

63324 - Internships (Educational Guidance)

Syllabus Information

Academic year: 2023/24

Subject: 63324 - Internships (Educational Guidance)

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education
604 -

ECTS: 10.0

Year: 1

Semester: Annual

Subject type: External Placements

Module:

1. General information

The objectives are as follows:

- To know the functioning and organization of an educational centre, as well as the official documents of the centres and the different types of programs, plans and projects that can be developed
- To approach the functions and performance of the counselling profession.
- To facilitate the acquisition of experience in the planning, development and evaluation of processes, actions and strategies of guidance
- To approach psycho-pedagogical assessment, counselling and intervention with students, teachers, families and context
- To act regarding the guidance action from different perspectives and models.
- To practice psycho-pedagogical counselling with a behaviour in accordance with professional ethics

It serves as a first professional experience, which should be analysed following the criteria and models learned in the subjects of the Master. It has to relate theory and practice and draw the relevant conclusions that give the student a vision of the improvement processes, which can later be incorporated into the MFP.

The practicum will be carried out in two periods: the first one in the first four-month period and the second one at the end of the second four-month period

This subject is in line with the United Nations 2030 Agenda, specifically SDG3, SDG4, SDG10 and SDG17

2. Learning results

1. Describe, analyse and evaluate the documents of organization and operation of the centre, as well as their link with the legal documents of a state and autonomic character.
2. Recognize and analyse the functioning of the governing bodies and pedagogical coordination of the practice centre, contrasting it with the regulations
3. Recognize and identify in the classroom context the characteristics of students from the perspective of personality development, teaching and learning processes, and their motivations
4. Know and analyse the professional practices of intervention and psycho-pedagogical counselling in the school environment, developing a reflection on them that integrates theory and practice
5. Design and develop intervention projects and psycho-pedagogical orientation, conveniently guided, that contribute to the identification and exercise of professional competences and skills and to the construction of practical knowledge from the necessary theory-practice dialectic.
6. Develop collaborative attitudes that are consubstantial to the teamwork required by the psycho-pedagogical intervention
7. Value the work of educational guidance and psycho-pedagogical counselling as a task of assistance that implies a commitment to improve with the addressees and their socio-educational reality, demanding from the professional a critical attitude linked to social change and conducted in accordance with the deontological principles of their profession.

3. Syllabus

GENERAL ASPECTS OF THE PROGRAM

The calendar will be updated on the Master's website.

The key dates will be those indicated in the master's calendar.

The total duration of the Practicum is 250 hours of student work of which 210 hours are face-to-face at the educational centre.

The remaining hours will be divided into:

- Non-face-to-face activities such as document review, class preparation, report writing, etc. and the Attendance to seminars and tutorials with the teacher in charge of the University Practicum.

4. Academic activities

1. With the university tutor

- Initial meetings (1 before the first internship period) in which the teaching guide, the program of activities, and other related issues will be explained, including any necessary modifications depending on the assigned centre
- Meetings (at least 1 in the second internship period) during the internship to orient/reorient the work. Final meetings (1 at the end of each practicum period) in the last days of the end of each practicum period or after the end of it in which the final report will be oriented.

2. At the educational centre

- Presentation at the assigned centre
- Analysis and review of existing institutional documents in the centre. At this point the student should keep in mind what is requested in the evaluation activities when selecting the above mentioned documents.
- Interviews and/or work sessions with different people and/or representatives of collegiate bodies (management, departments, faculty, school board...) and/or other agents of the educational community
- Observation and analysis of the centre's services (classrooms, common areas, library, specific classrooms, workshops...).
- Working session(s) with the centre's educational guidance professional.
- Observation of the life of the centre that allows the student to obtain a global vision of their professional development in daily guidance.
- Participation in the activities planned under the guidance of the centre's guidance counsellor
- Participation in the planning, development and evaluation of guidance processes, actions and strategies Observation, approach or familiarization with psycho-pedagogical assessment, counselling and intervention in students, teachers, families and context
- Design and implementation of a research or innovation project of interest to the centre's guidance service

5. Assessment system

A) COMPONENTS

Given the eminently practical and applied nature of this subject, the evaluation will have several components. The student must demonstrate that they have achieved the intended learning results through the following assessment activities:

1. Mandatory activities

- Attendance at the destination centre.
- Attendance to the virtual tutorials scheduled by the faculty tutor, the centre tutor and/or both (minimum four meetings as stated in the academic activities).

2. Preparation of an internship report

It is recommended to organize the delivery of the report in two moments, after the end of each of the two periods of practices. The internship report should follow the following format and include the following blocks:

Sections to be included in the 1st BLOCK (corresponding to the first training period)

15-20 pages approx. Arial 10, 1.5 line spacing, text justified and 2.5 cm margins. Recommended 12 points between paragraphs.

