOWLEDGE**

### **Relationship to other subjects of the same degree**



There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

To take the internship it is necessary to have passed 30 credits of the degree.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1307 - Degree in Pedagogy

- Skills in analysis and synthesis.
- Develop organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to manage information.
- Develop the capacity to solve problems and make decisions.
- Develop the capacity for criticism and self-criticism.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights and sustainability.
- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Develop innovation and creativity in professional practice.
- Demonstrate initiative and entrepreneurship.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Be able to recognise and value affective processes.
- Have abilities for quality management.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Develop tools for gathering and analysing educational information.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Que los estudiantes sean capaces de supervisar y evaluar planes, programas, proyectos y centros.



- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Facilitate and manage cooperation in educational and professional processes.
- Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational policies, institutions and systems.
- Be able to evaluate educational and training resources.
- Be able to evaluate the teaching-learning processes and the educational agents.
- Organise and manage schools and educational institutions, services and resources.
- Develop quality management models and processes for education and training.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.
- Be able to advise on the pedagogical use and curricular integration of teaching media.
- Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.
- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

The knowledge, skills and abilities in the Pràcticum module include two fundamental parts:

Work at the internship center from professional criteria. The analysis, critical reflection and structured presentation of this work, from the knowledge acquired throughout the career.



Specifically, the skills and abilities interested in the two work nuclei are, mainly, the following:

**Work at the internship center:**

1. Integration to the work team.
2. Participation.
3. Responsibility and professionalism.
4. Initiative and capacity for autonomous work.
5. Critical ability.

**The analysis of this work:**

1. Adaptation to the specific objectives of each Practice.
2. Clarity and structuring of the presentation of the data and the required information.
3. Clarity, deepening and structuring of the analysis and reflection on the practices carried out, based on the theoretical contributions reviewed during the career (the subjects and their contribution) and the specific documentation reviewed during the Pràcticum.
4. Clarity, deepening and structuring of the analysis and reflection on the role and professional profile of the pedagogue in the work area, and on the development of these competences throughout the Practice.
5. Writing, documentation, argumentation, conceptual rigor and adequate use of the specific vocabulary of the discipline.
6. Critical review of the work done.
7. Systematization and structuring of the presentations to the working groups, if carried out.
8. Organization, presentation and spelling.

## DESCRIPTION OF CONTENTS

**1. The contents to work on in this module are linked to the ten areas of intervention in which the role of the pedagogue is structured and which serve to systematise the work programs carried out in the internship centers. These areas have been taken from the ANECA White Paper on Education (2005):**

1. Supervision, direction, management of centers, educational innovation and teacher training
2. Adult education
3. Immigration, interculturality and multiculturalism
4. Education, technologies and media
5. Education and business
6. Environmental education
7. Educational prevention
8. Special education and attention to diversity
9. Cultural management
10. Guidance, diagnosis and educational advice

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Internship		100
Internship	80,00	0
Seguimiento y tutorización de Prácticas externas	70,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

It is about analyzing and reflecting on the various socio-educational contexts and educational practices where it will be observed and / or will intervene in different activities through joint seminars by professional fields and / or with individual tutorials, which will take place in three moments:

- Before going to the center, in an introductory seminar. Joint seminar by professional fields.
- During the practices, in one or two regular follow-up meetings.
- At the end of the practices, in a seminar for professional fields of analysis and evaluation.

During the first semester there are fundamental tasks:

Management of the internships: verification of the places and the adequacy of the programs offered, management of all the documentation related to the process and development of the internships.

Coordination meeting with the tutor of the internship center (sending the necessary documentation for the beginning of the internships: teaching guide, internship agreement, etc.)

Preparation of the internship work: preliminary analysis with the academic tutors of the internship centers, their areas of intervention, the programs they develop, the users they serve; adequate documentation and bibliography review.

The fundamental activities of the Practicum are carried out throughout the internship period and are all mandatory: Carrying out stays in the centers. During and after the practices, a third fundamental task is posed: the analysis and critical reflection on the experience at the center. With the academic tutors and / or organized in work seminars, the different experiences are analyzed. Based on individual and group reflection on the practices, the student individually prepares a Practice Report. The Practice Report must be the result of reflection on the work done and the circumstances in which it was developed. To do it, you will need to request information about the internship center from your tutor at the center, which will be done while respecting the appropriate confidentiality of the information obtained. The indicative outline of the Report can be specified by each tutor of the Faculty (see Annex 2). The student will deliver the report to her tutor before the date indicated in the internship calendar, or on the date agreed with her tutor. If there are two or more students in the same center, a part of the memory can be shared between the students.



## EVALUATION

We understand internships as a training and learning process in which various professional competencies are at stake, there are mandatory criteria that are NECESSARY BUT NOT SUFFICIENT condition to pass the practicum module. These are:

- Attendance to meetings or seminars on practices.
- Punctuality and attendance at the practice center.
- Professional behavior and attitude. Presentation of the report and other documents within the established deadlines.

Each tutor individually evaluates the students assigned to the Practicum module. The assessment includes these elements:

### **1. Assessment of the tutor of the internship center (25%)**

It is the person who has taken responsibility for the direct tutoring of the intern student and can provide a reliable assessment, considering criteria such as student participation, integration into the work team, professionalism and responsibility, initiative ... This assessment is carried out by intermediating: The evaluation questionnaire (provided by ADEIT online to the internship tutor that appears in the contract) Student interviews with the tutor of the internship center and of these with the academic tutor. A list of at least five specific competences of the internship center that will have been agreed upon and specified in the first meetings with the center's tutor and the internship student. In the event that the student body finished their internship before the date of the internship agreement, they will have to write an email to ADEIT ([omara.parra@fundacions.uv.es](mailto:omara.parra@fundacions.uv.es)) indicating the name and surname of the student as well as the date of completion of the practices to activate the evaluation procedure and thus send the questionnaire provided by ADEIT to the tutor of the practice center.

