

Degree	Type	Year	Semester
2500260 Social Education	OB	3	A

Contact

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

To do this course it is recommended having passed the courses of the first and second year, as they are the foundation of the internship.

In addition, all the information related to the internship is available on the website of the faculty:

<http://www.uab.cat/web/practicum/graus/educacio-social-1267513618526.html>

In order to do the internship in a center with minors it is mandatory to obtain the negative certificate from the Sex Offender Registry. The student is solely responsible to get and present it to the center before the internship starts.

Objectives and Contextualisation

Internships are the first contact that students have with the professional working world, and a unique space to develop and put into practice their competences. It also constitutes an interesting space to reflect and connect the practical intervention carried out in the centres with the courses of the degree. In this sense, the "Practicum I" is linked with the courses of the 3rd year, such as "Management of the Socio-educational Institutions", considering as well other competences developed during the second year.

The aims of the course "Practicum I" are:

1. Analyse the social, economical and cultural environment of the institution
2. Evaluate the organizational elements of the institutions where the internship is carried out
3. Identify possible interactions between the environment and the institution
4. Design and use techniques and instruments to produce data
5. Identify needs of the centre and of the participants in order to design a tailored intervention
6. Suggest intervention proposals according to the needs identified.

Skills

- Accompany people in their processes of growth and emancipation.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse the organization and management of socio-educational institutions.
- Apply the socio-emotional skills needed to manage human relations.

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Critically analyse personal work and use resources for professional development.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- Generate innovative and competitive proposals in research and professional activity.
- Guide and advise groups and individuals to establish educational challenges and itineraries.
- Know and apply information collection, analysis, processing and evaluation processes, to improve professional practice itself and the foundation of professional action.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.
- Understand and become involved in institutional realities in order to integrate and develop professionally.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Accompany people in the intervention group in their processes of growth and / or emancipation.
2. Adopt the ethical and deontological principles of the profession's inherent actions.
3. Allowing the expression of ideas, evaluations and judgments by the different sectors and groups in an institution.
4. Analyse ones own emotional skills as required for professional action in the field where practices are developed.
5. Analyse the socio-emotional skills required for the development of a professional role in the context of intervention.
6. Apply counselling skills to a specific intervention group.
7. Apply the systems and mechanisms of criteria-based, cultural and critical decision.
8. Apply the theoretical knowledge acquired on the course to the analysis and observation of social and educational realities in the place of work experience.
9. Assessing the value of the systemic relationships that occur between these.
10. Communicate their opinions and ideas constructively.
11. Communicate with other professionals and users.
12. Construct valid assessment instruments for data measurement and collection.
13. Contextualize social and educational action on the basis of socio-historical context, and theoretical paradigms of Social Education.
14. Contribute ones thoughts and ideas about sociocultural processes in the immediate environment to academic activities.
15. Demonstrate competence for managing ones own work and personal study.
16. Develop socio-emotional skills necessary for professional intervention.
17. Develop the ability to analyse an educational intervention by oneself and by the institution.
18. Disseminate and promote institutional services and initiatives through different channels and media.
19. Effectively and consistently allocate urgent and important duties.
20. Give reasoned explanations for the ideas and arguments of other professionals.
21. Identifying features and manifestations of context, institutions and persons using political, contextual and historical elements.
22. Identifying the elements of an educational institution.
23. Integrating opinions and alternatives from other fields of knowledge.

24. Know elements of culture in relation to the participation model.
25. Know how school teams operate and integrate in them.
26. Maintaining an attitude of attention and respect for the opinions and ideas of other professionals and colleagues.
27. Maintaining an attitude of respect and promoting fairness, respect for human rights and gender equality, in the context where the practices are carried out.
28. Offer solid grounds for decision-making.
29. Ordering and sequencing the resolving of assigned tasks.
30. Participating actively in the meetings and initiatives of the institution where the practical work is carried out.
31. Participating in the institution in a constructive manner and contributing to a good work climate.
32. Participating in the theoretical debates that affect the specific field of intervention in which your practical work takes is undertaken.
33. Produce descriptive, analytical and evaluative reports of organizational processes and institutional management.
34. Produce technical reports.
35. Promoting the autonomy of the users with whom the intervention is carried out.
36. Recording both qualitative and quantitative data for its systematic analysis.
37. Reflecting repeatedly on the action itself in order to introduce permanent improvements.
38. Relating the contextual variables with the processes of planning, action and evaluation of the professional activity.
39. Working with other professionals to develop socio-educational initiatives.

