

Psychopedagogy in Organisations

Code: 42979
ECTS Credits: 10

| Degree | Type | Year | Semester |
|------------------------|------|------|----------|
| 4313754 Psychopedagogy | OT | 0 | A |

Contact

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Teachers

Pilar Pineda Herrero

Use of languages

Principal working language: catalan (cat)

Prerequisites

There are not special requirements to attend this Course once you have accessed the Master.

Objectives and Contextualisation

The Psychopedagogy in Organizations Course has three basic characteristics that define its design:

1. The first thing to note is that this is an optional course.
2. It focuses on internal or institutional perspective of educational and labour organizations, thus it is essential to have a elementary knowledge about the structure, objectives, dynamics and relationships established in educational institutions and organizations; since these subject will be developed around organizational elements of the content and strategies.
3. It is intended to provide tools to describe, develop and innovation programs, educational psychology units and services in educational institutions and organizations. It also aims to acquire skills in managing people, projects and psychology care resources.

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 the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Continue the learning process, to a large extent autonomously
- Critically analyse one's own work and use resources for professional development.
- Manage and engage educational teams to provide an appropriate response to the educational psychology needs of pupils, groups and organisations.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

- Work in and with multidisciplinary or interdisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Analyse the functionality of schools' organisational development.
2. Collaborate in managing and developing the work of teaching staff so as to give a coordinated response that is effective from the perspective of educational psychology.
3. Continue the learning process, to a large extent autonomously
4. Critically analyse one's own work and use resources for professional development.
5. Design actions that help to engage social and educational teams in attending to the varying educational needs of individuals and groups.
6. Design proposals to promote teamwork among schoolteachers.
7. Draw up intervention plans on educational guidance and counselling on the basis of the school's institutional analysis.
8. Implement and evaluate programmes of diagnosis, evaluation, guidance and counselling aimed at optimising teaching-learning processes.
9. Involve them jointly all management teams, teachers and educational specialists, formal and informal institutions, the assessment of educational needs, considered both individually and in groups.
10. Promote management of teaching teams work and collaborate in psychoeducational performances from the horizontal organization of secondary schools.
11. 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.
12. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
13. Streamline computer task in detection, referral and commitment of teaching performance as regards the primary educational needs of students and groups of early childhood education
14. Work in and with multidisciplinary or interdisciplinary teams and participate actively as a member of the community.

Content

Content selection and sequence take into account objectives, competences and course overview.

The contents are intended to provide a holistic perspective of the subject. For this reason, table of contents is organized following a spiral sequence instead of a linear sequence.

The course's topics are as follow, although they will be not always covered in the same order:

1. Organizations linked to innovation and quality.
2. Organizations and human resources nowadays
3. Departments of human resources and psychology: organization and management.
4. Human resources policies and the role of the Psychopedagogical professional in organizations: job description, selection, welcome, performance evaluation ...
5. Human resources policies and professional development: training, human resources development and career planning.
6. Stages of organizational development.
7. Design and development of programs and services oriented to change in organizations. Education commissions and training departments.
8. Design and develop programs and services for individuals. Tutorial action plans.
9. Networks and cooperative organizations.
10. The role of the Psychopedagogical professional in organizations.

Methodology

'Psychopedagogy in organizations' course combines several methodological strategies. On one hand, lecture sessions are planned and students are expected to participate in and lead class discussions.

On the other hand, required and recommended readings for each course topic will be provided. Several case studies will be analysed as a part of course assessment, either with a real case on human resources policy or with a case study focused on Psychopedagogical professional in organizations.

Activities

| Title | Hours | ECTS | Learning outcomes |
|---|-------|------|-------------------|
| Type: Directed | | | |
| Case study and good practices presentation | 10 | 0.4 | 5, 11, 7 |
| Discussion of texts and audiovisual materials | 10 | 0.4 | 1 |
| Guest speaker's conferences (if applicable) | 10 | 0.4 | 6, 10 |
| Introduction and content presentation | 30 | 1.2 | 1, 7 |
| Type: Supervised | | | |
| Case study and good practices solving | 40 | 1.6 | 1, 6, 8 |
| Literature review | 15 | 0.6 | 1 |
| Literature review and written assignments | 10 | 0.4 | 10 |
| Type: Autonomous | | | |
| Case solving | 75 | 3 | 6 |
| Formal learning activities | 25 | 1 | 8 |
| Literature review | 25 | 1 | 1 |

Evaluation

There are two major requirements for this class:

A) ATTENDANCE (10% of grade)

B) SELF-ASSESSMENT (5% of grade)

C) Analysis of a case on a huma resources policy (40% of grade)

One of the HR policies worked on in the class will be selected and a practical case will be presented on this HR policy, to carry out an analysis and solve the various issues raised; the case will be worked individually the last day of class.

D) PORTFOLIO (45% of grade)

Self-assessment report: including Professor Antonio Pérez Romero classroom's sessions summary and evaluation, readings, class attendance and participation, etc.

Students must highlight achieved competences, learning outcomes and critical reflection based on professional career advantages gained from the Course.

The deadline assignments are as follows:

• Teacher: Pilar Pineda

Analysis of a case on a human resources policy

Submission deadline: April 24th.

• Teacher: Antonio Pérez Romero

Portfolio (individual work), including the analysis of two required readings (3 + 3 = 6 pages), **class sessions report** (individual work; 12 pages) and a **report on a case study** (individual work).

Submission deadline: February 27th.

'Not presented' status will be applied for students missing one of the two assignments.

Both evidences have to be presented in order to pass the Course.

The recovery of the module will take place on May 22.

Evaluation activities

| Title | Weighting | Hours | ECTS | Learning outcomes |
|--|-----------|-------|------|---------------------------|
| Analysis of a case on a human resources policy | 40% | 0 | 0 | 2, 13, 5, 6, 7, 9, 10, 12 |
| Attendance | 10% | 0 | 0 | 4, 5, 6, 3 |
| Portfolio | 45% | 0 | 0 | 4, 1, 11, 8, 12, 3, 14 |
| Self-assessment | 5% | 0 | 0 | 4, 1, 5, 6, 11, 12, 3 |

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