



COURSE DATA

DATA SUBJECT

Code: 33741
Name: Practicum I. Knowledge of social educational contexts
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	2	Indefinite (Individuals)

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	External internship	INTERNSHIPS

COORDINATION

CARMONA RODRIGUEZ CARMEN

MATEU LUJAN BORJA

SUMMARY

The Practicum of the degree in Pedagogy is developed in two modules: Practicum I. Knowledge of socio-educational contexts; and the Practicum II. Study and intervention in socio-educational contexts, with different approaches, duration and objectives.

The general objectives of the external internships are directly linked to four of the global objectives of the Bachelor's degree and it is the implementation of the skills that students are acquiring in the degree:

- Have the ability to understand knowledge of their area of study and professional field.
- Students must know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- Interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.
- Ability to transmit information, ideas, problems and solutions to both specialist and non-



specialist audiences .

Specifically, the general objective is to train students in intervention in socio-educational contexts based on observation, analysis and participation in real professional situations, under the tutelage of a professional and an academic tutor. These aspects are specified for Practicum I. **Knowledge of Socio-educational Contexts (PI)** in:

- Analyse the social, cultural and economic environment of the institution where the practicum is carried out;
- Analyse organisational elements and identify existing interactions between the environment and the institution.
- Detect the needs of the centre and its participants, and design and apply techniques and instruments for collecting information.
- To reflect on and from practice based on the theoretical-practical frameworks that students acquire in the various subjects.
- To know the functions of the pedagogue in the areas and contexts analysed.
- Collaborate with the professionals of the internship center carrying out the activities that are developed in the institution.
- Learn and develop attitudes necessary for professional practice.

AREAS OF PROFESSIONAL ACTIVITY

In the practicum, the contents to be worked on are linked to the different areas of intervention in which the function of the pedagogue is structured, and that serve us to systematize the work programs that are carried out in the Practice Centres. These areas of intervention are as follows:

1. Supervision, direction and management of educational institutions
2. Educational innovation and teacher training
3. Adult education
4. Migrations and interculturality
5. Education and ICTs
6. Education and work
7. Environmental education
8. Attention to diversity
9. Cultural management.
10. Guidance, diagnosis and educational advice

**TUTOR PROFILE: COMPANY, INSTITUTION OR ENTITY**

The profile of the tutor of the company, institution or entity must be the Pedagogue. Although, exceptionally, and with the approval of the Internship Committee, other profiles may be assessed in emerging contexts. With regard to the internship centers, here are the most common ones, since the professional field of Pedagogue is very extensive:

Schools and pre-school education centres, primary schools, secondary schools, adult training centres, special education schools, psycho-pedagogical guidance services, psycho-pedagogical offices, municipal educational services, pedagogical resource centres, vocational training centres, universities, educational foundations, publishers of teaching material, training companies, occupational training centres, third sector organisations, support services educational inclusion, school reinforcement entities, educational innovation projects, museums with educational programmes, libraries with pedagogical activities, NGOs with educational projects, public or private institutions that develop training and pedagogical advice programmes, etc.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

To take the internship it is necessary to have passed 30 credits of the degree.

COMPETENCES / LEARNING OUTCOMES**1307 - Degree in Pedagogy**

Acknowledge and respect diversity and promote interculturality.

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Be able to adapt to new situations.

Be able to advise on the pedagogical use and curricular integration of teaching media.

Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.



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- Be able to conduct educational research in different contexts.
 - Be able to evaluate educational and training resources.
 - Be able to evaluate educational policies, institutions and systems.
 - Be able to evaluate the teaching-learning processes and the educational agents.
 - Be able to integrate and communicate with experts in other areas and in different contexts.
 - Be able to manage information.
 - Be able to recognise and value affective processes.
 - Be able to work in multi- and inter-disciplinary teams.
 - Be prepared for independent lifelong learning.
 - Conduct prospective and evaluative studies on educational characteristics, needs and demands.
 - Demonstrate initiative and entrepreneurship.
 - Design educational plans, programmes, projects, actions and resources in different contexts.
 - Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
 - Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.
 - Develop, promote and revitalise interpersonal communication skills.
 - Develop innovation and creativity in professional practice.
 - Develop organisational and planning skills.
 - Develop quality management models and processes for education and training.
 - Develop strategies and techniques to promote participation and lifelong learning.
 - Develop the capacity for criticism and self-criticism.
 - Develop the capacity to solve problems and make decisions.
 - Develop tools for gathering and analysing educational information.
 - Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
 - Facilitate and manage cooperation in educational and professional processes.
 - Have abilities for quality management.



Organise and manage schools and educational institutions, services and resources.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Que los estudiantes sean capaces de supervisar y evaluar planes, programas, proyectos y centros.

Show active ethical commitment to human rights and sustainability.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

1. Presence in the internship centers

A very significant percentage of ECTS credits (15 hours per credit in Practicum I) are carried out in the internship centers, in collaboration with the professional who acts as a center tutor. To this end, the Faculty has a list of collaborating centers, with which it has signed a framework agreement for external internships, and with which we have been working for decades.

