



Universitat de Lleida

# DEGREE CURRICULUM **WORK PLACEMENT I**

Coordination: VAQUERO TIÓ, EDUARD

Academic year 2018-19

## Subject's general information

<b>Subject name</b>	WORK PLACEMENT I			
<b>Code</b>	100915			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Social Educator	3	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	12			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PAES		
	<b>Number of credits</b>	12		
	<b>Number of groups</b>	1		
<b>Coordination</b>	VAQUERO TIÓ, EDUARD			
<b>Department</b>	PSICOLOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan or Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GARRIGA BOSCH, MANUEL	mgarriga@geosoc.udl.cat	3	
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## Learning objectives

The objectives of Practicum I to the degree of Social Education are the following:

- Describe the theoretical-conceptual and legal frame of reference for socio-educational action in the field where the practices are carried out.
- Know the institution / center / service where the practicum is carried out and the scope of its interventions.
- Reflect on the practice of the functions and responsibilities that the social educator has in the professional field and relate it to the deontological code of the profession.
- Understand the location of the social educator within the interdisciplinary teams and the mechanisms of coordination that are carried out with other professionals of the social intervention.
- Understand the objectives, strategies, resources, and forms of evaluation of the different educational programs and projects that are used in different centers and services.
- Self-evaluate the transversal competences in relation to the profession

Additionally the student will have to:

- Begin in the observation of socio-educational environments
- Express with clarity and precision the key concepts of socio-educational action.
- To reflect, reflectively, on the elements that determine the socio-educational intervention in a certain group.
- Interact with people who are part of the socio-educational environment. Awareness about the diversity and needs of people.
- Address effectively the search and the critical commentary of bibliography and educational materials related to the context of practices.
- Cooperatively resolve sociocultural content tasks. Critically reflect on thoughts, decisions and acts.

## Competences

- CG1 Develop critical capacity, analysis, synthesis, organization and planning.
- CG2 Exercise autonomous learning, adaptation to new situations and openness towards lifelong learning and the development of creativity, initiative and entrepreneurial spirit.
- CG3 Show ability to work in teams, to lead and lead groups, to resolve conflicts, make decisions and develop skills for interpersonal relationships.
- CG4 Assume the commitment of personal and professional development with oneself and the community.
- CG5 Develop capacity for the selection, management of knowledge and information
- CT1 Have a correct oral and written expression
- CT2 Master a foreign language
- CT3 Master the ICT
- CT4 Respect the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and democratic values
- CE1 Understand the theoretical, historical, cultural, comparative, political, environmental and legal references that make up the human being as the protagonist of education
- CE2 Understand the historical path of Social Education and the configuration of his field and professional identity, paying special attention to the initiatives of the European Union. CE3 Know the philosophical, pedagogical, psychological, sociological and anthropological assumptions and any other theoretical foundations of socio-educational intervention and its fields of action.
- CE4 Analyze needs as well as design, apply and evaluate plans, programs, projects and socio-educational intervention activities in different contexts.
- CE5 Know how to use sociopedagogical procedures and techniques for intervention, mediating the analysis of personal, family, community and institutional realities in order to resolve their possible conflicts.
- CE6 Manage structures and processes of participation and community action.
- CE7 Show an empathetic, respectful, supportive and trustworthy attitude towards the subjects and institutions of social education.
- CE8 Develop linguistic attitudes and domains that enable and promote work in multicultural and multilingual environments.
- CE9 Design and carry out initiation projects in the research of the social and institutional environment in which the intervention is carried out.
- CE10 Design, use and evaluate the didactic resources and resources in socio-educational intervention.

## Subject contents

- Observation of the context of practices
- Appropriation of professional language
- Support tasks for professionals
- Reflection on the practice
- Teamwork
- Professional identity and ethical commitment

## Methodology

Attendance 60%

- Participant observation in a collaborating center
- Group tutorials, individual and other academic acts
- Self-reflection of competences

Non-attendance 40%

- Drafting of the journal of practices
- Elaboration of the final report
- Search and analysis of information

## Development plan

The 12 crèdits de pràcticum correspond to 300 hours which is distribueixen in the following manner: 180 in-person hours to the center of practices and the subtraction of non-face-to-face hours, dedicated to the different tasques that are necessary for the unwinding of the practical as a tutorització, the documentació research, the elaboration of the diari, the confecció de la memòria, etc.

Pel that fa to the temporization, the Pràcticum I s'ubica to set them darreres setmanes lectives of the first semester of curs, during the mesos of novembre, desembre i gener. The equitable distribution of the 180 hours to the center is 25 hours a week. Dependrà of the organització of each center, l'horai setmanal de cadascun dels alumnes.

The calenary with the plan of general devolupament of the material will facilitate the initiation of the academic curricula and will include the dates of the tutories and the presentation of evidències.

