



COURSE DATA

DATA SUBJECT

Code: 33742
Name: Practicum II. Study and intervention in social educational contexts
Cycle: Undergraduate Studies
ECTS Credits: 25
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	Indefinite (Individuals)

SUBJECT-MATTER

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

COORDINATION

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SUMMARY

The Practicum of the Bachelor's Degree in Pedagogy is developed in two modules: Practicum I. Knowledge of Educational Contexts, and the Practicum II. External internships, with different approaches, duration and objectives.

The general objectives of the external internships are directly linked to four of the objectives of the Bachelor's degree:

- Have the ability to understand knowledge of their area of study.
- 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 central objective of the External Internships is to train students in intervention in educational contexts based on observation, analysis and participation in real professional situations, under the tutelage of a professional. These aspects are specified for Practicum II. **Study and intervention in socio-educational contexts (PII)** in:

- Observe the reality of Pedagogy in the center or in the place of practice, analyzing the features based on the orientations received in this regard.
- To study the different roles and functions of the pedagogue in the field they have chosen.
- Collaborate with the professionals of the internship centers in the activities that are carried out.
- To analyse the experiences observed in the practice centres.
- Maintain contact between the internship tutors and the faculty tutors, as well as with other colleagues who are carrying out the External Internships.
- Contrast the current legislation of the educational context with the reality experienced in the internship center.
- To relate the theoretical and practical learning received through the different subjects with the educational experiences and experiences.
- Systematize this integral experience in a report, a text, a story, etc., once the internship period has ended.
- To intervene in the socio-educational processes that are developed in the internship centres, collaborating with professionals.
- Evaluate the interventions carried out with the information that will be accessible from the center.
- To reflect on the role of the Pedagogy professional in the Practice Centres.

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 which 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
1. Education and work
2. Environmental education
3. Attention to diversity
4. Cultural management



5. 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 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:

Nursery schools, 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, support services for educational inclusion, reinforcement entities educational innovation projects, museums with educational programmes, libraries with educational activities, NGOs with educational projects, public or private institutions that develop training programmes and pedagogical advice.

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 Practicum II it is necessary to have passed at least 150 credits of the degree, among which it is mandatory to have passed the subject of *33741 Practicum I. Knowledge of Educational Contexts* (6 ECTS).

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.

DESCRIPTION OF CONTENTS

1. Presence in the internship centers

A very significant percentage of ECTS credits are developed in internship centres, collaborating with the professional who acts as a centre tutor. To this end, the Faculty has a list of collaborating centres, with which it has signed a framework agreement for external internships, and with which we have been working for decades.

2. Entrevistes d'orientació i seguiment amb el tutor/a de la facultat

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	0,00
Attendance at supplementary activities	0,00
Monitoring and tutoring of internships	0,00
Total hours	0,00

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 educational contexts and educational practices in which they are going to intervene, through seminars or individual tutorials with the faculty tutor, which will take place in three moments:

1. Before going to the center, in an introductory seminar.
2. During the internship, in periodic follow-up meetings. Where intervention methodologies, strategies and resources implemented, criteria and professional skills, experiences and experiences during the internship will be shared
3. At the end of the internship, in an analysis and evaluation seminar.

WORKLOAD FORECASTING (PII)

The set of training activities planned for the development of the external internships involves a total dedication of 625 hours, distributed among various training tasks. These activities are detailed below:

- Firstly, 30 hours are planned for orientation interviews and intermediate follow-up activities, carried out through tutorials and interviews with tutors from both the University and the internship centre.
- The central activity is attendance at the internship center, which involves 400 hours of direct application of the theory and knowledge acquired in real contexts, within the center itself.



- A 30-hour dedication is also planned to attend seminars, where students participate in debates and make oral and written contributions, guided by tutors and external experts.
 - In addition, 30 hours are dedicated to conferences and seminars on career opportunities, developed with expository and participatory techniques, in order to publicize different job opportunities.
 - The preparation of the final internship report involves 110 hours, and involves an in-depth analysis, synthesis and critical reflection on the experience developed in the internship center.
- Finally, 25 hours are dedicated to the analysis and evaluation of the processes and results obtained, in collaboration with the tutors of the University.

PREVISIÓN DEL VOLUMEN DE TRABAJO (PII)

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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 Internship 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 pedagogue 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 or II.
- 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.
- Assessment of the internship, based on the interviews with the tutor and visits to the center
- (participation of the student in the center, integration into the work team, autonomous work, professionalism...).
- Carrying out activities (analysis of documents, preparation of reports, oral presentation, etc.).

3. Self-assessment of the student (10%)



Students will prepare a self-assessment of their internship process according to the criteria of: a) responsibility and professionalism; b) attitude and cordiality; c) Autonomy; d) Integration into the work team.

As well as the competences established in the teaching guide and agreed with the academic and centre 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.

University of Valencia regulations on fraudulent practices in the use of artificial intelligence

The fraudulent completion of evaluation tests and plagiarism in evaluation assignments will be considered in accordance with the University of Valencia's Regulations on Evaluation and Grading (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that involves impersonation of the student or the automated generation of content in tests, exams, or evaluation assignments, when not expressly authorized by the teaching staff, will be considered a fraudulent practice and therefore subject to sanction.

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