



COURSE GUIDE
Subject: Practicum III.
Study and Intervention in Socio-educational
Contexts
Catholic University of Valencia

Year 2024/25



Course guide to Study and Intervention in Socio-educational Contexts

| | | ECTS |
|---|---|------|
| SUBJECT: Practicum III. Study and Intervention in Socio-educational Contexts | | 12 |
| Subject: Practicum | | 24 |
| Type of learning: Core Curricula | YEAR: 4º Semester: 1º y 2º. | |
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SUBJECT ORGANIZATION

| Practicum III | | | | Nº ECTS: 6 |
|----------------------|------|--|------|-------------------|
| Subjects and Courses | | | | |
| Subject | ECTS | COURSES | ECTS | year/ semester |
| Practicum I y II | 12 | Prácticum I. Observation in socio-educational contexts | 6 | 3/1 |
| | | Prácticum II. Knowledge in socio-educational contexts | 6 | 3/2 |
| Practicum III | 12 | Prácticum III. Study and Intervention in Socioeducational Contexts | 12 | 4/2 |

**COURSE GUIDE SUBJECT: PRACTICUM III****GENERAL OBJECTIVES**

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.

Enable students to acquire knowledge, skills, information, and practice necessary for the exercise of the professional role in a certain field of social education

BASIC AND GENERAL COMPETENCES**Competence
measuring scale**

| | 1 | 2 | 3 | 4 |
|---|----------|----------|----------|----------|
| CB1. That students have demonstrated possession and understanding of knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of their field of study. | | | | x |
| CB2. That students 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. | | | | x |
| CG2. Organization and planning | | | | x |
| TRANSVERSAL COMPETENCES | 1 | 2 | 3 | 4 |
| Instrumentals | | | | |
| 1. Capacity for analysis and synthesis | | | | x |
| 2. Organization and planning | | | x | |
| 3. Oral and written communication in the mother tongue/s | | | | x |
| 4. Communication in a foreign language | x | | | |
| 5. Use of ICT in the field of study and context | | | x | |
| Professional | | | | |
| 6. Information management | | | | x |
| 7. Problem solving and decision making | | | x | |
| | 1 | 2 | 3 | 4 |



PI-02-F-16 ED.00

| Interpersonal | | | | |
|---|---|---|---|---|
| 8. Critical and self-critical capacity | | | x | |
| 9. Ability to integrate and communicate with experts from other areas and in different contexts | | | | X |
| 10. Recognition 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. Adaptation to new situations | | | | x |
| 15. Creativity | | | | x |
| 16. Leadership | | | x | |
| 17. Initiative and entrepreneurial spirit | x | | | |
| 18. Openness towards lifelong learning | | x | | |
| 19. Commitment to identity, development and professional ethics | | | x | |

| SPECIFIC COMPETENCES | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 2. Understand and identify the historical, socio-cultural, political and legislative processes that are in the consolidation of the profession and socio-educational intervention | | x | | |
| 4.- Know and diagnose the fundamental needs and interests, as a basis for planning the socio-educational intervention | | | x | |
| 5. Analyze and diagnose the different complex realities that support the development of adequate socio-educational processes. | | | x | |



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|---|--|---|---|---|
| 7. Plan, design, manage and evaluate socio-educational programs and projects in the different fields of action. | | | x | |
| 9. Know and use the tools, instruments and resources necessary to incorporate them into the socio-educational intervention of the different fields of action | | X | | X |
| 11. Know to favor the processes of social, cultural and educational mediation. | | X | | |
| 13. Design and develop processes of social participation and community development | | | x | |
| 14. Develop programs and projects in the field of specialized education (addictive behaviors, prisons, groups at risk of exclusion, special educational needs.) | | | | x |
| 15. Know and use specific socio-educational and community intervention techniques (group dynamics, motivation, negotiation, assertiveness, etc.) | | X | | X |
| 16. Commitment to the quality of the performance and respect for the ethical principles of the social educator | | | | x |
| 17. Prepare and interpret technical, research and evaluation reports on actions, processes and socio-educational results | | | x | |
| 20. Show an empathetic, respectful, supportive and trusting attitude towards the subjects and institutions of social education | | | | x |

| LEARNING OUTCOMES | COMPETENCES |
|---|-------------|
| R1. Students adequately identify and analyze different elements related to social education: Areas, contexts and functions of the social educator, as well as the legislative regulations that support each center. | All |
| R2. Students adequately compare these elements with what they have learned in their theoretical training | All |



