

Degree	Type	Year	Semester
2500261 Education Studies	OT	4	0

Contact

Name: Màrius Martínez Muñoz
Email: Marius.Martinez@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

It's highly recommended to have a pass on the subjects "School guidance" and "Vocational guidance"

Objectives and Contextualisation

This optional subject will enable the student to get familiar with the indirect pedagogical action, that is to say, the consultancy work with other educational professionals. To do so, it'll become necessary to develop a collaborative work and interprofessional dynamics which will permit the practitioner to foster educational improvements in schools or other institutions. Also it will lead to support processes with other professionals. This subject is a part of the fourth course mention "Educational guidance".

Skills

- Advise on the pedagogical use and curricular integration of didactic media.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Diagnose people's development needs and possibilities to support the development of educational and training activities.
- Respect the diversity and plurality of ideas, people and situations.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Apply pedagogical advice to educational institutions and teams in relation with the proper use of teaching and curriculum resources.
2. Apply the main counselling techniques and strategies to select the most appropriate for each type of educational advice.
3. Evaluate and diagnose the characteristics, needs and development of organizations, institutions and groups to advise them pedagogically.
4. Evaluate and diagnose the characteristics, needs and development of people to advise them pedagogically.
5. Master the different models of educational counselling to guide and advise individuals, groups, institutions and education programs.
6. Understand and analyse the criteria that define the best assessment work in interdisciplinary and multidisciplinary teams.

- Understand and respect the diversity of people and their own situations to effectively provide pedagogical guidance.

Content

PART 1

- The framework of the consultancy process.
- Models, techniques and strategies for educational consultancy.
- Different consultancy approaches: institutional, professional, educational, curricular.

PART 2

- Main traits of consultancy practitioners, personal traits, institutional traits.
- Working as a pedagogical consultant. working in interprofessional and interdisciplinary teams.
- Case analysis on consultancy.

Methodology

The student is leading the learning process. That's why the methodology has been designed as shown in the above table.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Teaching sessions on basic issues of the syllabus.	45	1.8	7
Type: Supervised			
Assignments	30	1.2	
Type: Autonomous			
Selfdirected work	65	2.6	

Evaluation

The evaluation of the subject will be done alongside the course through the activities shown in the table below. Class attendance is compulsory (80%). Final mark will be the mean of the marks of both parts of the subject. The minimum mark will be done only if each is 4 or more. The pass will be obtained with a 5 or more. Delivering a single assignment will enable a "non presented" as a final mark.

Copying of any assignment or examination will lead to a "fail" on the subject final mark.

Evaluation of practical work will be done during the practical sessions and seminars on the subject through peer evaluation. The rest of marks will be published no later than 3 weeks after delivery.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Part 1: Individual assignments to be done during the course.	40	2	0.08	2, 3, 4, 7, 5
Part 1: Written examination	10	3	0.12	7
Part 2: Group work, developed during the course.	40	3	0.12	1, 2, 6, 7
Part 2: Written examination	10	2	0.08	1, 4

Bibliography

Bonals, J., Sánchez-Cano, M. (Coords.) (2007). Manual de asesoramiento psicopedagógico Barcelona : Graó.

Bravo, F., & Comellas, M. J. (2003). Estrategias para la constitución de una red intermunicipal sobre la mejora del éxito escolar. A Gairín, J. (coordinador), Estrategias de formación para el cambio organizacional (pp. 356-364). Barcelona: Praxis.

Domingo Segovia, J., Escudero Muñoz, J.M. i altres (Coord.) (2001). Asesoramiento al centro educativo : colaboración y cambio en la institución. Barcelona : Octaedro : EUB.

Durán, David; Giné, Climent y Marchesi, Álvaro (2010) Educació Inclusiva. Guia per a l'anàlisi, la reflexió i la valoració de pràctiques inclusives. Generalitat de Catalunya. Departament d'Educació.

López Hernández, A. (2007). El Trabajo en equipo del profesorado : 14 ideas clave. Barcelona : Graó.

Lorenzo, M. I altres (Coords.).(2007). Gestionando los nuevos actores y escenarios de la formación en la sociedad del conocimiento. Granada: Universidad de Granada.