

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

Name: Enric Roca Casas

Email: Enric.Roca@uab.cat

Use of languages

Principal working language: catalan (cat)

Teachers

Maria del Carme Gaspar Pellin

Prerequisites

None

Objectives and Contextualisation

Objectives and contextualization

The objectives of this module are:

1. Identify and explain the requirements of the tutorials and guide candidates in personal, academic and professional / vocational areas.
2. Design and develop study plans and programs as well as give personal, academic and professional guidance.
3. Evaluate psycho-pedagogically variables and programs related to orientation and future action to be taken in tutorials.
4. Identify, explain and plan activities in specialized teaching teams, and in conjunction with external agencies and families, in order to optimize tutorials in schools.

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
- Critically analyse one's own work and use resources for professional development.

- 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. Apply the standpoints of social and educational inclusion, identifying its possibilities and limitations.
2. Continue the learning process, to a large extent autonomously
3. Critically analyse one's own work and use resources for professional development.
4. Design professional orientation strategies for employability and making the transition into the labour market.
5. Design the process of collaboration between the different educational agents on curriculum development and institutional plans, especially the tutorial action plan in secondary, upper-secondary and vocational education.
6. Develop the plan for (personal, academic and professional) educational guidance within the secondary school's educational project.
7. Draw up or revise educational psychology reports that include guidelines on educational intervention in secondary school.
8. Establish guidelines for the design of proposals on teaching and organisational planning in order to improve the educational response of secondary-school pupils.
9. Exemplify the key steps in preparing and implementing educational guidance and counselling programmes and actions.
10. Identify the educational needs of secondary pupils, especially those related to conflict and companionship.
11. Implement educational monitoring programmes that include educational guidance and counselling for families, to reinforce their role in guiding children's progress.
12. Prepare diagnostic reports and schooling recommendations for all pupils in early-childhood and primary education with special educational needs.
13. Set up and plan guidance and counselling programmes/services with the aim of optimising teaching-learning processes and the academic performance of secondary-school pupils.
14. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
15. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

Content

1. Giving educational guidance and tutorials to secondary school students. Personal, academic and professional guidance. The relationship between educational guidance and how tutorials work.
2. Guidance and networking. Giving internal psycho-pedagogical counseling to working groups and teachers. Working with families. Coordinating and working in multidisciplinary networks (inside and outside secondary schools).
3. Educational needs of students in relation to personal, social, academic and career development: the concept of self and self-esteem; coexistence, participation, climate and conflicts; curricular competences; techniques and study habits; motivation; knowledge of the environment; vocational maturity and life projects (personal, academic and professional).
4. Guidance through programs and services. ICT resources. Design and development of programs for personal, academic and professional guidance.
5. Educational project. Tutorials and teaching teams in high schools. Coordination and relevance of tutorials. Roles and functions of the team: the counselor and the psycho-pedagogue. Tutorial models. The role of the tutorial in the process of assessing the results of student learning.

6. Psycho-pedagogical intervention in the organization and operation of secondary schools. Guidance in the organs and functions of schools related to teaching and learning processes; attention to diversity and inclusive education.

Methodology

The teaching methodology will combine the presentation of key issues and concepts by the instructor in seminars or via the analysis of documents. Situations, study cases and problems will be introduced and candidates will have to analyze, debate and address the relevant issues that arise dealing with them from a psycho-pedagogical standpoint.

Classwork and assignments will help candidates in their tasks through direct participation. Simulations and case studies will be analyzed from a conceptual point of view; strategies will be activated and skills honed.

Moreover, the process of acquiring the necessary knowledge and skills presented in the module will include the preparation of exercises and small individual assignments which will be collected in a portfolio.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Exhibitions by teachers of the basic aspects of the content of the syllabus. Case analysis. Simulations situations	60	2.4	11, 5, 8, 6, 4, 13, 12, 7, 10, 9, 1, 2
Type: Supervised			
Individual and groups supervised by teachers on extended information and readings that allow complete resolution of cases, simulations or examples of evidence presented in class	48	1.92	11, 5, 8, 6, 13, 7, 10, 9, 1
Type: Autonomous			
Individual research documentation, reflection and drafting of the portfolio of evidence. Self-evaluation	140	5.6	3, 11, 5, 8, 6, 4, 13, 12, 7, 10, 9, 1, 2, 14

Evaluation

The master's program is based on cumulative, continuous assessment. It will consist of the following elements:

- **Attendance and participation: 10%**

Active, collaborative participation is required at all times both individually and at a group level.

