



PractInComing (PAIC)

**PLAN FOR PLACEMENTS AT BIZKAIA EDUCATION CENTRES BY
VISITING STUDENTS FROM THE BILBAO EDUCATION FACULTY
(UPV/EHU)**

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Context

The Bilbao Education Faculty at the UPV/EHU has a broad offering of national and international mobility programmes, which enriches the training processes of our students and fosters cooperations with different universities in Europe and around the world. Furthermore, multilingual studies have been put in place with three language options (Basque, Spanish, English) both for the Bachelor's Degree in Primary Education and in Infant Education.

There has been a rise in recent years in the number of international students enrolling to study at the Bilbao Education Faculty (UPV/EHU). This firm commitment to internationalisation combines with the cross-cutting focal points of the UPV/EHU Strategic Plan 2022-2025, where there is particular emphasis on the ability to attract students from around the world to foster a fully multilingual and quality university.

Therefore, the Bilbao Faculty of Education considers it to be of utmost importance to open up avenues for collaboration with Early Childhood and Primary Education educational centres of the Basque Public Network in Bizkaia for the completion of placements by students on the Bachelor's Degrees in Primary Education and Early Childhood Education. The aim is to establish a pool of Primary Education and Early Childhood Education centres of Bizkaia, which wish to participate in this project to host visiting students (national and international) for the Bilbao Faculty of Education (UPV/EHU) for their placements. Those centres would benefit from the contributions in

terms of the language and educational culture of those incoming students; specific plans to foster learning and the daily use of foreign languages, and plans to develop the intercultural skills-set of their students can be put in place.

The placement period of the three degrees of the Bilbao Faculty of Education provides an opportunity to integrate the practical and theoretical knowledge acquired in the prior studies by means of a reflective practical experience. Starting from that perspective, incorporating visiting students in local resources to complete curricular placements enriches not only the learning process itself of the students, but also the community in general as it offers an overview of education by linking it directly to the reality of the Basque Autonomous Community committed to educational innovation. A collaborative model which fosters harmonisation and cooperation between universities is thus promoted.

Goals

With the aim of fostering the internationalisation of the Bilbao Faculty of Education, the Practicum has become an excellent scenario to create alliances from an educational and intercultural prism, as it combines educational practices with society; along with helping to foster the mobility of students, teaching and administration & services staff.

Therefore, the specific goals of this plan are to:

- Make the Bilbao Education Faculty an internationally recognised attractive destination for national and international visiting students.
- Create collaborative networks between schools and education centres of the public education system and Bilbao Education Faculty to work on projects stemming from hosting international students on teaching placements.

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- Strengthen alliances with international and national universities.
- Create international reflection spaces on educational practices.
- Foster the setting up of intercultural projects that encourage research.
- Stimulate the mobility of students and researchers.
- Generate opportunities to improve the quality of the learning, teaching, research, transfer and innovation activities by consolidating the Bilbao Education Faculty as a benchmark in Education.
- Encourage the participation of our students and our teachers in international education, research and innovation networks and projects.

Benefits for the stakeholders involved: visiting students, schools and Bilbao Education Faculty.

The internationalisation of Higher Education has been progressing in recent years. Therefore, the *PAIC* seeks to open up new avenues for collaboration, which will benefit all the stakeholders involved (university-educational establishments and students).

On the one hand, internationalisation is a crossing-cutting focal point of both of the UPV/EHU Strategic Plan and of Bilbao Education Faculty (2023-2026); however, one of the main problems at present is to offer multilingual education to attract international students. The implementation of the *PAIC* will expand the multilingual educational offering, thus boosting the number of international students. Furthermore, mechanisms for international cooperation and collaboration will be established to give impetus to the

promotion and creation of research and innovation projects in different fields.

On the other hand, schools that welcome international students will have the possibility of generating spaces for intercultural collaboration that will directly benefit the population and the people with which they work.

Specifically, participating schools will be assigned a native-speaking professional who will support and enrich the students' learning, along with providing an international perspective to the teachers and the educational establishments.

Finally, starting from the UPV/EHU Catalogue of Transversal Competences (2019) and the UN 2030 Agenda for Sustainable Development (2015), visiting students will acquire the following transversal competences in the placement period to enrich their development and training pathways in the area of education:

C1. Take into account their previous experiences in order to anticipate problems and plan possible solutions.

C2. Implement personal plans and projects, seeking learning opportunities in different contexts to continue training and to meet their personal and professional expectations.

C3. Generate key lessons learnt by selecting and integrating knowledge from scientific areas and contexts not directly related to their field of study.

C4. Describe contextualised actions and behaviour in their area of study that respect cultural and linguistic diversity.

C5. Transfer and disseminate the results of a research and/or scrutiny process to diverse and specific social contexts.

C6. Make group or individual proposals aimed at improving the profession.

C7. Recognise the importance of cooperation and access to science, technology and innovation, and sharing knowledge.

C8. Be able to raise awareness about the importance of establishing global, national and local alliances for sustainable development.

Responsibilities and tasks:

a. Bilbao Education Faculty (UPV/EHU)

These work placements will be coordinate between the Office of the Vice-Dean for International Relations and Mobility, and the Office of the Vice-Dean for Work Placements of the Degrees in Primary and Infant Education, and Gender Equality.

- Allocation

Visiting students (*in coming*) taking part in the *PAIC* programme will be part of the Practicum of the Bilbao Education Faculty. The students will thus be allocated by the departments in charge of teaching within the Practicum.

Based on the needs of visiting students, the Practicum offer of the Faculty of Education of Bilbao will be adapted to the characteristics of the Practicum of their home university.

- Tutor

The main duties of the tutor of the Faculty of Education of Bilbao will be the following:

- Organize meetings with students in order to solve any problems that may arise during the placement period.
- Remain in contact with the Directors or Coordinators of the schools and with the tutor of the school.
- Guide students in the preparation of the Practicum report.
- Grade the Practicum period, taking into account the activities by the students that appear in the training projects and the assessment by each instructor.

a. Education centre

- **Hosting**

The school collaborating with the PAIC plan undertakes to host the students on placements during the periods established throughout the school year. Furthermore, it will assign an instructor who will be in charge of advising and mentoring students in their placement period.

- **Instructor**

The specific duties of the placement instructor will be as follows:

- Advise the students on placements about the characteristics of the group with which they will be working.
- Mentor and help each student during the Practicum, facilitate autonomy and the sense of responsibility in the tasks to be carried out in the Practicum.

b. Visiting students

Visiting students will examine in depth and reflect on the differences in the educational processes between the Basque reality and their country of origin. They will therefore prepare the Practicum report that will include the following points:

- Description of the educational reality.
- Reflective observation of educational practice.
- Comparative analysis between the Basque reality and the country of origin.

Placement Period

The placement period for visiting students will be flexible and can be adapted to the needs and demands of the students whenever possible, ranging from a minimum of 15 days to three months.

The Third UNESCO World Conference on Higher Education (WHEC2022) is therefore taken as a framework reference, whose Chapter Four places particular emphasis on the need to broaden the relationship

between universities and society in order to transform higher education for global sustainability.

System for Assessing the Implementation of the Plan.

The following indicators will be used to fully link the plan to several of the processes and procedures of the Internal Quality Assurance System (IQAS) in order to ensure the implementation of the plan and to be able to assess, monitor and improve it.

- Number of education centres taking part in the programme.
- Number of International Practicum places offered per degree.
- Satisfaction of the participating students.
- Satisfaction of the education centres taking part in the programme.

Bilbao Education Faculty

