

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

Name: Edgar Iglesias Vidal

Email: Edgar.Iglesias@uab.cat

Use of languages

Principal working language: catalan (cat)

Teachers

Maria Antonia Castell Escuer

Prerequisites

Once the candidate has acceded to the master's degree there are no further pre-requisites for this module.

Objectives and Contextualisation

Psycho-pedagogical intervention in pre-school and primary education is based on the conception that the regulatory principles of the teaching-learning process need to be adapted to the specific characteristics and needs of pupils. These principles must be understood in terms of all educational activities at these levels as being preventive. For this reason they must incorporate mechanisms that strengthen basic skills and promote social inclusion for pupils. At this early level of education emphasis must be given to the processes of early detection of problems associated with learning and development so that secondary prevention can be effective.

Specific objectives:

- See and value education as a systemic process.
- Be familiar with the resources needed in the early detection of learning difficulties.
- Analyze the psycho-pedagogical processes required to intervene.
- Value the principles and models necessary for psycho-pedagogical intervention with students, their families and the school curriculum.
- Prepare plans and programs for psycho-pedagogical intervention orientated towards improving the teaching-learning process.
- Become aware of the role of psycho-pedagogical intervention in pre and primary school education.
- Acquire new professional skills to deal with diversity in education.

Skills

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Analyse data obtained in educational psychology assessment and write reports in accordance with the nature of the data.
- Analyse the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Assess the educational psychology needs of pupils, groups and organisations by applying different methodologies, instruments and techniques.
- Continue the learning process, to a large extent autonomously
- Develop skills and techniques for guiding and counselling families.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Analyse the standpoints of social and educational inclusion, identifying its limitations.
2. Compile and analyse the body of data typically generated in educational psychology assessment, whether of individual pupils or groups.
3. Continue the learning process, to a large extent autonomously
4. Design documents related to the educational project of the early-childhood and primary school, taking into account attention to diversity and the promotion of success in schooling.
5. Design proposals for teaching and organisational planning in order to improve prevention and response measures in early-childhood and primary schools.
6. Draw up intervention plans on educational guidance and counselling on the basis of the school's institutional analysis.
7. Identify pupils' educational needs at the early childhood and primary stages, especially those of pupils who need specific support and pupils on early stimulation programmes.
8. Implement programmes to prevent learning difficulties in early-childhood and primary schools, involving families in the educational response.
9. Make proposals for collaborating in the preparation and implementation of curriculum development processes and institutional plans in early-childhood and primary schools, especially the tutorial action plan.
10. Make proposals for teachers to collaborate in the design and implementation of educational guidance in early-childhood and primary education.
11. Prepare diagnostic reports and schooling recommendations for all pupils in early-childhood and primary education with special educational needs.
12. Set up and develop programmes and actions to foster effective family involvement in children's educational processes at school.
13. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
14. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

- Psycho-pedagogical intervention in pre and primary school education with a systemic process: schools, classrooms, school curriculum, pupils, families, socio-community context
- Psycho-pedagogical orientation and intervention centered on the school curriculum
- Accessibility of the curriculum in pre and primary school education: the inclusive system
- The adequacy of educational activities based on needs

- Curricular approaches that meet educational needs in pre and primary school education
- Curricular principles that promote psycho-pedagogical intervention in pre and primary school education
- Psycho-pedagogical orientation and intervention focused on pupils
- Processes of prevention in pre and primary school education; early detection and resources for early detection
- Assessment of pupils and interactional processes; assessment resources
- Psycho-pedagogical reports of pre and primary school pupils
- Psycho-pedagogical intervention in pre and primary school education
- Role of teachers: guidance, functions, networking
- Psycho-pedagogical orientation and intervention centered on families
- Analytical models for family intervention
- Management of family participation in the educational process of their children and collaboration with teachers
- Psycho-pedagogical orientation and intervention from an intercultural, community perspective
- Fundamental pedagogical strategies for the promotion of the intercultural dimension
- Fundamental sociopolitical strategies for promoting community education

Methodology

The subject is based on the following methodology:

- Recommended reading of bibliography
- Masterclasses and multimedia presentations
- Document analysis
- Practical classes using case studies and professional simulations
- Working in cooperative groups
- Tutorials
- Review of classroom work and exercises
- Discussion with experts
- Visit to a center of psycho-pedagogical professionals

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Exhibitions by teachers for content and key issues	60	2.4	1, 9, 4, 10, 11, 7
Type: Supervised			
Individual and / or groups supervised by teachers using document analysis, problem-solving or other activities in-depth content and themes studied	65	2.6	4, 10, 12, 6

Evaluation

The results of the evaluation for each theoretical and practical assignment will be published in

"campus virtual" within a maximum of one month after completion of the assignment.

In order to pass the module all components of the module must be passed. If the student fails

the module, the student will have to re-register for the module in the next edition of the master's

degree. In that case, the entire module will have to be repeated from scratch.

Throughout the evaluation process the student will be informed of his/her progress with respect

to assignments that need to be submitted.

In accordance with the regulations of the UAB, individual or group plagiarism or copying of any

work or written test will be penalized with a zero score ("0") which means the student(s) will

forfeit the possibility of repeating the assignment or test in the future (in the case of group

plagiarism each student of the group will receive a zero score ("0") for the assignment or test).

Attendance at all sessions is compulsory. The student must attend at least 80% of all sessions; otherwise the assessment will correspond to "unsatisfactory".

The following will be taken into account:

- Attendance and active class participation including preparation of individual work (15%).
- Preparation of group work (85%). This will consist of two assignments related to the content

which will take place during the module.

Evaluation activities

Case analysis developed in group	85%	0	0	1, 8, 9, 4, 5, 10, 12, 11, 6, 7, 2
Observation of the active participation and skills acquisition of blocks	15%	0	0	3, 13, 14

Bibliography

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Includ-ED (2011) Actuaciones de éxito en las escuelas europeas. Colección Estudios CREADE n.9.

Mérida, R; Ramírez, A., Corpas, C., y González, M.E. (2012). La orientación en educación infantil. Madrid. Edcs. Pirámide.

Mir, Victoria; Gómez, M^aT.; Carreras, Llorenç; Valentí, Montserrat y Nadal, Anna (2011). Evaluación y postevaluación en educación infantil. Cómo evaluar y qué hacer después. Narcea, S.A. 2^a ed.

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