80% attendance is required (minimum).

- **Self-assessment: 5%**

Two questionnaires of self-assessment (one at the start, the other at the end of the module).

- **Portfolio: 85%**

The documents in the portfolio express the practical application of the contents of the module. The portfolio consists of four exercises in the form of small assignments related to the contents presented and developed in the seminars/workshops/classes. Candidates must submit all the exercises and obtain an average score of 50% for each in order to pass that part of the module.

Exercises will be done and delivered on time and according to the requests. They are included into the portfolio. Exercises will be returned with a brief evaluation in order to improve them. Exercises only will be evaluated once.

Results will be published on "Campus Virtual" no later than one month after being submitted by the candidate after which time the candidate will be able to go over their work with their tutor. The entire portfolio, with the four assignments, will constitute the practical synthesis of the candidate's work developed during the module. In accordance with UAB regulations, , 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 is compulsory and a minimum of 80% is required; otherwise the assessment will correspond to "unsatisfactory".

In special cases any doubts or suggestions should be discussed with the instructors of the module and the coordinator(s).

The assignment activities for the portfolio will be the following:

Nº	Assignment activity	Assessment criteria
1	Proposal to improve on one of the practical assignments presented in class.	• Application of systematic strategies. • Specification of corrective action or improvement. • Proper contextualization and justification.
2	Psycho-pedagogical intervention report or recognition report of special education needs.	• Formal adaptation. • Adaptation of content to demand. Suitability of guidelines. Capacity to analyze and synthesize. Capacity to justify and conclusions.
3	Individual exercise of a program (guidelines) taken from a school, stage, level or course.	• Design and phases of the program. • Appropriateness of the program with respect to the case chosen. • Personal reflection and analysis.
4	Psycho-pedagogical recommendations taken from the results of a case study of a student with special education needs.	• Psycho-pedagogical appropriateness of the recommendations. • Degree of feasibility and applicability. • Personal reflection and analysis.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Evidence of the portfolio	85%	0	0	3, 11, 5, 8, 6, 4, 13, 12, 7, 10, 9, 1, 2, 14, 15
Observation active participation in class activities and percentage of attendance	10%	0	0	5, 8, 6, 4, 13, 12, 7, 10, 9, 1, 14, 15
Self-evaluation questionnaires	5%	2	0.08	3, 6, 13, 12, 7, 10, 1, 2

Bibliography

Álvarez González, M. (2009). Modelos explicativos de la orientación profesional. En L.M. Sobrado y A. Cortés (coords.), Orientación Profesional. Nuevos escenarios y perspectivas (pp.47-72). Madrid: Biblioteca Nueva.

Alvarez, González, M. (coord..) (2007). La Madurez para la carrera en la educación secundaria. Evaluación e intervención. Sevilla: EOS.

Alvarez, M. i Bisquerra, R. (Coords.) (1996). Manual de orientación y tutoría. Barcelona: Praxis.

Aymerich, R.; Lloró, J. M.; Roca, E. (2011) Junts a l'aula? Present i futur del model d'educació comprensiva a Catalunya. Barcelona: Fundació Jaume Bofill.

Bisquerra, R. (1998) Modelos de orientación e intervención psicopedagógica. Barcelona, CISS-Praxis (última edición 2003).

Calderón, I.; Habegger, S. (2012) Educación, hándicap e inclusión. Granada: Octaedro/Mágina.

Comas, M. (dir.) y altres (2014) Llibre Blanc de la participació de les famílies a l'escola, Barcelona: Informes breus, 51, Fundació Jaume Bofill.

Donoso, T i Figuera, P. (2007) Niveles de diagnóstico en los procesos de inserción y orientación profesional. Revista electrónica de Investigación Psicoeducativa, 11, vol 5(1), 103-124.

<http://www.investigacion-psicopedagogica.org/revista/new/ContadorArticulo.php?153>

Duran, D. (coord.) (2003) Tutoria entre iguals. Bellaterra (Barcelona): ICE UAB.

Echeverría, B. (Coord.) (2008). Orientació professional. Barcelona: UOC.

Funes, J. (2009). L'acompanyament de nois i noies adolescents en les seves transicions quan s'acaba l'escolaritat secundària obligatòria. Diputació de Barcelona [en línia].

