

INTERNSHIPS – BASIC & SECONDARY SCHOOLS AND IPL CENTRES (MASTED-02-05)				
DEGREE PROGRAM:		Master in integrated STEAM Education (MASTED)		
SEMESTER:	TYPE:	CREDITS:	WORKLOAD:	MENTORING:
Second	Basic	5 ECTS	125 hours	5 hours/week
LANGUAGE: English friendly or Portuguese, depending on the institution				

OBJECTIVES	
General	Integrate and connect academic materials to the world of the practitioner, while building professional skills.
Specific	<ul style="list-style-type: none"> • To approach the internship institution in order to gain direct knowledge of the reality of the centre. • To learn about educational projects and experiences. • Acquire professional teaching skills, developing a personal style and encouraging autonomy and creativity. • To develop communication and cooperation skills with the teaching staff of the centre and with other people in the educational reality. • Integrate the theoretical knowledge acquired throughout the course with classroom practice. • Exercise initiative and decision-making, designing and applying educational and recreational proposals. • Reflect on the principles and ethical dilemmas that should preside over the teaching work.
SUBJECT MATTER	
<p>The internship is a culminating learning experience for educational students in general and for MASTED students. This experience allows students the opportunity to practice the application of theory and apply the knowledge acquired through academic preparation, while learning new educational approaches/ educational systems/educational possibilities. The internship is an in-depth, supervised, hands-on work and study experience, where the student has a degree of responsibility for planning, implementing, and assessing integrated proposals. IPL will offer students two different types of internships, to be assigned depending on his/her interests and background:</p> <ul style="list-style-type: none"> • Internships in Regional basic and secondary schools. • Internships in IPL centres, that deal with the subjects offered during the mobility: Unidade de Ensino a Distância (UED) / Distance Learning Unit; Centro de Recursos para a Inclusão Digital (CRID) / Centre for Digital Inclusion ; Centro de Recursos Multimédia (CRM) / Multimedia Resources Center ; Centro de Estudos em Educação e Inovação (Ci&DEI) / Center for Studies in Education and Innovation. 	
COMPETENCES	
<ul style="list-style-type: none"> • C1: Developing knowledge and understanding in digital pedagogies. • C3: Developing of plans and organising and innovating the teaching/learning process, as well as to apply the plan and to assess its application • C5: Developing of assess in order to evidence learning and to improve the learning process and the teaching practices • C6: Developing the ability to pay attention to diversity and equality so as to favour the inclusion of all students. • C7: Developing the ability to establish effective relationships with families, to cooperate with colleagues and with other institutions from the community. • C9: Integrating the theoretical knowledge acquired throughout the course with field practice. • C10: Developing communication and cooperation skills with different stakeholders. • C11: Developing multilingual competence. • C13: Developing citizenship competence. • C16: Developing of professional commitment using digital technologies. • C17: Embracing complexity in sustainability. • C18: Acting for sustainability. 	

<ul style="list-style-type: none"> • C19: Developing competences for intercultural communication. 	
LEARNING OUTCOMES	
Knowledge	<ul style="list-style-type: none"> • Curricular knowledge. • Contextual, institutional, organizational aspects of educational policies. • Knowledge of digital devices and resources for improving teaching practices. • Knowledge of pedagogical models in distance education.
Skills	<ul style="list-style-type: none"> • Solution of problems in new environments within multidisciplinary contexts related to Education. • Ability to work in interdisciplinary teams or from the same field of knowledge. • 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. • Promotion of student's active participation. • Integrated use of knowledge from the own specialty and cross-curricular knowledge adequate to the teaching level and stage. • Experimentation with and development new formats and pedagogical methods for instruction. • Ability to use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. • Ability to use digital technologies to offer timely and targeted guidance and assistance.
Attitudes/values	<ul style="list-style-type: none"> • Commitment for promoting the learning of all students. • Disposition to examining, discussing, questioning one's own practices. • Improvement of attitudes of research, innovation, collaboration, autonomous learning. • Commitment to safeguard students' wellbeing according to the legal regulations. • Coherent intervention according to the ethical values of the country and the school in which he/she teaches. • Disposition to flexibility and ongoing learning. • Disposition to being critical, self-critical and reflecting on the ethical and professional aspects of the profession, as well as on the own practice.
TEACHING METHODS	
Seminars	
EVALUATION	
Procedure described in Annex 3 – Study, credit recognition and examinations regulations.	
PRECONDITIONS	
None	
DEPARTMENT	Escola Superior de Educação e Ciências Sociais
LECTURERS	Filipe Santos Rita Cadima
LITERATURE	<ul style="list-style-type: none"> • The lecturers will provide relevant literature, depending on the internship assigned and the student's interest and background.