

School Guidance

Code: 103525
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500261 Education Studies | OB | 3 | 1 |

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

None

Objectives and Contextualisation

This subject, compulsory in the third course of Pedagogy aims to train guidance practitioners working at schools in collaboration with teachers, families and other professionals linked with the school and the territory. Foundations of guidance will be considered in all educational compulsory stages and also resources, tools and collaboration strategies. Students at the end of the subject will have a general overview of how to conduct guidance actions in this context. This subject, together with "Vocational Guidance" constitute the foundation of the metion on the 4th. grade entitled "Educational Guidance" .

Skills

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.
- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Displaying an attitude of respect for the ethical principles of guidance and mediation.
2. Identifying educational and guidance requirements based on pre-designed strategies.
3. Identifying strengths and weaknesses in order to tackle guidance and mediation processes.
4. Identifying the ethical principles existing in the processes of mediation and guidance.
5. Programming the tutoring of a course based on pre-established parameters (level, context, etc.).
6. Proposing improvements on the potentials and minimising weaknesses for guidance and mediation.
7. Proposing strategies and initiatives for guidance and mediation based on real or simulated situations.

8. Relating training and guidance requirements with guidance strategies.
9. Simulating multi-professional or inter-professional work in relation to guidance or mediation processes.
10. Successfully develop targeting, consultation and mediation strategies, according to pre-established professional standards.

Content

PART 1

1. Principles and foundations of academic and educational guidance.
2. Models and approaches in guidance.
3. Tècniques, recursos, programes i eines de guia.

PART 2

4. Mentoring and tutoring.
5. Family guidance, mediation and conflict.
6. Guidance and tutoring at the inclusive school.

Methodology

The student will lead the learning process and under this premise the methodology was planned as shown above.

Activities

| Title | Hours | ECTS | Learning outcomes |
|-------------------------|-------|------|----------------------|
| Type: Directed | | | |
| Class activities | 0 | 0 | 1, 5, 7, 6 |
| Debates | 30 | 1.2 | |
| Group work | 15 | 0.6 | 10, 4, 1, 5, 7, 8, 9 |
| Type: Supervised | | | |
| Assignments | 30 | 1.2 | |
| Type: Autonomous | | | |
| Student work | 75 | 3 | 10, 3, 1, 5, 7 |

Evaluation

Evaluation will be developed during the subject and along the academic course through the activities shown in the table below.

The written examinations of the subject will be done on the week starting the 29th. of October and the week starting 9th. of January.

The parts refer to the contents of the subject (see section 5).

Practices, cases, problems and exercises will be distributed along all the subject, with requirements concerning scheduling and delivering. Feed back and following up of activities will be done within the current month of delivery.

Students with a successful follow-up of the subject and with some pending assignment will be allowed to pass the subject through the redesign or improvement of those failed assignments.

Copy of any part of an assignment, essays or examinations will lead to "failed" as a final result.

The mark will be the mean of qualifications of both parts of the subject as specified in section 5. Marks will be considered when doing the mean only if they reach a 4 out of 10. Pass will require a minimum of 5.

Class attendance is compulsory with a minimum of 80% of attendance, less attendance will lead to a "not presented" as a final mark.

All those aspects not covered will be decided under the faculty regulations:

<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>

and university regulations

<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.htm>

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|-------------------|-----------|-------|------|---------------------|
| First assignment | 10% | 0 | 0 | 10, 4, 3, 2, 1, 9 |
| Fourth assignment | 40% | 0 | 0 | 10, 4, 3, 2, 1, 9 |
| Second assignment | 10% | 0 | 0 | 4, 1, 5, 7, 6, 8, 9 |
| Third assignment | 40% | 0 | 0 | 4, 1, 5, 7, 6, 8, 9 |

Bibliography

Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*. 6: 109-124.

Alvarez, M., Riart, J, Martínez, M. I Bisquerra, R. (2001). El modelo de programas. A Bisquerra, R. (Coord). *Modelos de orientación psicopedagógica*. Barcelona: Práxis. Pp. 85 - 101. Antúnez, S. (2007). *La transición entre etapas. Reflexiones y prácticas*. Barcelona. Graó.

