

**Psychopedagogic Orientation and Intervention in  
Secondary Education**

Code: 42978  
ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

### Contact

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### Use of Languages

Principal working language: catalan (cat)

### Teachers

Maria Inmaculada Adell Meseguer  
Carme Martínez Roca

### External teachers

Maria Inmaculada Adell Meseguer

### Prerequisites

None

### Objectives and Contextualisation

Objectives and contextualization

The objectives of this module are:

1. Understand the orientation as a process to walk with the personal, academic, professional / vocational development and citizenship of students.
2. Plan the tutorial as the space and the time of relationship, social learning, community and the development of critical thinking.
3. Design and develop plans, programs, projects and actions of personal, academic and professional guidance.
4. Identify, plan and agree on counseling and guidance actions in coherence with the culture and identify of the center through networking between teaching teams, external agents in the center and guidance and mentoring families.
5. Understand the evaluation as an opportunity for learning: from the psychopedagogical evaluation, to the inquiry and to the formative evaluation.

## Competences

- 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. Educational orientation and tutorial action for high school students. Personal, academic and professional guidance. The relationship between educational orientation and tutorial function.
2. Tutoring and Orientation: Working with families. The interview

3. Needs and strengths of students in relation to personal, social, academic and vocational development: self-concept and self-esteem; coexistence, participation, climate and conflicts; curricular competences; techniques and study habits; motivation; knowledge of the environment; vocational maturity and vital project.

4. Center educational project and the tutorial and guidance action: Identity and Culture of the center. Shared horizon From the secondary school teachers team to the educational personal and professional team. Strategic center documents: PEC and Coexistence plan. Organization and leadership.

5. Orientation understood as a measure or universal support for all students. Design and development of personal, academic and professional guidance programs. The Universal Design of Learning. The nature of learning. Innovation, guidance and inclusion.

6. Networking and co-creation of spaces and time for reflection and regulation. Psychopedagogical intervention based on the identification of the strengths and barriers of the context. The inquiry as a scaffold of thought and process of educational transformation to guarantee the learning of all the students and the professional professional improvement.

## Methodology

The methodology will allow the classroom to be a laboratory of experiences where students and teachers can ex

We will apply the Universal Design Learning as a session development structure:

Priority will be given to the reception and creation of links through dynam

The incorporation of new learning will combine from traditional teaching t

The application of these new contents will be carried out through particip

developing critical thinking and autonomy and promoting collective and social learning.

The integration of these new learnings will be evaluated continuously, thr

in addition to the evaluation through the work of evidences.

## 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

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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
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## Assessment

The evaluation of the teaching-learning process is expressed through the reflection and the application of the cor  
At the same time, the result of the evaluation is determined through the c  
It is necessary to approve with a minimum of 5 each evidence to be able  
The different evidences must be delivered in time and in the proposed fo  
This return assessment of each of the evidences must be published on tl  
According to the regulations of the UAB, plagiarism or copying of any wo  
Attendance at face-to-face sessions is compulsory, with the student havi  
The treatment of particular cases, doubts, suggestions, etc. They will ha  
The evidences will be the following:

Nº	Assignment activity	
1	Analysis of needs and strengths for the development of the personal / academic / professional project Approximate delivery date: 10/01/2020	• H • P
2	Instrument design for conducting an interview with students or families. Approximate delivery date: 20/02/2020	• H • A • U • S • U
3	Design and group development of a program or orientation project for the improvement of student learning	• O • D • S

based on the analysis of the context of a center, stage, level or course.

Approximate delivery date:

19 or 26/04/2020

• P  
per  
• S

- 4 Reading articles to develop the research and guidance action to promote educational transformation.  
Analysis of a text and individual reflection.

Approximate delivery date:

30/04/2020

• P:

• Recovery activities: Evidence that does not reach sufficiency can be recovered with a maximum grade of 5 within a maximum period of delivery agreed with the corresponding teacher.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence of learning	85%	0	0	3, 11, 5, 8, 6, 4, 13, 12, 7, 10, 9, 1, 2, 14, 15
Percentage of attendance	10%	0	0	5, 8, 6, 4, 13, 12, 7, 10, 9, 1, 14, 15
Self-evaluation evidence	5%	2	0.08	3, 6, 13, 12, 7, 10, 1, 2

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