

GUIA DOCENTE

Facultad de Ciencias Sociales



GRADO: Grado Educación Social

MÓDULO: Optativas

ASIGNATURA: Preparing for International Work Experience

AÑO ACADÉMICO: 2015-2016

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1. DATOS DE SITUACIÓN

CRÉDITOS TOTALES:	4,5
CURSO:	4º
SEMESTRE:	1º
CARÁCTER:	Optativa
PRERREQUISITOS:	Los propios del acceso al Título de Grado en Educación Social
LENGUA DE IMPARTICIÓN:	Inglés

MODELO DE DOCENCIA:	A1
a. Enseñanzas básicas:	70%
b. Enseñanzas prácticas y desarrollo:	30%
c. Actividades dirigidas:	No hay

2. OBJETIVOS DEFINIDOS EN TÉRMINOS DE COMPETENCIAS (SABER, SABER HACER Y SABER SER)

2.1. COMPETENCIAS DEL VERIFICA

2.1.1. Competencias generales del módulo que se trabajan en la asignatura

G3. Tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

G.8. Desarrollar competencias en el Campo del emprendimiento o de la cultura emprendedora.

G14. Desarrollar apertura hacia al aprendizaje a lo largo de la vida, buscando y compartiendo información con el fin de favorecer su desarrollo personal y profesional, modificando de forma flexible los propios esquemas mentales y pautas de comportamiento para favorecer su mejora permanente, versatilidad y adaptación a situaciones nuevas o cambiantes.

2.1.2. Competencias específicas del módulo que se trabajan en la asignatura

E3. Diagnosticar y analizar los factores y procesos que intervienen en la realidad sociocultural con el fin de facilitar la explicación de la complejidad socioeducativa y la promoción de la intervención.

E7. Adquirir las habilidades, destrezas y actitudes para la intervención socioeducativa.

E8. Afrontar los deberes y dilemas éticos con espíritu crítico ante las nuevas demandas y formas de exclusión social que plantea la sociedad del conocimiento a la profesión del educador/a social.

E9. Conocer, comprender y desarrollar las posibilidades que ofrecen las TIC en el ámbito de la intervención socioeducativa y sus procesos de gestión y organización.

2.1.3. Otras competencias de la asignatura

A1. Gain knowledge of the world's resources, global economy, and job market.

A2. Articulate an understanding of elements that are necessary for effective global career.

A3. Developing cultural competence, ethical practice and global citizenship.

A4. Providing cross-cultural learning and exposure to culture.

A5. Giving students' confidence in an international and globalised world.

A6. Facilitating the skills and tools they need for a global career.

A7. Be able to write a Europass CV.

A8. Be able to write a statement of purpose.

2.2. RESULTADOS DE APRENDIZAJE

2.2.1. Resultados de aprendizaje para las competencias generales que se trabajan en la asignatura.

Competencia G3:

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de defender oralmente la propuesta planteada justificándola de forma razonada y

argumentando sus respuestas.

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de diagnosticar un contexto de estudio en el que van a diseñar su propuesta de intervención como futuros/as educadores/as sociales.

Competencia G 8:

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de lanzarse con cierta garantía de éxito a un proyecto de trabajo o estudios en el extranjero estando equipado con las herramientas fundamentales que le permitan tomar esa decisión y superarla.

Competencia G14:

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de percatarse de la relevancia de la educación a lo largo de la vida en su propio desarrollo personal y como futuro profesional de la Educación Social.

2.2.2. Resultados de aprendizaje para las competencias específicas que se trabajan en la asignatura.

Competencia E3:

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de ser sensible a las diferencias culturales con las que se puede encontrar y conocer las distintas etapas de inmersión en una nueva cultura valorándolas no desde los estereotipos sino desde la riqueza que aporta la diversidad.

Competencia E6:

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de interpretar y explorar la diversidad humana, principalmente en sus facetas social y cultural.

Competencia E7

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de identificar recursos y materiales interculturales que se pueden aplicar a la práctica educativa.

Competencia E8:

Resultado: Al finalizar esta asignatura se espera que el estudiante sea capaz de trabajar en equipo de forma profesional y con un compromiso ético.

Competencia E9:

Resultado:

2.2.3. Resultados de aprendizaje para las otras competencias de la asignatura.

By the end of the course, the student will have to:

- A1. Have a cover/motivation letter
- A2. Count on a CV in English
- A3. Be able to maintain a job interview in English
- A4. Localize the country, program and grant to work/study abroad

3. UBICACIÓN EN EL PLAN FORMATIVO

This course is designed to help you develop skills and perspectives to enable you to get the most out of your international experience. Therefore, it is especially recommended for those students thinking to work or pursue their studies/internship abroad. It intends to provide the skills and tools they need for a global career. Students will be introduced to various theoretical and practical perspectives that deal with working/studying overseas. By the end of the semester students will have developed cultural competence, ethical practice and global citizenship. In addition, it will provide you with information about the study abroad process and the practical aspects of studying abroad. It will not teach you how to live in a specific host country, but it will provide you with the resources necessary to maximize your learning experience both during your time abroad and when you return home. Student will do research to tailor this class experience to fit your individual needs in relation to a chosen host culture. General intercultural communication techniques, vital in preparing you for the different views, values, and customs you may encounter will be integrated into class discussion.

