

Academic Year/course: 2022/23

63324 - Internships (Educational Guidance)

Syllabus Information

Academic Year: 2022/23

Subject: 63324 - Internships (Educational Guidance)

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

604 -

ECTS: 10.0

Year: 1

Semester: Annual

Subject Type: External Placements

Module:

1. General information

1.1. Aims of the course

- Know the operation and organization of an educational center, as well as the official documents of the centers and the different types of programs, plans and projects that can be developed.
- Approach the functions and performance of the guidance profession.
- Facilitate the acquisition of experience in the planning, development and evaluation of orientation processes, actions and strategies.
- Approach psychopedagogical evaluation, advice and intervention in students, teachers, families and context.
- Act on the guiding action from different perspectives and models.
- Exercise in the practice of psychopedagogical orientation with a behavior adjusted to professional ethics.

1.2. Context and importance of this course in the degree

The Practicum constitutes the first contact with the educational center, where observations, analyzes and reflections of the subjects of the specialty will be carried out with the aim of initiating the student's contact with the guiding and school reality as a whole. In this subject, a process of contextualization and analysis and intervention will be carried out during the second semester. The essence of this 10-credit subject is to approach the field of guidance in the environment of a Guidance Team, a Secondary Education Center, a Vocational Training Center, other special regime teachings, or Adult Education, attending to the theoretical foundations that are being worked on in these modules.

Given the link between the Practicum and the Master's Degree Dissertation, it is recommended, whenever possible, that the tutor for the Practicum and the Master's Degree Dissertation be the same teacher.

The practicum will be carried out in two periods: the first of them in the first semester and the second of them at the end of the second semester.

The objective is that this Practicum serves as a first experience as a guidance professional in an educational center or a guidance team, which must be analyzed following the criteria and models learned in the Master's courses.

Once the experience of this Practicum has been carried out, they will have to relate theory and practice and draw the pertinent conclusions that give the student a vision of the improvement processes, which can later be incorporated into the Master's Degree Dissertation.

This course is in line with the United Nations 2030 Agenda, specifically with the following Sustainable Development Goals (SDGs) (<https://www.un.org/sustainabledevelopment/es/>),

- SDG 3: Health and well-being.
- SDG 4: Quality education.
- SDG 10: Reduction of inequalities.
- SDG 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

1.3. Recommendations to take this course

It is a compulsory subject for all students of the Master who are studying the specialty of educational guidance in order to make a first contact with the guidance profession both in terms of its organizational and legislative aspects, as well as in relation to the usual dynamics of an educational center. Its close connection with the subjects of the specialty is very important, both at a theoretical and practical level. For this reason, this practicum is developed in two periods with the purpose of contacting the contents addressed throughout the course in the specialty.

On the one hand, in the first internship period, a CONTEXTUALIZATION of the practicum will be carried out in the corresponding center, which is considered as the first contact with the educational center and the guidance service, which allow the students to know the documents and / or existing educational projects in the center, as well as the processes for its proper functioning.

On the other hand, the second internship period also involves an ANALYSIS AND INTERVENTION, which is designed so that the student can be integrated into the performance of the guidance services in the center, carrying out an analysis in a

critical and well-founded way (connecting the learning carried out in the center with the subjects of the specialty) and can also start in the intervention or innovation actions that can be developed in the educational centers.

2. Learning goals

2.2. Learning goals

1. Describe, analyze and assess the organization and operation documents of the center, as well as their relationship with the legal documents of a state and regional nature
2. Recognize and analyze the functioning of the government and pedagogical coordination bodies of the internship center, contrasting it with the regulations.
3. Recognize and identify in the context of the classroom the characteristics of the students from the perspective of personality development, teaching-learning processes and their motivations.
4. Know and analyze the professional practices of psychopedagogical intervention and advice in the school environment, developing a reflection on them that integrates theory and practice.
5. Design and develop psychopedagogical intervention and guidance projects, conveniently guided, that contribute to the identification and exercise of professional skills and abilities and the construction of practical knowledge from the necessary theory-practice dialectic.
6. Develop collaborative attitudes that are consubstantial to the teamwork that psychopedagogical intervention demands.
7. Evaluate the task of educational orientation and psychopedagogical advice as a help task that entails a commitment to improvement with the recipients and their socio-educational reality, demanding from the professional a critical attitude linked to social change and conducted in accordance with ethical principles. of his profession.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities, establishing learning activities, assessment and qualification criteria and levels of demand, as detailed below.

In any case, attendance at the internship center during the entire established period is a necessary condition to be able to be evaluated in the subject.

The Quality Assurance Commission of the Master in Teaching Staff, in the meeting of June 24, 2011, agreed that all the Practicum subjects would adhere to article 9.4 of the Regulation of Learning Assessment Standards of the University of Zaragoza (agreement of June 22, 2011). December 2010). According to said point 4:

"Exceptionally, those subjects that, due to their special practical or clinical dimension and in which students must necessarily demonstrate their knowledge or skills in facilities or locations outside the conventional classroom, may be evaluated only by the continuous evaluation modality. This exceptionality must be declared by the Quality Assurance Commission of the degree and will have the approval of the Degree Studies Commission, applying, in any case, only to the practical dimension of the subject."

- 1.- Obligatory activities that are a sine qua non condition to be able to evaluate the subject.
 - Assistance to the destination center.
 - Attendance at virtual and/or face-to-face tutorials scheduled by the faculty tutor, the center tutor and/or both (minimum four meetings, with the faculty tutor, one prior to the start of each period and the rest when they are set by the tutor).
- 2.- Autonomous work activities of the student, culminating in the elaboration of an internship report. It is recommended to organize the delivery of the report in two moments, the first after the end of the first practice period and the second, after the end of the second practice period.

4. Methodology, learning tasks, syllabus and resources

4.2. Learning tasks

1. With the tutor of the university
 - Initial meetings in which the teaching guide, the program of activities, and other related issues will be explained, including any necessary modifications depending on the assigned center.
 - Meetings during the practices to guide/reorient the work. It can be done jointly with the tutor of the educational center.
 - Final meetings that can be held prior to the end of each practicum period or once completed, and in which the final report will be oriented.
2. In the educational center:
 - Presentation at the assigned center
 - Analysis and review of existing institutional documents in the center. At this point, the student must keep in mind what is requested in the evaluation activities when selecting the aforementioned documents.
 - Interviews and/or work sessions with different people and/or representatives of collegiate bodies (management, departments, faculty, school council...) and/or other agents of the educational community.
 - Observation and analysis of the center's services (classrooms, common spaces, library, specific classrooms, workshops...).
 - Work session(s) with the counselor (centre tutor)
 - Observation of the life of the center that allows the student to obtain a global vision of their daily professional guidance development.
 - Participation in the planned activities under the supervision of the counselor (tutor of the center)
 - Participation in the planning, development and evaluation of orientation processes, actions and strategies

- Observation, approach or familiarization with the psychopedagogical evaluation, counseling and intervention in students, teachers, families and context
- Design and start-up of a research or innovation project that is of interest to the center's guidance service.

4.3. Syllabus

The program will depend on the educational center, fulfilling, in any way, the learning tasks (see 4.2. Learning tasks)