Content

BLOC I: The social, cultural, economical, and laboural context of the institutions

1. Relationship between context and institutions
2. Types of educational institutions (formal and non formal)
3. Strategies and techniques to collect and produce data

BLOC II: The organization of the educational institutions

1. Institutional documents and its analysis
2. The structure of the human, material and functional resources
3. The relationship system

BLOC III: The intervention within the educational institutions

1. Identification and analysis of the needs and planification of the intervention
2. Role of the different agents: profiles, functions and competences
3. Implication, management and dynamization of people and collectives within the institutions.

Methodology

The methodology used is based on the reflection in and from action through different activities in the centre and during the seminars and tutorials in the faculty.

The activities planned are:

- **Internship in the centre:** participation and implication of the activities and of the institutional dynamics of the centre.
- **Activities in the faculty/ seminars:** participation and implication in seminars to reflect and analyse the activities carried out in the centre and their theoretical connection with the other courses of the Social Education degree.

- **Activities during tutorials:** participation in individual and group tutorials and activities to follow up the students performance
- **Autonomous activities:** preparing the technical report of the internship, designing techniques to produce data, searching information on relevant topics, self-evaluation report, etc.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Internship	192	7.68	18, 30
seminars	24	0.96	14
Type: Supervised			
Follow-up tutorials	4	0.16	
Type: Autonomous			
Individual work	72	2.88	

Evaluation

A continuous evaluation will be undertaken to evaluate the performance of the student within the internship in the centre and during the seminars and tutorials at the faculty.

The following observations will be used:

- Report of the internship and activities developed during the stay.
- Attendance, participation and implication in the seminars and tutorials held at the faculty
- Perception of the field tutor with regards to the student's performance in the centre during the internship

To pass the course it is necessary to get a minimum of 5 out of 10 for each of the three observations. The evaluation of the report and the attendance, participation and implication in the seminars will be done by the faculty tutor and the student (through a self-evaluation report), whereas the evaluation of the performance in the centre will be done by the field tutor

The student must do the total number of the hours in the centre, 192, and attend a minimum of 80% of the seminars and tutorials at the university. In cases where the percentage of attendance is not achieved, the final mark will be "Not evaluable".

The internship report must be written in a proper and accurate way. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately as well as being able to write academic texts. The report will not be able to be resubmitted to increase the final mark.

In accordance with UAB regulations, plagiarism or copying of any individual or group activity will be penalised with a mark of 0 for that paper, without any possibility of re-sitting the report.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Evaluation of the intership in the centres	33.4%	2	0.08	1, 2, 5, 4, 8, 6, 7, 14, 10, 11, 25, 24, 12, 13, 15, 16, 17, 18, 19, 33, 34, 29, 20, 28, 22, 21, 23, 26, 27, 30,

32, 31, 3, 35, 37, 36, 38, 39, 9

Implication and participation in the seminars, follow-up tutorials	33.3%	3	0.12	1, 2, 5, 4, 8, 6, 7, 14, 10, 11, 25, 24, 12, 13, 15, 16, 17, 18, 19, 33, 34, 29, 20, 28, 22, 21, 23, 26, 27, 30, 32, 31, 3, 35, 37, 36, 38, 39, 9
Report of the internship	33.3%	3	0.12	1, 2, 5, 4, 8, 6, 7, 14, 10, 11, 25, 24, 12, 13, 15, 16, 17, 18, 19, 33, 34, 29, 20, 28, 22, 21, 23, 26, 27, 30, 32, 31, 3, 35, 37, 36, 38, 39, 9

Bibliography

ARMENGOL, C.; FEIXAS, M.; PALLARÈS, R.M. (2000). Seguint el fil de l'organització. Servei de Publicacions, Universitat Autònoma de Barcelona.

FEIXAS, M.; JARIOT, M.; TOMÀS-FOLCH, M. (coords.) (2015). El pràcticum de pedagogia i educació social. Competències i recursos. Servei de Publicacions, Universitat Autònoma de Barcelona.

JARIOT, M.; MERINO, R.; SALA, J. (Coord) (2004). Les pràctiques d'educació social. Eines per al seu desenvolupament. Servei de Publicacions, Universitat Autònoma de Barcelona.