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

Colomer, F. (2003). Las redes institucionales en educación. J. Gairin (Coordinación), *Estrategias de formación para el cambio organizacional* (pp. 319-334). Barcelona: Praxis.

Comellas, M. J. (Coord.) (2002). *Las competencias del profesorado para la acción tutorial*. Barcelona. Praxis.

Comellas M. J. i Lojo, M. (2006). Un observatorio abierto a la participación. *Cuadernos De Pedagogía*, 359, 79-84.

Comellas M. J. i Lojo, M. (2009). Un cambio de mirada para afrontar y prevenir la violencia en las escuelas. *Octaedro*. Barcelona.

Comellas, M.J. (2009). *Educación en la comunidad y en la familia*. Valencia. Nau llibres.

- Diputació de Barcelona (2007). Participación y corresponsabilidad. Los proyectos educativos de ciudad. Balance del Programa de Actuación del Área de Educación 2004-2007. Barcelona. Diputació de Barcelona.
- Durán, D.; Giné, C. y Marchesi, A. (2010). Educació Inclusiva. Guia per a l'anàlisi, la reflexió i la valoració de pràctiques inclusives. Generalitat de Catalunya. Departament d'Educació.
- Figueras, P. (2007). Ciudades educadoras, una apuesta por la educación en Participación Educativa, 6, noviembre 2007, pp. 22-27 (MONOGRÁFICO).
- Giné, C.(Coord.) (2009). La educación inclusiva. De la exclusión a la plena participación de todo el alumnado. Cuadernos de Educación 56. Barcelona: ICE UB - Horsori.
- Gordó,G. (2010). Centros educativos: ¿islas o nodos? Barcelona Graó.
- Grañeras, M. y Parras, A. (Coords.) (2009).Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas. CIDE. Ministerio de Educación. Gobierno de España. Secretaría General Técnica.
<http://www.educacion.gob.es/cide/espanol/publicaciones/estudios/inv2008oefminp/inv2008oefminppc.pdf>
- Hargreaves, A. i Fink, D. (2006). Estrategias de cambio y mejora en educación caracterizadas por su relevancia, difusión y continuidad en el tiempo. Revista de Educación, 339, pp. 43-58.<http://dpto.educacion.navarra.es/coeducando/wp-content/uploads/2010/08/De-lengua-diferencia-ycontexto> (consultat agost 2011)
- Martín - Moreno, Q (1996). Desarrollo organizativo de los centros educativos basados en la comunidad. Madrid. Sanz y Torres.
- Martin, E. i Solé, I. (Cords.) (2011). Orientación Educativa. Modelos y estrategias de intervención. Barcelona: Graó.
- Martin, E. i Solé, I. (Cords.) (2011). Orientación Educativa. Atención a la diversidad y educación inclusiva. Barcelona: Graó.
- Martin, E. i Solé, I. (Cords.) (2011). Orientación Educativa. Procesos de innovación y mejora de la enseñanza. Barcelona: Graó
- Molas Batllori,I (1990). "La ciudad y la ciudadanía democrática. Una perspectiva política". A La Ciudad Educadora. Barcelona. p. 48.
- Molina Contreras, D.L. (2004). Concepto de orientación educativa:Diversidad y aproximación. Revista Iberoamericana de Educación, 33,6 1-22. <http://www.rieoei.org/deloslectores/736Molina108.PDF>Universidad Nacional Experimental de los Llanos Occidentales
- Ezequiel Zamora, VenezuelaRoset, M.; Pagès, E.; Lojo, M. i Cortada, E. (2008). Guia de coeducació per als centres educatius: pautes de reflexió i recursos per a l'elaboració d'un projecte de centre. Barcelona. Generalitat de Catalunya. Institut Català de les Dones y Departament d'Educació.
- Santana Vega, L. (2009). Orientación educativa e intervención psicopedagógica. Cambian los tiempos, cambian las responsabilidades profesionales. Madrid: Pirámide.
- Santos Guerra, M. A. (2010). Educar y orientar en la diversidad. Conferencia inaugural V Encuentro Nacional de Orientación "Educar y orientar en la diversidad". Sevilla, 12, 13 i 14 de marzo de 2010. Universidad Pablo de Olavide.
- Tonucci, F. (2001). La ciudad de los niños. Madrid: Fundación German Sanchez.