

**Practicum II**

Code: 103687  
ECTS Credits: 18

Degree	Type	Year	Semester
2500261 Education Studies	OB	4	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:  
<https://www.uab.cat/web/practicum-1345724405268.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. The Faculty will not ask for or keep this certificate.

### Objectives and Contextualisation

The aims of the course "Internship II" are:

1. Analyse the social, economical and cultural environment of the institution
2. Identify and prioritize the needs of the centre and of the participants in order to design a tailored intervention
3. Design an intervention according to the needs identified.
4. Implement the project and do the follow up
5. Evaluate the project
6. Suggest improvements and make recommendations

### Competences

- Administer and manage centres, institutions, services and educational and training resources.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Advise on the pedagogical use and curricular integration of didactic media.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Apply and coordinate personal, social and cultural development programs of an educational and training nature in face-to-face and virtual form.
- 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 and coordinate educational interventions with individuals or groups with specific needs in situations of inequality or discrimination based on gender, class, ethnicity, age and / or religion.
- Develop quality management processes and models in educational and training contexts.
- Develop strategies for autonomous learning.
- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Evaluate plans, programs, projects, activities and educational and training resources.
- Evaluate policies, institutions and educational systems.
- Evaluate teaching-learning processes and education agents.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Administer and manage the program in its institutional context ensuring the resources required for its development.
2. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
3. Apply the design made in the institution of practical work as relevant and appropriate to the context and those it is aimed at.
4. As a result of the intervention, deal with the potential and future monitoring of pupil accomplishments.
5. Commit to the profession by working with a leading member of the institutions staff.
6. Design a professional training project for a training centre that is realistic and is based on the students needs and characteristics.
7. Design a specific intervention for a training centre that is realistic and is based on the students needs and characteristics.
8. Design and conduct prospective and evaluative studies at the school of work experience depending on the need and relevance of the same in the institution.
9. Design, develop and evaluate intervention with the institutions staff members.
10. Develop proposals designed in the institution taking into account the different elements of the process.
11. Diagnose peoples development needs and possibilities to support the development of educational and training activities.
12. Evaluate a program being designed and developed at the institution in all its dimensions.
13. Evaluate the institution in all its dimensions, to carry out an intervention in any of the chosen educational areas.
14. Formulate proposals for improvement as a synthesis of the time spent in the school.
15. Formulate proposals for intervention in the institution of practices.

16. Identifying the characteristics of the practicum institution from the educational point of view, and linking them with other, non-educational features.
17. Organising ones own work according to personal needs and according to the demands of the organisation.
18. Participating actively and personally in the development of the programme.
19. Participating actively in the life of the centre by attending events that both parties consider relevant for exercising the profession.
20. Performing practical work autonomously, making relevant decisions arising from the characteristics of the context.
21. 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.
22. Proposing possible and feasible improvements in and for the centre where the practical work is undertaken.
23. Putting forward the intervention idea as an improvement in the institution.
24. Reflecting the reality of the institution in work presented justifying the educational decisions that are taken.
25. 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.
26. Respecting the idiosyncrasy of the institution in which the practical work is carried out.
27. Rigorously (professionally) defend identified proposals for improvement.
28. Selecting the most relevant educational means of carrying out the intervention.
29. Selecting the most relevant information from the institution in order to express it in the final practicum work.
30. Self-evaluate ones own performance in the institution, noting the positive and negative aspects of the same.
31. Situating the practicum centre in the local and global educational context and in the theoretical and practical context of pedagogy.
32. Using ICTs in the design, development and evaluation of the intervention.

## **Content**

1. The social, cultural, economical, and laboural context of the institutions
  - Relationship between context and institutions
  - Strategies and techniques to collect and produce data
2. The design of the socio-educational programs/projects
  - Identification and an analysis of the needs
  - Planification of the intervention
3. Implementation and follow-up of the program/project
  - Actions and Processes analysis
  - Professional and Teams Dynamization
  - Programs Management and Assessment
4. Evaluation of the program/project
  - From design to transfer assesment
5. Innovation and improvements on the project and on the socio-educative context
  - Innovation processes
  - Agents
  - Strategies

## **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 Pedagogy degree. 5 seminars of 5 hours each will be planned during the development of the subject, from 8:00 a.m. to 1:00 p.m.
- Activities during tutorials: participation in individual and group tutorials and activities to follow up the students performance. Each student must realize a minimum of 11 hours of individual tutorial activities.
- Autonomous activities: preparing the technical report of the internship, designing techniques to produce data, searching information on relevant topics, self-evaluation report, etc.

In addition, teaching staff must make at least two visits to the institution. One at the beginning, to evaluate the v

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Internship in the centre	300	12	1, 3, 2, 27, 30, 12, 13, 4, 5, 10, 11, 8, 7, 6, 9, 15, 14, 16, 17, 19, 18, 23, 24, 21, 22, 20, 25, 26, 28, 29, 31, 32
Seminars, tutoring	36	1.44	1, 3, 27, 30, 12, 13, 4, 5, 10, 11, 8, 7, 6, 9, 15, 14, 16, 17, 19, 18, 23, 24, 21, 22, 20, 25, 26, 28, 29, 31, 32
Type: Supervised			
Assessment	6	0.24	27, 30, 14, 17, 18, 23, 24, 21, 22, 20, 26, 29
Type: Autonomous			
Personal Work	100	4	1, 3, 2, 27, 30, 12, 13, 4, 5, 10, 11, 8, 7, 6, 9, 15, 14, 16, 17, 19, 18, 23, 24, 21, 22, 20, 25, 26, 28, 29, 31, 32

## Assessment

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. The delivery of the report of practices and activities carried out in the center will be made on June 10, 2020.
- Attendance, participation and implication in the seminars (5 seminars held during the days 26/9/2019, 28/11/2019, 30/1/2020, 2/4/2020 y 11/6/2020 from 8:00 a.m. to 1:00 p.m.) 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.

At any moment, the center may have to write a report that clearly explains the lack of progress and negative results of the student. If it happens, it would automatically result in a fail in this module and the final mark would be 3.

The student must do the total number of the hours in the centre 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".

Due to the characteristics of the subject, no recovery of the evaluation activities is foreseen.

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.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance, participation and implication in the seminars and tutorials held	33.3%	3	0.12	1, 27, 30, 4, 5, 10, 8, 15, 14, 17, 19, 18, 23, 21, 22, 20, 25, 26, 28, 31, 32
Perceptions of the field tutor	33.3%	2	0.08	1, 3, 2, 27, 30, 12, 13, 4, 5, 10, 11, 8, 7, 6, 9, 15, 14, 16, 17, 19, 18, 23, 24, 21, 22, 20, 25, 26, 28, 29, 31, 32
Report of the Internship	33.4%	3	0.12	1, 3, 2, 27, 30, 12, 13, 4, 5, 10, 11, 8, 7, 6, 9, 15, 14, 16, 17, 19, 18, 23, 24, 21, 22, 20, 25, 26, 28, 29, 31, 32

## 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.