2. Orientation and follow-up interviews with the faculty tutor

The student also has a reference tutor at the Faculty, with whom he or she conducts orientation and follow-up interviews, both individually and in groups. Group reflection on the development of the practices is essential for the in-depth analysis of functions and skills developed there.

3. Training in career guidance and professional development

The practicum subject is integrated into specific seminars to be developed in the faculty, in collaboration with the College of Pedagogues and Educational Psychologists, with the professionals of the Internship centers and with the training and participation in the Employment Forum of the UV. In Practicum I, the professional areas of Pedagogy will be analysed, among other



issues, through activities that allow the presentation of some particularly relevant experiences, and the role of the Pedagogue in them.

4. Preparation of the internship report

Based on the analysis of the experience of external internships, and under the supervision of the tutor of the center and, especially, of the faculty tutor, the student will prepare an Internship Report. To this end, it will have specific guidelines developed in the Teaching Guide of the Subject, and with specific documentation to be reviewed, both theoretical material and professionalized documents and work subjects in the area of intervention.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at the internship centre	90,00
Attendance at supplementary activities	0,00
Monitoring and tutoring of internships	0,00
Total hours	90,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	0,00
Total hours	0,00

TEACHING METHODOLOGY

The aim is to analyse and reflect on the different socio-educational contexts and educational practices where you will observe and/or intervene in different activities through seminars and/or individual tutorials, which will take place in three moments:

- Before going to the center, in an introductory seminar.
- During the internship, in one or two periodic follow-up meetings.
- At the end of the internship, in an analysis and evaluation seminar.

WORKLOAD FORECAST (PI)

The practical activity includes different types of tasks with an estimated total dedication of 150 hours. These are distributed as follows:

- Firstly, **10 hours** are dedicated to the orientation interview and follow-up activities, which include tutorials and seminars with the academic tutors and the internship centre.



- The main activity is attendance **at the internship center**, with a dedication of **90 hours**, during which the student analyzes and puts into practice the knowledge acquired.
- In addition, **10 hours** are allocated to the preparation of activities and seminars, which include individual readings by students and oral presentations.
- For the preparation of the **final internship report, 25 hours are assigned** in which the student carries out an analysis, synthesis and evaluative reflection on the activity developed in the internship center.

Finally, **15 hours** are planned for analysis and evaluation, in which the processes and results are reviewed together with the academic tutors.

EVALUATION

We understand the internship as a training and learning process in which various professional skills are put into play, there are some mandatory criteria that are a **NECESSARY BUT NOT SUFFICIENT** condition to pass the practicum module. These are:

- Attendance at meetings or seminars on internships.
- Punctuality and attendance at the internship center.
- Professional behaviour and attitude.
- Submission of the report and other documents within the established deadlines.

Each tutor individually evaluates the students assigned to the Practicum module. The evaluation includes these elements:

1. Assessment of the tutor of the internship center (30%)

This is the person who has been responsible for the direct tutoring of the internship student and can provide a reliable assessment, considering criteria such as the student's participation, integration into the work team, professionalism and responsibility, initiative, etc.

2. Evaluation of the internships by the Academic Tutor (60%).

This is made up of two basic aspects: assessment of the report and assessment of the follow-up carried out by the academic tutor.

Memory (50%)

In the Practicum, the work done at the center is as important as the reflection that the student makes from it. Both are presented in the Practicum Report, which is the fundamental working document of this module. This dossier includes the structure and key headings of the Report, which can be qualified by each tutor. The fundamental criteria for the correction of the Report are



the following (qualified, if appropriate, by each tutor):

- Clarity and structuring of the presentation of the data and information required.
- Clarity, argumentation and structuring of the analysis and reflection on the practices carried out.
- Clarity, deepening and structuring of the analysis and reflection on the role of the social educator in the area of work and on the theoretical contributions reviewed during the degree (the subjects and their contribution).
- Adaptation to the specific objectives of Practicum I.
- Organization, presentation and spelling.
- Writing, documentation, argumentation, conceptual rigour and appropriate use of discipline-specific vocabulary.

3. Assessment of the Faculty tutor (10%)

The follow-up and reflection work carried out by the Faculty tutor offers criteria for issuing their own assessment of the internships carried out by the student. This assessment is mainly based on the following criteria:

- Attendance and participation in follow-up meetings and seminars.
- Attendance and participation in complementary work sessions.
- Assessment of the internships, based on the interviews with the tutor and visits to the centre (participation of the student in the centre, integration into the work team, autonomous work, professionalism, etc.).

4. Student self-assessment (10%)

Students will prepare a self-assessment of their internship process according to the criteria and competencies established in the teaching guide and agreed with the academic and center tutors.

NOTE: In the event that the internship subject is not passed, the hours of internships carried out in the centers cannot be validated in subsequent years.

REGULATIONS FRAUDULENT ACTS AND USE OF THE IAG

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored



and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Referencias básicas

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