

Teaching Methods for Educational Guidance

Code: 42098
ECTS Credits: 27

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

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Use of Languages

Principal working language: catalan (cat)

Teachers

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Prerequisites

There are not prerequisites

Objectives and Contextualisation

The educational guidance is a pedagogical practice at the service of the social, personal, academic and professional development of each one of the youngsters in their process of continuum formative in secondary education.

The educational guidance professional, at the center and with the educational community, needs to have global and specific competences that make possible, at the same time, teamwork in the institution and direct attention to the students in order to ensure its projection and educational success.

For this reason, the objectives carried out through this subject that the teaching team presents to their students are:

- 1- Manage strategies, techniques and resources to face the orientation of the Secondary School, individually and in groups, in the education fields of personal and social orientation, academic and professional guidance and accept diversity through inclusive schools methods.
- 2- Identify the key competencies for the guiding role and evaluate them basing the analysis on their own abilities.
- 3- Know the main models of orientative action in the secondary school and its possibilities and limitations, as well as the different agents that take part in the guidance process, in the center and from a network perspective.

4- Develop the detection capacity of services and resources to respond to the needs of guidance in the framework of the educational project of the center and in the educational environment

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
- "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students."
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Adopt an attitude and ethical behavior and act according to ethical principles of the profession.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Inform and advise families about the teaching and learning process and personal, academic and professional orientation of their children.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- Use critical reasoning of personal work and use resources for professional development.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Acquire social skills and orientation in relation to families, students and teachers.
2. Adopt an attitude and ethical behavior and act according to ethical principles of the profession.
3. Advise teachers in relation to the management of coexistence in the classroom and in the center.
4. Communicate effectively, both verbally and non-verbally.
5. Demonstrate knowledge and apply resources and strategies for professional counseling.
6. Demonstrate knowledge and knows how to apply innovative teaching proposals in the field of attention to diversity.
7. Demonstrate knowledge of counseling techniques to families in relation to the teaching and learning of their children.
8. Demonstrate knowledge of cultural and educational value of the psychology and guidance applied to the Compulsory Secondary Education, the Baccalaureate and Vocational Training.
9. Demonstrate knowledge of the characteristics of the students, their social contexts and motivations.
10. Demonstrate knowledge of the functions of personal, academic and professional guidance of the Secondary Education.

11. Demonstrate knowledge of the history and recent developments of the different models and approaches of psychology and vocational guidance.
12. Demonstrate knowledge of the incidence different family contexts in educational processes.
13. Demonstrate knowledge of various contexts and situations in the development of psychology and vocational guidance.
14. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.
15. Develop guidance functions and sequences of action programmes for different functions of mentoring.
16. Effective use of integrated information and communications technology.
17. Generate innovative and competitive proposals for research and professional activities.
18. Identify and plan the management of educational situations that affect students with different abilities and different learning rates.
19. Identify problems related to the practice of guidance and propose possible alternatives and solutions.
20. Plan the functions tutoring and guidance in secondary schools in collaboration with the entire staff.
21. Possess learning skills necessary to carry out continuous training in the general aspects of teaching, guidance and advisory role.
22. Propose appropriate support measures to address the educational needs students.
23. Prove that includes the development of personality of students and possible dysfunctions that affect learning.
24. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
25. Select, use and develop materials for psychopedagogic and professional guidance.
26. Understand the evaluation as an instrument of regulation and the stimulus to effort, and meet and develop strategies and techniques for the evaluation of the different learnings.
27. Use critical reasoning about development of education, best practices and guidance and counseling psychology using quality criteria.

Content

BLOCK I: PSYCHOPEDAGOGICAL AND VOCATIONAL GUIDANCE IN THE EDUCATIONAL CENTER

- The insertion of personal, academic and professional guidance in the Secondary Education curriculum
- Psychopedagogical orientations to teach to learn to learn
- The evaluation of the processes of professional and psychopedagogical guidance
- Pre-employment and professional guidance
- Main problems posed in research and innovation in the fields of psychopedagogical and labor orientation.
- Entrepreneurial initiative
- Advice / consultation in the Design and curriculum development
- Adaptation of the curriculum for attention to the diversity of students
- Conflict management and work teams.
- Main instruments, materials and educational resources, including multimedia and ICT, at the service of psychopedagogical and work orientation
- Active job search
- Psychopedagogical orientations to families
- Orientation behavior problems in the classroom: social skills and conflict management

BLOCK II: PSYCHOPEDAGOGICAL GUIDANCE AND ADVICE FOR THE ATTENTION TO THE DIVERSITY OF THE STUDENT.

