

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

Code	33741
Name	Practicum I. Knowledge of social educational contexts
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2	Second term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	86 - External internship	External Practice

Coordination

Name	Department
CHIVA SANCHIS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment
LORENTE RODRIGUEZ, MIRIAM	120 - Comparative Education and History of Education

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.

OUTCOMES

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.



- Supervise and evaluate plans, programmes, projects and schools.
- 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

The knowledge, skills and abilities in the Practicum 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	90,00	0
Seguimiento y tutorización de Prácticas externas	60,00	0
TOTAL	150,00	

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 and/or with individual tutorials, which will take place in three moments:

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

WORKLOAD FORECAST (PI)

Training activities	Methodology	Hores
Orientation interview and follow-up activities	Tutorials and seminars with the academic and internship center tutors	10
Attendance at the internship center	Analysis of what has been learned, in the practice of the center.	90
Preparation of activities and seminars	Individual readings by students. Oral presentations	10
Preparation of the final report of practices	Analysis, synthesis and evaluative reflection of the activity carried out in the practice center	25
Analysis and evaluation	Evaluation of processes and results with academic tutors.	15



Total

150

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 (30%)

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 ...

2. Assessment of internships by the Academic Tutor (60%).

This is made up of two basic aspects: assessment of the report and assessment of the follow-up carried out by the academic tutor.

Memory (50%)

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.

**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 ...).

3. Student self-evaluation (10%)

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.

REFERENCES**Basic**

- La bibliografia de referència està vinculada a cadascuna de les àrees d'intervenció en que se estructura el treball de la pedagogia. Presentem una bibliografia global per als mòduls de Pràcticum, aquesta bibliografia podrà ser ampliada pels tutors i les tutores segons les àrees pròpies de cada centre.

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