

Practicum I

Code: 103686

ECTS Credits: 12

Degree	Type	Year	Semester
2500261 Education Studies	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:

<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

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 3rd 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.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Diagnose people's 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.
- 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.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the processes that occur in educational and training activities and their impact on learning.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. As a result of the intervention, deal with the potential and future monitoring of pupil accomplishments.
3. Commit to the profession by working with a leading member of the institution's staff.
4. Communicate using language that is not sexist or discriminatory.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
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. Diagnose people's development needs and possibilities to support the development of educational and training activities.
9. Evaluate the institution in all its dimensions, to carry out an intervention in any of the chosen educational areas.
10. Formulate proposals for intervention in the institution of practices.
11. Identify situations in which a change or improvement is needed.
12. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
13. Identifying the characteristics of the practicum institution from the educational point of view, and linking them with other, non-educational features.
14. Participating actively and personally in the development of the programme.

15. Participating actively in the life of the centre by attending events that both parties consider relevant for exercising the profession.
16. 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.
17. Propose new methods or well-founded alternative solutions.
18. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
19. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
20. Propose viable projects and actions to boost social, economic and environmental benefits.
21. Putting forward the intervention idea as an improvement in the institution.
22. Reflecting the reality of the institution in work presented justifying the educational decisions that are taken.
23. 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.
24. Respecting the idiosyncrasy of the institution in which the practical work is carried out.
25. Rigorously (professionally) defend identified proposals for improvement.
26. Selecting the most relevant information from the institution in order to express it in the final practicum work.
27. Self-evaluate one's own performance in the institution, noting the positive and negative aspects of the same.
28. Situating the practicum centre in the local and global educational context and in the theoretical and practical context of pedagogy.
29. Using ICTs in the design, development and evaluation of the intervention.
30. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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 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. 4 seminars in faculty will be organised. Each seminar from 8:00 to 13:00 hours.
- 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.

In addition to the student's activities, teachers must make a minimum of two visits to the institution. The first is to establish the work plan and the balance of competencies to be developed. The second, at the end, to assess the process and the competency achievements.

The calendar of the internship, the seminars and some aspects of the memory of this practicum can vary for those students who do it linked to a National or International stay through the UAB exchange programme, an ERASMUS or SICUE programme.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Internship in the centre	192	7.68	25, 27, 3, 8, 7, 6, 13, 15, 22, 16, 23, 24, 26, 29
Seminars	20	0.8	25, 27, 9, 8, 7, 6, 13, 14, 22, 16, 26, 29
Type: Supervised			
Assessment	8	0.32	25, 7, 6, 14, 22, 26, 29
Type: Autonomous			
Personal Work	72	2.88	22, 26

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 centre will be made on June 14, 2023.
- Attendance, participation, and implication in the seminars (4 seminars held the days 9/28/2022, 11/23/2022, 4/5/2023 and 6/14/2023 from 8:00 a.m. to 1:00 p.m.) and a minimum of 4 tutorials held at the faculty. As a complement to the seminars, the student's self-assessment, which will include the entire internship process based on the learning contract and work plan.
- Perception of the field tutor with regards to the student's performance in the institution 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 institution will be done by the field tutor.

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

At any moment, the centre may have to write a report that clearly explains the lack of progress and negative results of the student. If it happens, it will automatically result in a fail in this module.

The student must do the total number of the hours in the institution, 192h, 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 available".

Linguistic correction. 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. Likewise, the student must show good general communicative competence, both orally and in writing, and a good command of the language or languages that appear in the teaching guide.

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.

It is also essential to show an attitude compatible with the educational profession (active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, proper use of electronic devices (mobile, computer, etc.), etc.). The student has to show that he / she is a responsible and rigorous person in independent work, actively participates in the seminars, shows critical thinking and conducts that favor a friendly and positive environment, democratic and where differences are respected.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance, participation and implication in the seminars and tutorials held	16.65	1.5	0.06	5, 1, 25, 2, 3, 4, 12, 11, 15, 22, 30, 17, 18, 19, 20, 24
Perception of the centre tutor	33.4	2	0.08	5, 25, 27, 2, 3, 8, 7, 6, 10, 13, 12, 15, 14, 21, 22, 19, 20, 23, 24, 28, 29
Report of the internship	33.3	3	0.12	5, 1, 25, 9, 4, 8, 7, 6, 10, 13, 12, 11, 21, 22, 30, 16, 17, 18, 19, 20, 26, 28
Student Self-assessment	16.65	1.5	0.06	5, 25, 2, 3, 4, 15, 22, 24

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: Bellaterra

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

MARTÍNEZ PÉREZ, S. (Coord.) (2018). *El pràcticum del Grado de Pedagogía: La implicación del estudiante en la optimización del itinerario formativo*. Barcelona: ICE y Ed. Octaedro. Disponible a: <https://octaedro.com/wp-content/uploads/2019/02/16534.pdf>

ZABALZA, M.A. (2013). *El Prácticum y las Prácticas en Empresas en la formación universitaria*. Narcea: Madrid.

Software

No specific software is used for the development of this subject.