- Psychopedagogical orientations for the development of motivation and self-esteem
- Psychopedagogical orientations related to absenteeism
- Psychopedagogical orientations in learning difficulties
- Psychopedagogical orientations in schooling retardation
- Psychopedagogical orientations for the different learning rhythms
- Psychopedagogical orientations to students with lack of care and students with ADHD and ASD
- Psychopedagogical orientations on health prevention
- Psychopedagogical orientations to personal and family problems
- Orientations for students with sensory and motor needs
- Prevention of coexistence problems in Secondary Education: assessment, characteristic processes and specific resources

Methodology

The methodology is student-centered in order to have a meaningful, functional and contextualized learning process. To do so, different methodological strategies are used, such as classroom practices, case studies, role-plays or debates among others. These strategies combine the theoretical foundation together with its practical implementation, and they are carried out by experts that combine their lecturing role at the university with career guidance practice in educational centers.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture. Practice. Illustrations and case study	190	7.6	1, 3, 24, 13, 8, 5, 11, 12, 9, 10, 7, 15, 26, 17, 19, 18, 25
Type: Supervised			
Face to face tutoring: individual or group	150	6	2, 27, 24, 4, 5, 17, 21, 22, 25
Type: Autonomous			
Personal Study. References and text analysis. Practice activities and didactic proposal in group	335	13.4	2, 27, 3, 4, 23, 13, 8, 5, 6, 11, 12, 9, 10, 7, 15, 14, 16, 19, 18, 20, 21, 22, 25

Assessment

The assessment is carried out formative and summative. The formative evaluation allows to monitor the evolution of the teaching-learning process and, summative evaluation, allows to verify the learned learning and the skills developed through theoretical-practical evaluation activities with a cross-sectional approach.

Individual and group assessment activities are combined to evaluate the individual knowledge, abilities of analysis, reflection and application, together with the capacities of teamwork.

To overcome the blog it is essential to take at least 5 in each one of the activities proposed. The activities must be delivered on date and format indicated. In the case of having some practice suspended, there is a single possibility of recovery in which, it will be necessary to re-submit the modified practice, incorporating the comments made by the teaching staff. It will be necessary to make the delivery within a maximum of 10 days after the publication / information of the notes. Recovery activities may opt for a maximum of 5.

Individual situations that do not conform to the approach described, will have to communicate in writing to the teaching staff involved that will assess if it is possible to enable some adaptation, without losing sight of the philosophy of the evaluation of the block.

The evaluation activities will be the following:

1. Classroom practices. To calculate the note in this block will be the average of all the classroom practices performed with all the teaching staff.

It has a weight of 40% of the final grade.

Both individual and group practices will be carried out.

2. Individual work of analysis of reality. The teaching staff will offer 5 topics to do the work. The thematic will be distributed in the classroom, in such a way that the number of students by subject is balanced.

It has a weight of 30% of the final grade.

Delivery date: February 24, 2020.

3. Individual case study. A case will be considered in which the student will have to design the intervention, arguing the reasons for the choice and its suitability.

It has a weight of 30% of the final grade.

Delivery date: May 2020.

Throughout the module, other learning activities may be requested, unless they have to be considered as evaluation tasks, whether they are compulsory or classroom development.

Job submissions will be made primarily through the virtual campus. Other channels of delivery may be enabled, prior agreement with the teaching staff, informed via the classroom and via the virtual campus. Work will not be accepted by means of tracks not agreed with the teacher, nor works delivered with incorrect formats, which do not include the name of the authors or are submitted out of time.

The work notes and exams will be uploaded no later than 1 month after delivery.

According to the UAB regulations, plagiarism or copying of any work will be penalized with a 0 as a note of this work, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during the realization of an individual work in class, the teacher considers that a student is trying to copy or discovered any type of document or device not authorized by the teaching staff, the same will be described with a 0, without a recovery option.

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered "not presented"

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Case study	30%	0	0	27, 24, 23, 5, 6, 12, 9, 14, 26, 16, 17, 19, 18, 22, 25
Group and/or individual practice into the classroom	40%	0	0	2, 27, 24, 4, 5, 6, 10, 15, 14, 16, 17, 18, 20
Work of the psychoeducational guidance context	30%	0	0	1, 3, 24, 4, 13, 8, 5, 6, 11, 12, 10, 7, 14, 26, 16, 17, 19, 18, 21, 22, 25

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