

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	A

## Contact

Name: Antoni Navío Gámez  
Email: Antoni.Navio@uab.cat

## 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/estudiar/llicitat-de-graus/practiques/pedagogia-1345698714108.html?param1=12282910>

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 "Internship I" is linked with the courses of the 3<sup>rd</sup> year, considering as well other competences developed during the second year.

The aims of the course "Internship 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

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Critically analyse personal work and use resources for professional development.

- Design innovative programs, projects and proposals for training in and development of training resources in labour contexts, whether face-to-face or virtual.
- Design plans, programs, projects, activities and resources adapted to the education and training contexts, in the face-to-face and virtual forms.
- Design training plans for teachers, trainers and other professionals, which are adapted to new situations, needs and contexts.
- Develop strategies for autonomous learning.
- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Evaluate policies, institutions and educational systems.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- Generate innovative and competitive proposals in research and professional activity.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Make prospective and evaluation studies of the characteristics, needs and demands of training and education.
- Manage information related to the professional environment for decision-making and reporting.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand the processes that occur in educational and training activities and their impact on learning.

## Learning outcomes

1. As a result of the intervention, deal with the potential and future monitoring of pupil accomplishments.
2. Commit to the profession by working with a leading member of the institutions staff.
3. Design a professional training project for a training centre that is realistic and is based on the students needs and characteristics.
4. Design a specific intervention for a training centre that is realistic and is based on the students needs and characteristics.
5. Diagnose peoples development needs and possibilities to support the development of educational and training activities.
6. Evaluate the institution in all its dimensions, to carry out an intervention in any of the chosen educational areas.
7. Formulate proposals for improvement as a synthesis of the time spent in the school.
8. Formulate proposals for intervention in the institution of practices.
9. Identifying the characteristics of the practicum institution from the educational point of view, and linking them with other, non-educational features.
10. Organising ones own work according to personal needs and according to the demands of the organisation.
11. Participating actively and personally in the development of the programme.
12. Participating actively in the life of the centre by attending events that both parties consider relevant for exercising the profession.
13. Performing practical work autonomously, making relevant decisions arising from the characteristics of the context.
14. Presenting and developing the problems encountered in a work of synthesis that makes it possible to reflect what it is and how the student perceives the characteristics of the centre.
15. Proposing possible and feasible improvements in and for the centre where the practical work is undertaken.
16. Putting forward the intervention idea as an improvement in the institution.
17. Reflecting the reality of the institution in work presented justifying the educational decisions that are taken.
18. Relating the specific education provided in the centre where the practical work is undertaken with the educational opportunities that can be considered from a pedagogical point of view.

19. Respecting the idiosyncrasy of the institution in which the practical work is carried out.
20. Rigorously (professionally) defend identified proposals for improvement.
21. Selecting the most relevant information from the institution in order to express it in the final practicum work.
22. Self-evaluate ones own performance in the institution, noting the positive and negative aspects of the same.
23. Situating the practicum centre in the local and global educational context and in the theoretical and practical context of pedagogy.
24. Using ICTs in the design, development and evaluation of the intervention.

## Content

### BLOC I: The social, cultural, economic, and labour 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 though 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 thee 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 in the centre	192	7.68	20, 22, 2, 5, 3, 4, 7, 9, 10, 12, 17, 14, 15, 13, 18, 19, 21, 24
Seminars	24	0.96	20, 22, 6, 5, 3, 4, 7, 9, 10, 11, 17, 14, 15, 13, 21, 24
<b>Type: Supervised</b>			
Assessment	4	0.16	20, 3, 4, 7, 10, 11, 17, 15, 13, 21, 24
<b>Type: Autonomous</b>			
Personal Work	72	2.88	7, 10, 17, 15, 13, 21

## 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
Attendance, participation and implication in the seminars and tutorials held	33.3	3	0.12	20, 1, 2, 10, 12, 17, 13, 19
Perception of the centre tutor	33.4	2	0.08	20, 22, 1, 2, 5, 3, 4, 7, 8, 9, 12, 11, 16, 17, 15, 18, 19, 23, 24
Report of the internship	33.3	3	0.12	20, 6, 5, 3, 4, 7, 8, 9, 10, 16, 17, 14, 15, 21, 23

## Bibliography

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.

MARCUELLO, C. (Coord) (2007). Capital social y organizaciones no lucrativas en España. Fundación BBVA. Bilbao.

VERNIS, A. et al. (1998). La gestión de las organizaciones no lucrativas. Deusto. Bilbao.