### **2. Memory (60%)**

In the Practicum, the work carried out in the center is as important as the reflection that he and the student make from it. Both are presented in the Practicum Report, which is the fundamental working document of this module. This dossier includes the structure and key headings of the Report, which can be nuanced by each tutor. The fundamental criteria for the correction of the Report are the following (nuanced, if appropriate, by each tutor): Clarity and structuring of the presentation of the data and the required information. Clarity, argumentation and structuring of the analysis and reflection on the practices carried out. Clarity, deepening and structuring of the analysis and reflection on the role of the social educator in the work area and on the theoretical contributions reviewed during the career (the subjects and their contribution). Adequacy to the specific objectives of Practicum I. Organization, presentation and spelling. Writing, documentation, argumentation, conceptual rigor and adequate use of the specific vocabulary of the discipline.

### **3. Assessment of the tutor of the Faculty (10%)**

The follow-up and reflection work carried out by the tutor of the Faculty offers them criteria to emit their own assessment of the practices carried out by him and the student. This assessment is built mainly on the following criteria: Attendance and participation in meetings and follow-up seminars. Attendance and participation in complementary work sessions. Assessment of the practices, based on the interviews with the tutor and the visits to the center (participation of the student in the center, integration in the work team, autonomous work, professionalism ...).

**4. Student self-evaluation (5%)**

The student body will prepare a self-evaluation of their internship process that meets the criteria and competencies established in the teaching guide and agreed with the academic and center tutors.

**Criteria for the evaluation of the memory of practices**

## Maximum rating

Fundamental, basic and significant points. Relevant, abundant, very reasoned reflections, with notes and arguments that affect the core aspects of the practices or the sections treated in the memory. The writing shows a coherent, precise and clear style, with good organization and the absence of errors in grammatical and linguistic use. Wealth of vocabulary and command of language.

## Medium rating

Significant points, somewhat relevant, debatable ... Some relevant reflections, incipiently reasoned, with arguments that occasionally touch on some nuclei of the practices or the sections treated in the memory. The writing is organized in a simple way with a somewhat coherent style, it contains some errors in grammatical and linguistic use. The vocabulary is appropriate, correct, without rhetorical luxuries.

## Insufficient valuation

Reflexions and tangential contributions, scarce, unconnected, that touch some points of the practices or of the sections treated in the memory and that suppose a poor reflection on them. The linguistic style is poor, it contains errors in grammatical and syntactic use. Repetitive, monotonous vocabulary. Little variety in the structure of the sentences.

**There are two situations that can lead to failure to pass the Practicum, which involve:**

If the internship period has been developed correctly, but the completion of the Report is incorrect or deficient, he and the student have to repeat it and present it to the tutor of the Faculty for the second call.

If the report from the internship center, corroborated by the Faculty tutor, is negative and indicates important problems in the development of the internships, the student will have to repeat the entire internship period the following year. Likewise, non-compliance with the hours of practice is the reason for not passing the practice.

**Procedure Enrollment of Honor of the Practicum.**

The awarding of the Matriculation of Honor is the responsibility of the Center's Practice Committee. Each tutor who wants to propose a candidate for Honorary Enrollment (MH) will present to the commission a reasoned writing according to the model provided by the internship commission and available in Annex 4. The internship commission for all the proposals received will award the MH of each practicum based on the criteria of:

- Relevance of the activities developed and involvement in the internship center
- The memory of practices, in relation to content, reflection on the practice and development of the training project of practices.
- Assessment of the tutor of the internship center.
- Report prepared by the academic tutor.



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## ADDENDUM COVID-19



**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

## 1. Contents

The contents originally collected in the teaching guide are maintained

## 2. Volume of work and temporary planning of teaching

Reduction of the weight of some activities and substitution by others, maintaining the volume of work set out in the original teaching guide.

## 3. Teaching methodology

\* If the practices are interrupted or paralyzed after having exceeded 50% of the hours, it is proposed:

- switch to telepractic until completing the hours
- If the change to telepractic is not possible, the Faculty tutor will propose between one and two activities to carry out and complete the hours, or complete the hours with courses offered by UVocupació
- if possible later, resume face-to-face practice until completing the hours.

\* If the practices are interrupted or paralyzed without having exceeded 50% of the hours, it is proposed:

- switch to telepractic until completing the hours
- If the change to telepractic is not possible, the Faculty tutor will propose between one and four activities to carry out and complete the hours, or complete the hours with courses offered by UVocupació
- if possible later, resume face-to-face practice until completing the hours.

## 4. Evaluation

The memory of practices must expressly record:

a) the number of hours performed and the format

b) the competences achieved in the development of face-to-face practices, telepractices and / or tasks proposed by the Faculty tutor

In addition, the internship center tutor has to issue an internship evaluation report indicating the number of hours, provided that more than 25% of the hours had been completed. (provided by ADEIT)

The Faculty tutor will issue an evaluation report reflecting the hours worked in each modality, the skills worked and the degree of achievement of the same

## 5. Bibliography

The recommended bibliography is maintained, as it is accessible and within the reach of the student body.