## Evaluation

L'avaluació del Pràcticum I és continuada i està configurada de la forma següent.

Evaluation activity	% final grade	Minimum grade to mean
Saty in the center	30%	5
Report	50%	5
Mandatory tutoring	20%	5

The final grade of the subject is the result of the weighted average of the different evaluation evidences according to the percentages detailed above. Each of the sections must be approved with a 5 to make the weighted average. To pass the subject, this grade must be at least 5. The assessment criteria for each of the evaluation evidences are included in the assessment sections.

The subject is considered surpassed when the student has obtained a final grade equal to or greater than 5 out of 10. However, in the event of not presenting or not passing any of the evidence of evaluation, this may be a reason not to exceed the subject. If the student does not present any evidence can not be evaluated as not presented. In case of suspense, you must re-enroll and start the process again.

The assessment headings will be available at the beginning of the subject on the virtual campus of the subject. However, in general, the following is contemplated:

### Stay in the center:

- The student must complete a total of 180 hours of classroom stay in the practice center.
- For the stay at the center, the development of the internship plan will be valued, specifying the specific objectives that must be achieved during the time spent at the center or the service, as well as the work program and the level of The involvement that may be acquired during this period, as well as attendance and punctuality, the activities in which the student has participated, motivation, attitude, participation and the use of the practices or the achievement of the goals set in the plan of practices developed at the beginning of the practices, among others.
- The assessment of the stay in the center will be carried out by the tutor who supervised the student in his practices in the collaborating center.

### Report:

- The student will have to prepare a memory of 60 pages (annexed to part) following the guidelines of the faculty's tutor.
- The assessment of the practical report will be carried out by the Faculty's tutor. The main aspects of the practicum will be assessed, such as the theoretical and contextual framework of the individual, group and / or community socioeducational action, the definition of the figure of the educator, the self-evaluation of the

- competences and the programs, projects of the center collaborator, among others.
- For the preparation of the report, the preparation of the practice logbook is compulsory. This journal must be presented at the moment of delivery of the report to the faculty's tutor and at the moment the tutor deems it appropriate during the practical period.
  - The writing of this work must follow the guidelines of the "Guide to the presentation of work" (<http://www.fce.udl.es/Recursos/guias/guiatreballs.pdf>) and the APA citation regulations (6th editing)
  - An indispensable requirement is the linguistic and formal correction in the work written in accordance with the guide on "Recommendations for the non-sexist and non-androcentric use of language and images in the media" of the Dolors Piera Center for equal opportunities and promotion of women ([http://oficinaigualtat.uib.cat/digitalAssets/317/317899\\_recomanacions-per-a-lus-no-sexista-ni-androcentric-del-llenguatge-i-de-les-imatges-en-el-media-de-comunicacio.-univeristat-de-lleida-.pdf](http://oficinaigualtat.uib.cat/digitalAssets/317/317899_recomanacions-per-a-lus-no-sexista-ni-androcentric-del-llenguatge-i-de-les-imatges-en-el-media-de-comunicacio.-univeristat-de-lleida-.pdf)).
  - Works with formal defects (more than 10 different orthographic and / or semantic errors, structure, APA regulations) will be returned to the student to make the correction within a period of 3 days and may be penalized to 1 point in the qualification of The matter, without this implies suspending this evidence.
  - Student productions must be original. Plagiarism or copying in a single evidence of evaluation is sufficient reason that is suspense of the evidence and may entail the suspense of the matter. The faculty will be able to use the tools and criteria antiplayal and antiplagi that it deems appropriate.

## **Mandatory tutoring:**

- The student must carry out the on-the-job tutorials included in the development plan.
- The tutoring assessment will be carried out by the Faculty's tutor. From each tutorial session, the student's preparation, the ability to speak, the decision making, the consistency in the contributions made, the presentation of the information, the contribution of ideas and suggestions to other colleagues.
- The time allocated to group tutorials and / or individual tutorials, if it coincides with the timetable in the center, must be recovered.

## **Bibliography**

### **Refernces:**

Sancho, J.(2014). *Com escriure i presentar el millor treball acadèmic*. Vic. Eumo Editorial

Castelló, M. et al.(2007). *Escribir y comunicarse en contextos científicos y académicos. Conocimientos y estrategias*. Barcelona: GRAÓ,

### **Guides:**

[Com citar i elaborar bibliografies](#)

[Mendeley: gestor de referències bibliogràfiques](#)

[Recursos per al Treball Final de Grau \(TFG\)](#)

[Pòster científic](#)

### **Information resources:**

[Guia per a la presentació de treballs FEPTS](#)

[Recomanacions per a l'ús no sexista ni androcèntric del llenguatge i de les imatges en els mitjans de comunicació](#)