



COURSE GUIDE
Subject: Practicum II.
Knowledge in Socio-
educational Contexts

Catholic University of
Valencia

Curso 2024/25



COURSE GUIDE FOR THE SUBJECT

		ECTS
COURSE: Practicum I. Knowledge in socio-educational contexts		6
Main Subject: Practicum		24
Type of training: Compulsory	Course: 3º Semester: 2º	
Teacher: Dra. Cristina Martínez Ortega Dra. Raquel Sánchez Padilla	Social Education	
	Email: cristina.martinez@ucv.es raquel.sanchez@ucv.es	

ORGANISATION OF THE MODULE

Practicum				Nº ECTS: 6
SUBJECTS				
Main subjects	ECTS	SUBJECTS	ECTS	Curso/ semestre
Prácticum	24	Practicum I. Observation in socio-educational contexts	6	3/1
		Practicum II. Knowledge in socio-educational contexts	6	3/2
		Practicum III. Study and Intervention in Socio-educational Contexts.	12	4/2

**COURSE GUIDE SUBJECT/SUBJECT: PRACTICUM I****GENERAL OBJECTIVES**

To integrate the student in a learning context located in real fields related to the practice and performance of the professional role of the social educator.

To knowledge and learn about general social services: areas covered, professionals involved, services provided. Locate the figure of the social educator within this general field.

BASIC AND GENERAL COMPETENCES**Ponderación de la competencia**

	1	2	3	4
CB1. Students have demonstrated possession and understanding of knowledge in an area of study which builds on the foundation of general secondary education, and is usually at a level which, while relying on advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.				x
CB2. That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.		x		
GC2. Organisation and planning				x

TRANSVERSAL COMPETENCES**1 2 3 4****Instrumental**

1. Capacity for analysis and synthesis				x
2. Organisation and planning	x			
3. Oral and written communication in the mother tongue(s).				x
5. Use of ICT in the field of study and context. Professional context		x		
6. Information management			x	
7. Problem solving and decision making	x			



PI-02-F-16 ED.00

Interpersonal	1	2	3	4
8. Critical and self-critical skills		x		
9. Ability to integrate and communicate with experts from other areas and in different contexts				x
10. Recognition of and respect for diversity and multiculturalism				x
11. Interpersonal skills				x
12. Ethical commitment			x	
Systemic	1	2	3	4
13. Autonomy in learning			x	
14. Adaptability to new situations				x
15. Creativity				x
17. Initiative and entrepreneurship	x			
19. Commitment to professional identity, development and ethics.			x	



SPECIFIC COMPETENCES				
	1	2	3	4
2. Know and analyse the social welfare policies, social and economic changes and legislation that social and economic changes and legislation that underpin the processes of socio-educational intervention.		x		
4.- To know and diagnose the fundamental needs and interests, as a basis for the planning of the socio-educational intervention.		x		
5. Analyse and diagnose the different complex realities on which the development of appropriate socio-educational processes is based.			x	
7. Plan, design, manage and evaluate socio-educational programmes and socio-educational programmes and projects in the different fields of action.	x			
9. Know and use the tools, instruments and resources necessary to incorporate them in the socio-educational intervention in the different fields of action.		x		



PI-02-F-16 ED.00

		r		r
11. Knowing how to favour social mediation processes, cultural and educational mediation processes.			x	
13. Design and develop processes of social participation and community development	x			
14. To develop programmes and projects in the field of specialised education (addictive behaviour, penitentiary, groups at risk of exclusion, special educational needs, etc.). special educational needs...)	x			
15. Know and use specific techniques of socio-educational and community intervention (group dynamics, motivation, negotiation, assertiveness, etc.).				x
16. Commitment to the quality of performance and respect for the ethical principles of social deontological principles of the social educator.		x		
17. Develop and interpret technical, research and evaluation reports on socio-educational actions, processes and outcomes. evaluation reports on socio-educational actions, processes and outcomes.				x



20. Show an empathetic, respectful, supportive and trusting attitude towards social trust towards the subjects and institutions of social education				x
---	--	--	--	---

LEARNING OUTCOMES	COMPETENCIAS
R1. Students identify and adequately analyse different elements related to social education: areas, contexts and functions of the social educator, as well as the legislative regulations that support each centre. underpinning each centre.	CB1; CG1; CG6; CG8; CT1; CT13; CE2; CE5
R2. Students compare, in an appropriate way, these elements with what they have learned in their theoretical training.	CB2; CT1; CE2; CE15
R3. Students identify the pedagogical assumptions and socio-educational actions that are at the basis of the social educator's intervention.	CT1; CE2;
R4. Students identify and analyse the methodology used by social educators according to the realities with which they work. with which they work.	CT1; CT4; CT5
R5. Students use observation strategies appropriately and present the results	CG2; CT1; CT3; CT5; CT6



PI-02-F-16 ED.00

R6. Students use reflective practice as a learning tool for self-assessment and appropriately record findings.	CB2; CT1; CT2; CT6; CT8; CT13; CE9
R7. Students collaborate with the social educator and the professional team respecting the users of the resource and showing respect and empathy.	CT3; CT9; CT11; CT12; CT14; CT19; CE11; CE16; CE20
R8. Students analyse and reflect on diverse realities, differentiating their characteristics from those of other groups.	CB1; CB2; CT1; CT10; CE4; CE5
R9. Students relate practice-related aspects to what they have learnt in theoretical training.	CB2; CT1; CT6; CE9; CE15;
R10. Students actively participate in the activities of the of the placement centre and the university	CG2; CT9; CT11; CT17;



