FACULTY OF TEACHING AND EDUCATIONAL

**TEACHING GUIDE
Subject: Practicum I.
Observation in Socio-
educational Contexts**

**Catholic University of
Valencia**

Course 2023/24

Modelo de Guía Docente

TEACHING GUIDE FOR THE SUBJECT

	ECTS
COURSE: Practicum I. Observation in socio-educational contexts	6
Main Subject: Practicum	24

Type of training: Compulsory	**Course**: 3º **Semester**: 1º
Teacher: Dra. Raquel Sánchez Padilla	Social Education
	Email: 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

TEACHING 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 observe 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. 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			

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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	

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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			

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	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

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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;

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FACE-TO-FACE TRAINING ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship to Learning Outcomes of the subject**	**ECTS**
FACE-TO-FACE ACTIVITY AT THE UNIVERSITY	Preparation for the student's incorporation to the centre, follow-up with the academic tutor, explanation of the key elements of the Practicum. Practical activities at the university related to the Practicum. Includes: orientation interviews; face-to-face practical classes; group and individual follow-up interviews; group presentations; oral presentation of the practicum, etc.	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

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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%
Practice memory	ALL LEARNING OUTCOMES	50%

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[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.

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

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.

REDUCED ATTENDANCE ASSESSMENT SYSTEM

The reduced attendance assessment system is available to students who, due to work or health reasons, foresee that they will not be able to meet the requirement of attending 80% of the sessions. The student who so requests must provide documentary proof of this situation.

Once the academic tutor has considered the student's circumstances, he/she will draw up an alternative assessment model that will guarantee that the student will be able to follow the theory sessions.

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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"..

DESCRIPCIÓN DE CONTENIDOS	COMPETENCIAS
Observation techniques in social intervention contexts	All
Analysis of the context	All
Recording and writing up the observation	All

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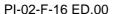
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Addendum to the Teaching Guide of the subject
Practicum I, II and III

DEGREE IN SOCIAL EDUCATION

Given the exceptional situation caused by the health crisis caused by COVID-19 and taking into account the security measures relating to the development of educational activity in the university teaching environment in force, we are presenting the appropriate modifications to the teaching guide to ensure that students achieve the learning outcomes of the subject:

Situation 1: Teaching without capacity limitation (when the number of students enrolled is less than the permitted capacity of the classroom, according to the established security measures).

In relation to work placements, this situation means that all students can join the work placement centres as normal. In this case, no changes are made to the teaching guide.

Situation 2: Teaching with limited capacity (when the number of students enrolled is greater than the permitted capacity of the classroom, according to the established security measures).

In relation to work placements, this situation means that students can only partially join the work placement centres, either in terms of the number of students who can join or the number of hours they can be in the work placement centres. In this case, the following modifications are established:

The hours that cannot be done in the placement centres or the students who cannot join them, shall be substituted with activities that meet the objectives, develop the competences and achieve the learning outcomes of each of the corresponding placement subjects, while the health situation of the total or partial closure of the centres for the placement students lasts

1. Training activities involving face-to-face work:

All the activities planned to be carried out in a classroom in this section of the teaching guide will be carried out through simultaneous face-to-face teaching in the classroom and synchronous virtual teaching (practical seminars). Students may attend the training sessions in person or through the telematic tools provided by the university (videoconferencing). In any case, students who receive face-to-face teaching and those who receive it by videoconference must rotate periodically if the capacity of the corresponding classrooms is exceeded.

In the specific case of this subject, these videoconferences will be carried out through:

☑ Microsoft Teams   ☐ Blackboard Collaborate Ultra

☐ Kaltura

Situation 3: Confinement due to a new state of alarm.

In this case the following modifications are established:

1. Classroom work training activities:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as personalised and group tutorials, will be carried out using the telematic tools provided by the university (videoconferencing). In the specific case of this subject, through:

◼ Microsoft Teams ☐ Blackboard Collaborate Ultra

☐ Kaltura

In addition, the activities to be carried out by the students in each of the "Practicum" will be based on the exercises, activities and practical assumptions that the lecturers establish in relation to the objectives, competences and learning outcomes established in each of the practical subjects.

Clarifications on the practical sessions:

1. System for assessing the acquisition of competences and grading system

   PRESENTIAL MODALITY

   In terms of evaluation instruments:

   No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus.

   The following modifications will be made in order to adapt the evaluation of the subject to distance learning

According to the teaching guide		Adaptation	
Evaluation	%	Description of proposed changes	Platform to be used
			UCV-Net

The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

Comments on the evaluation system:

DISTANCE MODE
In terms of evaluation instruments:

☐ No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus.

☒ The following modifications will be made in order to adapt the evaluation of the course

According to the teaching guide		Adaptation	
evaluation	% otorgado	Description of proposed changes	Platform to be used
Attendance at 80% of class sessions and participation.	20%	20%	UCV-Net
Attendance and performance of tutored activities at the placement centre.	40%	Supplementary activities 80%	UCV-Net
Evaluation of the academic (internship report).	20%	0%	
Exhibition of works	20%		

Observaciones al sistema de evaluación:

ucv.es