1. CONTEXTUALIZATION OF THE CENTER and its main characteristics (ownership of the centre, location, type of population, teachers, facilities and physical spaces, etc.) [1-2 pages approx.]
2. ELABORATION OF A DIARY describing the most relevant activities carried out during this internship period [2-3 pages approx.]
3. CONCEPTUAL MAP and brief description of the DOCUMENTS and/or projects existing in the centre (PEC, PGA, PCE, POAT, Professional Guidance Plan (if applicable), DAP, Coexistence Plan, Equality Plan and Welcoming, RRI, Information and Communication Technologies (ICT) Utilization Plan, Reading Plan, Education Plan, and the implementation of cross-cutting elements, bilingual and/or multilingual project, if applicable, educational innovation and research projects, didactic programs, etc . [2-3 pages approx.]
4. Analysis and evaluation of ONE OF THE OFFICIAL DOCUMENTS of programming and organization of the Centre (one of those included in the conceptual map) taking into account its level of actuality and adaptation to current regulations, the process of elaboration followed, as well as the participants in its elaboration and its degree of diffusion and application in reality.... [2-3 pages approx.]
5. Analysis and evaluation of the PARTICIPATION AND RELATIONSHIP CHANNELS existing in the centre among the different personal elements (management/teaching staff/pupils/family/community/primary centres/other centres) [1-2 pages].
6. The identification of GOOD PRACTICES related to EDUCATIONAL GUIDANCE (team and centre management, guidance functions, coordination, communication, coexistence, tutoring, innovation, attention to diversity, participation, etc.) and specific resources for any of the areas [3-4 pages approx.]
7. PERSONAL REFLECTION in the key to one's own training for teaching. [2-3 pages approx.]

Sections to be included in the 2nd BLOCK (corresponding to the 2nd training period)

15-20 pages approx. Arial 10, 1.5 line spacing, text justified and 2.5 cm margins. Recommended 12 points between paragraphs.

8. ANALYSIS AND GUIDANCE INTERVENTION.

- Brief DESCRIPTION OF THE EDUCATIONAL GUIDANCE TEAM/DEPARTMENT, its components, its functions and its tasks. Description of the FUNCTIONING AND ANNUAL PROGRAMMING OF THE DEPARTMENT OF ORIENTATION together with a critical reflection on what needs of the context, or the target population justify such programming [3-4 pages approx.]
- Observation and critical and reflective analysis of the development of educational guidance that will be reflected in the elaboration of a DIARY describing the DEVELOPMENT OF EDUCATIONAL GUIDANCE DURING THE INTERNSHIP PERIOD, including all the activities carried out, outlining the most relevant activities and connecting them with the functions and competences of guidance in its different areas (where they gain special relevance). The tasks developed by the students will be pointed out, indicating the aspects that have been the easiest and most difficult to apply; theory-practice relationship, new training needs in the centre during the internship period [4-5 pages approximately]
- Critical analysis of the academic/professional profile and competencies of the centre's counsellor. [1-2 pages approx.]

9. ELABORATION OF AN INNOVATION OR RESEARCH PROJECT WITHIN THE ORIENTATION PROGRAM OF THE CENTER, with sense and relevance in the context of the centre, justifying the relevance and adequacy of the same, the objectives to be achieved, the actions to be carried out and the results to be obtained . Several sessions are preferred, but not required. [Approximate length: 5-6 pages]

10. FINAL REFLECTION AND CONCLUSIONS of the practicum experience, in terms of the training itself for the educational guidance. [1-3 pages approx.]

11. BIBLIOGRAPHY [1-2 pages approx.]

B) EVALUATION CRITERIA

The evaluation of the school's teaching staff will account for 50% of the final grade. The evaluation of the faculty of the University will account for 50% of the final grade. The overall grade will require passing both blocks.

In addition, in order to pass the subject, the student must have obtained at least a 5 (out of 10) in each of the grades given by the two tutors

EVALUATION	TUTOR	EVALUATION CRITERIA	CRITERIA GRADE
1ST BLOCK (First period)	Educational centre tutor (15%)	<ul style="list-style-type: none"> • Compulsory attendance to the school and to all the work sessions proposed in the activities (essential requirement) • Attitude of interest in the activities carried out 	15%
	University Tutor (15%)	<ul style="list-style-type: none"> • Participation in meetings called by the university tutor (minimum 2) 	5%
		<ul style="list-style-type: none"> • Quality and rigor of the internship report • Formal aspects (presentation, spelling, writing...) • Adequacy to the planned content • Basis of the reflections and the elaboration of the project 	10%
2ND BLOCK (Second period)	Educational centre tutor (35%)	<ul style="list-style-type: none"> • Compulsory attendance to the school and to all the work sessions proposed in the activities (essential requirement) • Attitude of interest in the activities carried out 	35%
	University Tutor (35%)	<ul style="list-style-type: none"> • Participation in the meetings convened by the university tutor (minimum 2) 	5%
		<ul style="list-style-type: none"> • Quality and rigor of the internship report • Formal aspects (presentation, spelling, writing...) • Adequacy to the planned content • Basis of the reflections and the elaboration of the project 	30%

c) CONTINUOUS EVALUATION

The Quality Assurance Committee of the Master's Degree in Teaching, in the meeting of June 24, 2011, agreed that all the Practicum subjects of the different specialties would be subject to article 9.4 of the Regulation of the Learning Assessment Standards of the University of Zaragoza (agreement of December 22, 2010). In agreement with said point 4: "Exceptionally, those subjects that, due to their special practical or clinical dimension, and in which students must necessarily demonstrate knowledge or competences in necessarily require students to demonstrate their knowledge or competences in facilities or locations outside the conventional classroom, may be locations outside the conventional classroom, may be evaluated only by the continuous evaluation modality. This exceptionality must be declared by the Quality Assurance Committee of the degree and will have the approval of the Undergraduate Studies Committee , applying, in any case, only to the practical dimension of the subject."

D) COPYING, FRAUD OR PLAGIARISM

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.