

**INTERNSHIPS – SCHOOLS/PUBLIC & PRIVATE INSTITUTIONS OF ENVIRONMENTAL EDUCATION (MASTED-02-16)**

<b>DEGREE PROGRAM:</b>		Master in integrated STEAM Education (MASTED)		
<b>SEMESTER:</b> Second	<b>TYPE:</b> Basic	<b>CREDITS:</b> 6 ECTS	<b>WORKLOAD:</b> 150 hours	<b>MENTORING:</b> 4 hours/week
<b>LANGUAGE:</b> Spanish/English friendly				

**OBJECTIVES**

<b>General</b>	To acquire key knowledge, values and skills for STEAM and sustainability education through an experience of immersion in real working contexts.
<b>Specific</b>	<ul style="list-style-type: none"> <li>• Observing good practices in STEAM and sustainability education in real working contexts.</li> <li>• Critically analyzing educational processes reflecting on how to improve constructive interactions and learning.</li> <li>• Designing, planning, implementing and evaluating effective interventions for STEAM and sustainability education.</li> </ul>

**SUBJECT MATTER**

Through practices in real working contexts supervised by an academic and professional tutor, students will live a formative experience to acquire key knowledge, values and skills for STEAM and sustainability education.

**COMPETENCES**

- C3: Developing of plans and organising and innovating the teaching/learning process, as well as apply the plan and assess its application for STEAM and sustainability education.
- C9: Integrating the theoretical knowledge acquired throughout the course with field practice.
- C17: Embracing complexity in sustainability.
- C18: Acting for sustainability.

**LEARNING OUTCOMES**

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Curricular knowledge.</li> <li>• Knowledge about educational contexts in formal and non-formal education.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Acquisition of skills for designing, planning, implementing and evaluating effective interventions for STEAM and sustainability education.</li> <li>• Solution of problems in new environments within multidisciplinary contexts related to Education.</li> <li>• Recognition of the learners’ needs in order to design, develop, deliver and assess curricular projects, educational settings and teaching strategies that favour the learning process.</li> <li>• Ability to make use of resources and didactic materials that help profound learning.</li> <li>• Integrated use of knowledge from the own specialty and cross-curricular knowledge adequate to the teaching level and stage.</li> </ul>
<b>Attitudes/values</b>	<ul style="list-style-type: none"> <li>• Commitment to high-quality STEAM and sustainability education.</li> <li>• Disposition to examining, discussing, questioning one’s own practices.</li> <li>• Improvement of attitudes of research, innovation, collaboration, autonomous learning.</li> <li>• Coherent intervention according to the ethical values of the country and the school in which he/she teaches.</li> </ul>

**TEACHING METHODS**

Students will learn through critical observation and participation in authentic educational practices for promoting STEAM learning and sustainable development.

**EVALUATION**

Procedure described in Annex 3 – Study, credit recognition and examinations regulations.

**PRECONDITIONS**

None	
<b>DEPARTMENT</b>	Centro de Postgrado UJA
<b>LECTURERS</b>	Pending assignment
<b>LITERATURE</b>	<ul style="list-style-type: none"> <li>• Darling-Hammond, L. (1990). The Teaching Internship. Practical Preparation for a Licensed Profession. The Rand Corporation, 1700 Main St., PO Box 2138, Santa Monica, CA 90406-2138.</li> <li>• de Mora, J. C., &amp; Wood, K. (Eds.). (2014). Practical knowledge in teacher education: Approaches to teacher internship programmes. Routledge.</li> </ul>