

Practicum II

Code: 103687
ECTS Credits: 18

2024/2025

| Degree | Type | Year |
|---------------------------|------|------|
| 2500261 Education Studies | OB | 4 |

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

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-1345880184256.html>;

<https://www.uab.cat/web/practicum/grau/graus-1345874792969.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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Diagnose people's 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.
- 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.
- Supervise education and training plans, programs, centres and professionals.
- 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.
- 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. Analyse a situation and identify its points for improvement.

3. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
4. Apply the design made in the institution of practical work as relevant and appropriate to the context and those it is aimed at.
5. As a result of the intervention, deal with the potential and future monitoring of pupil accomplishments.
6. Commit to the profession by working with a leading member of the institution's staff.
7. Communicate using language that is not sexist or discriminatory.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Design a professional training project for a training centre that is realistic and is based on the students' needs and characteristics.
10. Design a specific intervention for a training centre that is realistic and is based on the students' needs and characteristics.
11. 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.
12. Design, develop and evaluate intervention with the institution's staff members.
13. Develop proposals designed in the institution taking into account the different elements of the process.
14. Diagnose people's development needs and possibilities to support the development of educational and training activities.
15. Evaluate a program being designed and developed at the institution in all its dimensions.
16. Evaluate the institution in all its dimensions, to carry out an intervention in any of the chosen educational areas.
17. Explain the explicit or implicit code of practice of one's own area of knowledge.
18. Formulate proposals for intervention in the institution of practices.
19. Identify situations in which a change or improvement is needed.
20. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
21. Identifying the characteristics of the practicum institution from the educational point of view, and linking them with other, non-educational features.
22. Participating actively and personally in the development of the programme.
23. Participating actively in the life of the centre by attending events that both parties consider relevant for exercising the profession.
24. 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.
25. Propose new methods or well-founded alternative solutions.
26. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
27. 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.
28. Propose viable projects and actions to boost social, economic and environmental benefits.
29. Propose ways to evaluate projects and actions for improving sustainability.
30. Putting forward the intervention idea as an improvement in the institution.
31. Reflecting the reality of the institution in work presented justifying the educational decisions that are taken.
32. 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.
33. Respecting the idiosyncrasy of the institution in which the practical work is carried out.
34. Rigorously (professionally) defend identified proposals for improvement.
35. Selecting the most relevant educational means of carrying out the intervention.
36. Selecting the most relevant information from the institution in order to express it in the final practicum work.
37. Self-evaluate one's own performance in the institution, noting the positive and negative aspects of the same.
38. Situating the practicum centre in the local and global educational context and in the theoretical and practical context of pedagogy.
39. Supervising the designed intervention so that it can be carried out.
40. Using ICTs in the design, development and evaluation of the intervention.
41. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

42. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|--------------------------|-------|------|---|
| Type: Directed | | | |
| Internship in the centre | 300 | 12 | 1, 8, 2, 4, 3, 34, 37, 15, 16, 5, 6, 7, 13, 14, 11, 10, 9, 12, 17, 18, 21, 20, 19, 23, 22, 30, 31, 42, 24, 29, 25, 26, 27, 28, 32, 33, 35, 36, 38, 40, 41 |
| Seminars, tutoring | 25 | 1 | 1, 8, 2, 4, 34, 37, 15, 16, 5, 6, 7, 13, 14, 11, 10, 9, 12, 17, 18, 21, 20, 19, 23, 22, 30, 31, 42, 24, 29, 25, 26, 27, 28, 32, 33, 35, 36, 38, 40, 41 |
| Type: Supervised | | | |
| Assessment | 17 | 0.68 | 8, 34, 37, 17, 22, 30, 31, 42, 24, 33, 36, 41 |
| Type: Autonomous | | | |
| Personal Work | 100 | 4 | 1, 8, 4, 3, 34, 37, 15, 16, 5, 6, 7, 13, 14, 11, 10, 9, 12, 18, 21, 20, 23, 22, 30, 31, 24, 32, 33, 35, 36, 38, 40, 41 |

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. 6 seminars of 4 hours each will be planned during the development of the subject, from 9:00 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 17 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 work plan and the balance of competencies. The other in the end, in order to assess 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. Those students who participate in one of these programs must request the adaptation of the practices in the period established by the Academic Management of the Faculty.