<http://www.diba.cat/educacio/recursos/publica/publicacions/acompanyament.asp>

Gairin, J. y Martínez, M. (2003). La col·laboració entre centres educatius. Coordinació entre les etapes de primària i secundària dels centres docents públics. Documento policopiado (90 págs). Convenio de investigación Ayuntamiento de Cerdanyola del Vallès - Departament de Pedagogia Aplicada. Junio de 2003.

Gallego González, S.; Riart, J. (coord.) (2006) La tutoría y la orientación en el siglo XXI: nuevas propuestas. Barcelona, Octaedro Ed.

García-Sánchez, J. N. (coord.) (200) Aplicaciones de intervención psicopedagógica. Madrid: Pirámide.

Instituto de la Mujer (2005). Guía de sensibilización y formación en igualdad de oportunidades entre mujeres y hombres. Madrid: Ministerio de Trabajo y Asuntos Sociales.

- Jariot, M. (2005). El diseño de programas de orientación integrados en el núcleo formativo. *Educación*, 36, 131-154.
- Jubany, J. (2012) *Connecta't per aprendre. Aprenentatge social i personalitzat*. Barcelona: Associació de Mestres Rosa Sensat.
- Junta de Andalucía (2007). *Guía de buenas prácticas para favorecer la igualdad entre hombres y mujeres en educación*. Sevilla: Consejería de Educación. Junta de Andalucía.
- Longàs, J. (2007) *La escuela orientadora: la acción tutorial desde una perspectiva institucional*. Madrid: Narcea.
- Marchena Gómez, R. (2005) *Mejorar el ambiente en las clases de secundaria*. Málaga: Ediciones Aljibe.
- Martínez, M. (2004). La transición de primaria a secundaria. La experiencia de dos centros de Cerdanyola del Vallès. En López Yáñez, J. et. Alt. *Actas del octavo congreso de Organización de Instituciones Educativas*. Sevilla: Universidad de Sevilla. Pp. 899 - 908.
- Martínez, M. (2009b). Competencias, Orientación y TIC. *Educaweb* nº 183.
<http://www.educaweb.com/noticia/2009/02/09/competencias-orientacion-tic-13467.html>
- Martínez, M. (2010). L'orientació a les xarxes locals de transició escola - treball. Diputació de Barcelona [en línia]
<http://www.diba.cat/educacio/recursos/publica/publicacions/orientacio.asp>
- Martínez, M. (2011). La tutoría y la orientación en las prácticas profesionalizadoras. *Guías Práxis FP*. Barcelona: Wolters Kluwer. Pp. 1 - 28.
- Martínez, M. i Pinya, C. (2012). Els instituts escola. Aspectes Curriculars, organitzatius i d'orientació. Consell Superior d'Avaluació del Sistema Educatiu. Documents nº 21.
<http://www20.gencat.cat/docs/Educacio/Home/Consell%20superior%20d%27avalua/Pdf%20i%20altres/Static%2>
- Martínez, M. i Albaigés, B. (directors) (2013). *L'estat de l'educació a Catalunya. Anuari 2013*. Barcelona: Fundació Jaume Bofill.
- Onrubia, J. (coord.) (2004) *Criterios psicopedagógicos y recursos para atender la diversidad en secundaria*. Barcelona: Graó.
- Pont, E. (2008) *Situacions vitals estressants i resiliència a l'adolescència*. Tesis doctoral. Barcelona: Facultat de Psicologia-Universitat de Barcelona.
- Robinson, K. Y Aronica, L. (2015) *Escuelas creativas*, Barcelona: Grijalbo.
- Romero Rodríguez, S. (2004). Aprender a construir proyectos profesionales y vitales. *Revista Española de Orientación y Psicopedagogía*, 15 (2). 337-354.
- Salvà Mut, F. (2008). Inserción sociolaboral y colectivos en exclusión y riesgo de exclusión. *Formación XXI. Revista de formación y empleo*.
<http://formacionxxi.com/porqualMagazine/do/get/magazine/2012/04/text/xml/20.xml.html#/porqualMagazine/do/g>
- Sanz, R. (2001). *Orientación psicopedagógica y calidad educativa*. Madrid: Pirámide.
- Sobrado, L.M., y Cortés, A. (Coords.) (2009). *Orientación Profesional. Nuevos escenarios y perspectivas*. Madrid: Biblioteca Nueva.
- Willingham, D. T. (2011) *¿Por qué a los niños no les gusta ir a la escuela?* Barcelona: Graó.