

INTERNSHIPS -- SCIENCE MUSEUM/LOCAL COMMUNITIES AND SCHOOLS (MASTED-02-10)				
DEGREE PROGRAM:		Master in integrated STEAM Education (MASTED)		
SEMESTER:	TYPE:	CREDITS:	WORKLOAD:	MENTORING:
Second	Basic	6 ECTS	150 hours	5 hours/week
LANGUAGE: Portuguese, English or Spanish, depending on the activities				

OBJECTIVES	
General	To integrate and connect academic materials to the world of the practitioners, while building professional skills
Specific	<ul style="list-style-type: none"> • To approach the internship institution to gain direct knowledge of the reality of non-formal educational settings; • To learn about educational projects and experiences. • Acquire professional teaching skills, develop a personal style and encourage autonomy and creativity. • To develop communication and cooperation skills with the teaching staff and visitors of the museum, or the local communities. • Integrate the theoretical knowledge acquired throughout the course with field practice. • Exercise initiative and decision-making, designing and applying educational and recreational proposals. • To learn about intervention evaluation for improving educational and recreational proposals to achieve teaching goals.
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 about history and philosophy of science, science education, intercultural education, ethnobiology, agroecology, conservation. 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. UFBA will offer students three different types of internships, to be assigned depending on his/her interests and background: internships in non-formal educational settings such as the Memorial of the Medical School of Bahia, one of the oldest academic institutions in Brazil, and in intercultural education projects in artisanal fishing communities and their schools, and in agroecology projects in lands from the Landless Workers' Movement (Movimento dos Trabalhadores Rurais Sem Terra, MST) that also involve educational initiatives. These settings will allow the integration of coursework from all fields of study during the development of professional skills</p>	
COMPETENCES	
<ul style="list-style-type: none"> • C1: Developing knowledge and understanding in the reality of non-formal educational settings. • 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. 	
LEARNING OUTCOMES	
Knowledge	<ul style="list-style-type: none"> • Curricular knowledge.

	<ul style="list-style-type: none"> • Knowledge of contextual, institutional, organizational aspects of non-formal educational settings. • Knowledge of learning assessment.
Skills	<ul style="list-style-type: none"> • Solution of problems in new environments within multidisciplinary contexts related to Education. • Acquisition of professional teaching skills, developing a personal style and encouraging autonomy and creativity. • 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. • Ability to make use of resources and didactic materials that help profound learning. • Integrated use of knowledge from the own specialty and cross-curricular knowledge adequate to the teaching level and stage.
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, Fieldwork initiatives	
EVALUATION	
Procedure described in Annex 3 – Study, credit recognition and examinations regulations.	
PRECONDITIONS	
Have approved all the subjects of the first year	
DEPARTMENT	Several
LECTURERS	Charbel El-Hani Letícia dos Santos Pereira Climério Paulo da Silva Neto Amanda Amantes Neiva
LITERATURE	The lecturers will provide relevant literature, depending on the internship assigned and the student's interest and background.