4. CONTENIDOS DE LA ASIGNATURA

**4.1. CONTENIDOS DEL MÓDULO QUE CORRESPONDE
DESARROLLAR A LA ASIGNATURA**

4.2. TEMARIO DE LA ASIGNATURA

Reasons to study/work abroad
PP: Prepare & plan
Identify your skills
Program/country you would like to work/study in
Scholarships & grants for study abroad
Statement of purpose/cover letter
Building your international resume
Break the language barrier
International interview
Cultural shock
Learn the culture & work etiquette
Become intercultural competence
Prepare yourself mentally to leave & to return home

5. METODOLOGÍA Y RECURSOS

5.1. METODOLOGÍAS DEL MÓDULO DONDE SE ENCUENTRA LA ASIGNATURA

The class is organized around cross cultural exercises and class discussion. Therefore, class attendance at all sessions and active participation are expected.

The first class hour will be lecture, followed by student presentations and structured discussion. Several video/DVDs will be shown & discuss in class.

Participating enthusiastically in the group activities and structured discussions is extremely important. Participation in class discussion is an important and vital part of this course. Discussing and processing the weekly topics, understanding and contributing various points of view mark the beginning of your study/work abroad experience.

6. EVALUACIÓN

6.1. CRITERIOS GENERALES DE EVALUACIÓN PARA EL MÓDULO DONDE SE ENCUENTRA LA ASIGNATURA

There is no final examination.

6.2. ESPECIFICACIÓN DEL SISTEMA DE EVALUACIÓN DE LA ASIGNATURA

Educación de Personas Adultas y Mayores

Active participation in class (20%)

Students are expected to keep up with all assigned readings. Students *must* attend class and participate. Students who miss more than 3 classes will lose credits.

Initial Paper - Expectations (10%)

This paper should answer/address the following questions in light of the introduction to the course and a thorough reading of the syllabus: What are your expectations of this class? What are your personal goals for your time abroad (study, work, learn the language, teach Spanish, etc.)? Given what you have read in the syllabus, how do you hope the course will assist you in achieving those goals? In what areas do you feel confident about your international experience? What apprehensions do you have? Which program/country you would like to work/study in? (minimum of 2 full pages, 12 point Times New Roman font, 1,5 spaced).

Group work (5%)

Students in small groups will provide information to their class mates on how to write a good cover letter/statement of purpose, how to face successfully an interview (job & admission), how to find a scholarship, etc. Students will be divided into small groups (2-3 per topic).

Responses on FB (5%)

These consist of sharing relevant information on topics related to the course. You will post them on FB of the class. Do not provide an analysis or summary; give us your response to the information.

CV and cover letter (15%)

Students will write their cover letter and CV in English.

Workbook (20%)

The workbook is your guide to safe and practical living abroad. The purpose of this assignment is to help you prepare for making responsible decisions in your new environment in regard to finances, health, personal security, language requirements, procedure, main facts of the country (brief history, cultural aspects, etiquette, core values, etc.), visa requirements, etc. You will be graded on how useful the information you gather will be to you. Thus, your answers in each section should be complete and comprehensive with an eye to how each section will personally impact your study/work abroad experience (minimum of 10 full pages, 12 point Times New Roman font, 1,5 spaced, 1" margins)

Reflection Paper (10%)

This paper should answer/address the following questions in light of each of the exercises/assignments you have completed for your coursework. What were the most important ideas and concepts you encountered in this course? How will you apply them

during your time abroad? What changes in your perspective on yourself, your host country, and your own culture have taken place? How and why has this occurred? What do you feel you still have left to learn before you go abroad? How will you go about learning more in that area(s)? What do you anticipate that you will only be able to learn by being in your host culture? What will you do to prepare yourself for feelings of discomfort so that you can work through them and continue your growth? (minimum of 3 full pages, 12 point Times New Roman font, 1,5 spaced, 1" margins)

Presentation (10%)

Students will give presentations, lead discussion, and participate in various kinds of group activities. Each student will give a formal presentation of their work at the end of the course, time limit to be determined on the basis of enrollment.

International Student Interview (10%)

For this assignment you will need to seek out an international student from the country you have identified as your host for your time abroad. If you have not yet identified a student from your host country, find a student from a nearby country or similar culture.

Be sure to inform the student about your assignment and the nature of the questions you will ask before you ask him or her to commit to the interview. You will also need a cultural artifact to share with the class representing your interviewees host country.

7. EQUIPO DOCENTE

7.1. PERSONAL RESPONSABLE

Nombre:	Dra. Rosa M ^a Rodríguez Izquierdo
Número despacho:	Edif 11.2.22
Email:	rmrodizq@upo.es
Teléfono.	954348535

8. RECOMENDACIONES

In addition to written work, students will give presentations, lead discussion, and participate in various kinds of group activities. Therefore they need to have a good knowledge or working English, both written and oral.

Please, notice this is not an English class or a course to learn English. Nevertheless, by using English your language skills will improve during the course.

Student will get more of this course if his/her level is Advanced.

BIBLIOGRAFÍA GENERAL

Chen, G. M. & Starosta, W. (1998). *Foundations of intercultural communication*. Boston: Allyn and Bacon.

Hook, J. (2003). *Working across cultures*. Stanford. CA: Stanford University Press.

Greenholtz, J. (2000). Assessing cross-cultural competence in transnational education: The intercultural development inventory. *Higher Education in Europe*, 25, 411-16.

Marcum, J. A. (2001). What direction for study abroad? Eliminate the roadblocks. *The Chronicle of Higher Education, The Chronicle Review*, B7-8.

Webgrafía

Study abroad: <http://www.studyabroad.com/articles/how-to-prepare-for-study-abroad.aspx>

Williams, T. (2005). Impact of study abroad on students' intercultural communication skills: Adaptability and sensitivity. 23. <http://www.aaplac.org/library/WilliamsTracy03.pdf>