FACE-TO-FACE TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship to Learning Outcomes of the subject	ECTS
FACE-TO-FACE ACTIVITY AT THE UNIVERSITY	<p>Preparation for the student's incorporation to the centre, follow-up with the academic tutor, explanation of the key elements of the Practicum.</p> <p>Practical activities at the university related to the Practicum.</p> <p>Includes: orientation interviews; face-to-face practical classes; group and individual follow-up interviews; group presentations; oral presentation of the practicum, etc.</p>	R1, R2, R4, R8, R10	1 (25 hours)
FACE-TO-FACE ACTIVITY AT THE CENTRE FOR PRACTICES	Activities carried out at the training centre	R1, R2, R3, R4, R5, R7, R8, R10	4 (100 h.)
Total			5



TRAINING ACTIVITIES FOR AUTONOMOUS STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to Learning Outcomes of the subject	ECTS
SELF-WORK	Preparation of the student's work folder containing all the documents related to the Practicum,	R2, R5, R6, R8, R9	1 (25 hours)
Total			6 (150 hours)
SYSTEM FOR ASSESSING THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM			
Evaluation instrument	ASSESSED LEARNING OUTCOMES	Percent age	
Attendance and active participation in seminars, guided interviews, practical activities and self-assessment.	R1; R2; R3; R4; R5; R6; R8; R9; R10	20%	
Submission of the final individual work	ALL LEARNING OUTCOMES	40%	

¹ Assessment techniques and instruments: oral examination-exposition, written tests (objective tests, developmental tests, concept maps, etc.), directed work, projects, case studies, observation notebooks, portfolios, etc.



PI-02-F-16 ED.00

Evaluation of external placement tutors	Assessment of the learner's attitude and performance of activities at the placement centre ALL LEARNING OUTCOMES	30%
Oral presentation of the work	ALL LEARNING OUTCOMES	10%

MINIMUM REQUIREMENTS TO PASS THE COURSE

Attendance to theory classes is compulsory. In any case, students must attend a minimum of 80% of them, always justifying their absences with documentation. If the student exceeds 20% of absences without justification, he/she will not be able to do the practicals at the corresponding centre.

Students must also pass all parts of the Practicum, otherwise they will have to pass the corresponding part. This point will be taken into account as long as the first point has been fulfilled.



CRITERIA FOR THE AWARDING OF HONOURS:

To achieve the MH. All assessments must be of maximum excellence.

The teacher will be free to choose whether to award an honours degree to any of the students who have obtained an "A"..

DESCRIPTION OF CONTENTS	COMPETENCIES
Observation techniques in social intervention contexts	All
Analysis of the context	All
Recording and writing up the observation	All



BIBLIOGRAPHY

Cabrerizo, J., Rubio, M.J. y Castillo, S. (2010) *El Prácticum en los Grados de Pedagogía, de Magisterio y de Educación Social* Madrid. UNED. Pearson

Caride, J. A. (2002) "Construir la profesión: la Educación Social como proyecto ético y tarea cívica". *Pedagogía Social. Revista interuniversitaria*, 9, 91- 125.

Clemente Linuesa, M. (2007). "La complejidad de las relaciones teoría- práctica en Educación Social". *Teoría de la educación, revista interuniversitaria*, 19, 25-46.

Fernández A.M. (2003). *La Intervención Socioeducativa como proceso de investigación*. Valencia. Nau Llibres

García, J. (2003): Educación social: ¿profesión educativa o empleo social?. En García, J.. (Coord.): *De nuevo, la educación social: (15-40)*. Madrid, Dykinson.

Gavari, E. (Coord.) (2005). *Estrategias para la observación de la práctica educativa*. Madrid. Ramón Areces.

Ruiz, C. (coord.). (2003) *Educación social. Viejos usos y nuevos retos*. Valencia. Universitat de València.

Minguez, C. et al (2005). *La educación social: discurso, práctica y profesión*. Madrid. Dykinson

Ortega, J. (2005). *Pedagogía Social y Pedagogía Escolar. La Educación Social en la escuela*. *Revista de Educación*, núm. 336, 111-127



Pérez de Guzmán, V., Trujillo Herrera, J. F., y Bas Peña, E. (julio-diciembre, 2020). La educación social en España: claves, definiciones y componentes contemporáneos. *Revista Colombiana de Ciencias Sociales*, 11(2), pp. 632-658. <https://doi.org/10.21501/22161201.3095>

Perrenoud, P. (2007). *Desarrollar la práctica reflexiva en el oficio de enseñar*. Barcelona. Graó

Roig-Vila, R. (ed.). (2020). *La docencia en la Enseñanza Superior. Nuevas aportaciones desde la investigación e innovación educativas*. Barcelona: Octaedro, ISBN 978-84-18348-11-2, 1420 p.

Romans, M (2000). Funciones y competencias del educador social. En Romans, M. Petrus, A. y Trilla, J. *De profesión educador (a) social*. (pp. 151-185). Barcelona. Paidós

Trilla, J. (2000). El universo de la Educación Social. En Romans, M., Petrus, A. y Trilla, J. *De profesión educador(a) social*. *Papeles de Pedagogía*. (pp. 11- 58) Barcelona. Paidós.

Varela Crespo, L. (2021). Análisis DAFO del quehacer profesional de la Educación Social en los servicios sociales: posibilidades y límites. *Revista Complutense De Educación*, 32(2), 217-226. <https://doi.org/10.5209/rced.68319>

Viana-Orta, M.I., Senent, J.M.; Camacho, G. (2020) La construcción de la profesión de educación social en España: Estudios universitarios y colegios profesionales. *Quaderns d'animació i educació social*, nº 31.

