

Course Unit	Internship		Field of study	Educational Sciences	
Bachelor in	Social Education		School	School of Education	
Academic Year	2023/2024	Year of study	3	Level	1-3
Type	Annual	Semester	-	Code	9084-628-3002-00-23
Workload (hours)	567	Contact hours	T -	TP -	PL -
			TC -	S 12	E 240
				OT 18	O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Graça Margarida Medeiros Teixeira e Santos, Maria do Céu Ribeiro, Sofia Marisa Alves Bergano

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Characterize the practice context relying on observation and documentary data.
2. Establish positive interactions with the different social actors, in a context of active and democratic participation.
3. Intervening, in a reasoned manner, mobilizing knowledge of technical, scientific and sociopedagogical.
4. Acting on the complexity of socio-educational situations, equating answers to the problems and challenges that stage contexts present.
5. Adopt a reflexive critical and investigative posture of socioeducational practices in the aim of personal and professional development.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

Contextualization and development of socio-educational stage.

Course contents (extended version)

- Set the background and development of socioeducational practice, incorporating:
 - Observation and characterization of the context and the dynamics of kindergarten education.
 - Educational intervention, involving the planning, implementation and evaluation of activities.
 - Reflection and inquiry on the activities and projects under development
 - Reflection and questioning the skills developed in the projects and activities carried out.
 - Writing the final report of the stage.

Recommended reading

1. Bolton, G. (2014). Reflective practice: writing and professional development. SAGE Publications.
2. Dias, J. H. (2013). Ética aplicada à profissão do Educador Social. Práxis Educare, 1, 32-38.
3. Martins, T., Azevedo, S., & Delgado, J. (2014). A educação social em Portugal: novos desafios para a identidade profissional, Revista Interfaces Científicas-Educação 3, 1: 113-124.
4. Robertis, C., Pascal, H., Orsoni, C. & Romagnan, M. (2019). A intervenção social de interesse coletivo. Porto Editora.
5. Vieira, A. M., & Vieira, R. (2016). Pedagogia social, mediação intercultural e (trans)formações. Profedicoes.

Teaching and learning methods

Refers to the analysis and critical discussion, small group, around emerging themes of stage settings. In the sessions of tutorial guidance is held to discuss the socio-educational intervention plans and the professional performance of graduates. Individual work-driven (s) supervisor (s). The seminars are discussed the socioeducational projects, and relevant topics.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Reports and Guides - 30% (Final report.)
 - Projects - 55% (socio-educational intervention project (practices at the internship institution 40%; tutorials 15%).)
 - Presentations - 15% (Public presentation of the Internship Report is mandatory.)
2. Assessment by examination [Not applicable] - (Regular, Student Worker) (Final)

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

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04-12-2023	31-12-2023	02-01-2024	11-02-2024