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.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|-----------|-------|------|---|
| Attendance, participation and implication in the seminars and tutorials held | 16.65% | 1.5 | 0.06 | 1, 8, 2, 34, 37, 5, 6, 7, 13, 11, 17, 18, 20, 19, 23, 22, 30, 42, 24, 29, 25, 26, 27, 28, 32, 33, 35, 36, 38, 40, 41 |
| Perceptions of the field tutor | 33.4% | 2 | 0.08 | 1, 8, 2, 4, 3, 34, 37, 15, 16, 5, 6, 13, 14, 11, 10, 9, 12, 18, 21, 20, 19, 23, 22, 30, 31, 42, 24, 29, 25, 26, 27, 28, 32, 33, 35, 36, 38, 39, 40, 41 |
| Report of the Internship | 33.3% | 3 | 0.12 | 1, 8, 2, 4, 3, 34, 37, 15, 16, 5, 6, 7, 13, 14, 11, 10, 9, 12, 17, 18, 21, 20, 19, 23, 22, 30, 31, 42, 24, 29, 25, 26, 27, 28, 32, 33, 35, 36, 38, 40, 41 |
| Student self-assessment | 16.65 | 1.5 | 0.06 | 1, 8, 34, 37, 5, 6, 13, 11, 18, 23, 22, 30, 24, 32, 33, 35, 38, 40, 41 |

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 19, 2025.
- Attendance, participation, and implication in the seminars (6 seminars held the days 03/10/2024, 28/11/2024, 20/02/2025, 15/05/2025 and 19/6/2025 from 9:00 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, 300h, 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. For this reason, before submitting evidence of learning, it is necessary to verify that the sources, notes, textual citations and bibliographical references have been written correctly following the APA regulations and in accordance with the documentation summarized in UAB sources:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf;

<https://www.uab.cat/web/estudia-i-investiga/com-citar-i-elaborar-la-bibliografia-1345708785665.html>

In accordance with regulations (Ley 3/2022 24/02 de convivencia universitaria (artículos 11g y 12d)), 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 (more information linked to plagiarism in http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_0_1.html).

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.). At any time during the stay at the internship center, the center may consider that the student does not meet the minimum requirements. In this case, the student will automatically suspend the practicum with a grade of 3. The minimum requirements that must be met, beyond those that may be set by the practice center itself in accordance with its operating regulations, are:

- Complete 100% of the calendar and have attended the activities scheduled by the center, assuming the assigned responsibilities.
- Be respectful to the members of the educational community, in accordance with the ethical criteria of the profession (relating to aspects such as equality, equity, co-education or inclusion), avoiding inappropriate behavior (xenophobic, sexist, homophobic, etc.).
- Comply with the center's regulations (punctuality, following timetables, use of mobile phones, clothing, etc.).
- Write and speak correctly and appropriately in accordance with the vehicular language and the center's guidelines.

The student have 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.

For more information on the general evaluation criteria and guidelines of the Faculty of Education Sciences, you can consult the following link:

<https://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-13457254>

This subject does not contemplate the single evaluation system.

Bibliography

Castells, A. et al. (2023). El Pràcticum al grau de Pedagogia de la UB: avançant en el nou "Model de les 4-I: Inclusió, Integració, Innovació i Internacionalització". *Revista d'Innovació Docent Universitària*, 15, 52-62. <https://doi.org/10.1344/RIDU2023.15.5>

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. <https://www.fbbva.es/publicaciones/capital-social-y-organizaciones-no-lucrativas-en-espana-el-caso-de-las-ongd>

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

Tejada Fernandez, J., & Navío Gámez, A. (2022). Utilidad del contrato de aprendizaje en el pràcticum por competencias. *Profesorado, Revista De Currículum Y Formación Del Profesorado*, 26(3), 353-372. <https://doi.org/10.30827/profesorado.v26i3.21322>

Zabalza, M.A. (2013). *El Pràcticum y las Pràcticas en Empresas en la formación universitaria*. Madrid.

Software

Non specific software is used for the development of this subject.

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.