PI-02-F-16 ED.00

| | |
|--|-----|
| R3. The students identify the pedagogical assumptions and the socio-educational actions that are at the base of the intervention of the social educator | All |
| R4. The students identify and analyze the methodology that the social educator uses based on the realities with which he works. | All |
| R5. Students use observation strategies appropriately and the results are adequately presented in writing and orally. | All |
| R6. Students use reflective practice as a learning tool to self-assess themselves and appropriately record the conclusions. | All |
| R7. The students collaborate with the social educator and with the professional team, respecting the users of the resource and showing an attitude of respect and empathy. | All |
| R8. The students analyze and reflect on the diverse realities, differentiating their characteristics from those of other groups. | All |
| R9. The students relate the aspects related to the practice with what they learned in the theoretical training | All |
| R10. The student body actively participates in the activities of the internship center and the university | All |



| PRESENIAL WORK TRAINING ACTIVITIES | | | |
|--|---|---|-----------------|
| EXERCISE | Teaching-Learning Methodology | Relationship with Learning Results of the subject | ECTS |
| *FACE-TO-FACE CLASS AND SEMINARS | Attend the lectures/expository classes of the teaching professor | ALL | 7 (18 hours) |
| *FACE-TO-FACE ACTIVITY AT THE UNIVERSITY AND PRACTICAL CLASSES | Preparation for the incorporation of the student to the center, follow-up with the academic tutor, explanation of the key elements of the Practicum. Practical activities at the university related to the Practicum and tutorials. | R1, R2, R4, R8, R10 | 3 (7 hours) |
| Total | | | 10 |



| STUDENT SELF-WORK TRAINING ACTIVITIES | | | |
|---|--|---|---------------|
| EXERCISE | Teaching-Learning Methodology | Relationship with Learning Results of the subject | ECTS |
| PRESENTIAL ACTIVITY IN THE INTERNSHIP CENTER | Activities carried out at the internship center according to the modality chosen on the established dates. | R1, R2, R3, R4, R5, R7, R8, R10 | 9 (200 h.) |
| AUTONOMOUS WORK | Preparation of the student's work folder in which all the documents related to the Practicum are collected. | R2, R5, R6, R8, R9 | 5 (25 h) |
| Total | | | 24 |
| ASSESSMENT SYSTEM FOR THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM | | | |
| Evaluation instrument ¹ | EVALUATED LEARNING OUTCOMES | Percentage granted | |
| Attendance, active participation and attitudes shown in seminars, tutored interviews and practical activities | Participation in debates, with an attitude of active listening and respect for different opinions ALL LEARNING OUTCOMES | 20% | |

¹ Assessment techniques and instruments: oral exam-exposition, written tests (objective tests, development tests, concept maps...), supervised work, projects, case studies, observation notebooks, portfolio, etc.



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| Delivery of the individual final work | Critical analysis of the internship experience in relation to theoretical and/or methodological content ALL LEARNING OUTCOMES | 30% |
| Evaluation of external internship tutors | Evaluation of the student's attitude and the performance of their activities in the internship center ALL LEARNING OUTCOMES | 40% |
| Autoevaluación | Student self-assessment ALL LEARNING OUTCOMES | 10% |

Classroom mode: It is essential to attend at least 80% of the theoretical-practical sessions, in which all the aspects mentioned in the table above will be marked.

Single assessment: Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it from the Dean's Office within the first month of teaching. In this case, the evaluation will be as follows: exam with theory and case study, analysis and intervention work at group and individual level, case report, research, analysis of materials/resources and reflections.

Criteria for awarding Honours: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Honours" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrícula de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded.

Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as in the case of a single "Matrícula de Honor".



PI-02-F-16 ED.00

| DESCRIPTION OF CONTENTS | COMPETENCIES |
|---|--------------|
| Knowledge, analysis and intervention in areas of Social Education | All |
| Design and development of socio-educational projects | All |
| Implementation of a socio-educational intervention methodology | All |

| BIBLIOGRAPHY |
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- PÉREZ SERRANO, G. (2004). Modelos de investigación cualitativa en Educación Social. Aplicaciones prácticas. Madrid. Ediciones Narcea
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