

Psychopedagogic Management and Services

Code: 42975
ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Joan Josep Llansana González

Email: JoanJosep.Llansana@uab.cat

Use of Languages

Principal working language: catalan (cat)

Prerequisites

Once you accessed to the master, there are not necessary any extra requirement to realize this module.

Objectives and Contextualisation

Participants in the master have done the subjects 'Diversity and Curriculum' and 'Evaluation and diagnosis of educational needs', for this reason they already have an idea of the principles and most common problems in the field of educational psychopedagogy. Later, at the same time of the current subject, some subjects related to the intervention have been initiated in different educational periods or with different groups of users. Therefore, they know or are learning the spaces and users of the intervention.

This subject analyzes and deepens on the models and practices that go with the organization, management and development of territorial support services that channel demands and provide support to schools and other institutions that require it. Its focus, for this reason, on knowledge and on the analysis of organizational systems, management systems and leadership systems of institutions and educational psychology services. His knowledge is essential for the psychopedagogue for the professional activity space and for the fact of being a reference for the evaluation of educational needs and the interventions on the school environment.

The objectives of the subject are:

1. Understand the organization and functioning of educational psychopedagogical support services.
2. Analyze the models of organization and functioning of educational psychopedagogical support services.
3. Delimitate strategies for work with the psychopedagogical support services.
4. Design and develop proposals for intervention which consider the nature and the functions of educational psychopedagogical services.

Competences

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- 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.
- Organise educational psychology services that promote collaboration between formal and non-formal teaching centres and with other local organisations and resources.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning Outcomes

1. Analyse the functionality of the different internal and external educational psychology services in schools, so as to provide an appropriate response to the educational needs of pupils and groups.
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 mechanisms for intra- and inter-professional coordination of the different educational psychology, social, and healthcare services, towards the improvement of educational performance.
7. Design proposals for teaching and organisational planning in order to improve educational response measures in educational psychology guidance and intervention.
8. Design protocols for derivation to external services based on criteria of efficiency.
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. Lead the design, development and implementation of global development programs and unique projects in community context
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. Set up protocols for derivation to external services through mechanisms for the intra- and inter-professional coordination of the different educational psychology, social, and healthcare services.
13. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
14. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

When specifying the contents, you must consider the following descriptors:

- 1) schools and school - social system : relations and complementarity.
- 2) The role of government (local, regional and state) in the psicopedagógica task. regulatory and operational framework.
- 3) four-dimensional model of psycho-pedagogical support services. Typology and development of different services.
- 4) Public programs of psycho-pedagogical support .
- 5) Cabinets, programs and private initiatives psicopedagógico support.
- 6) Networks and collaborative work between institutions.

Methodology

The development of this subject will focus the intervention on the user needs and on the possibilities of the user formation. It is understood that the student is active and autonomous during the learning process and that he has the support of the teacher. In this sense, teachers will support the students all the time: he is going to bring the necessary information and resources to generate learning (master classes, lectures selection , bibliographic guidance ...) and he is going to accompany the student in their autonomous learning , proposing activities as more diversified as possible (individual, in groups , about reflection , Internet search , analysis of case studies ...) .

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presencial large group (lecture and workshops application)	60	2.4	2, 5, 6, 7, 11
Type: Supervised			
Work in cooperative groups	20	0.8	1, 6, 8, 11, 12
group analysis of documents	35	1.4	1, 6, 8, 11, 12
specialized tutoring monitoring	10	0.4	1, 6, 8, 11, 12
Type: Autonomous			
Individual analysis of documents	40	1.6	5, 7, 12
Consultation and reading the recommended bibliography	40	1.6	5, 7, 12
Organization documentation	25	1	5, 7, 12
Test Preparation	20	0.8	5, 7, 12

Assessment

a) What will be evaluate?

The degree of assimilation of the worked contents (point 7 of this guide) and of the learning outcomes (point 6 of this guide).

b) When we evaluate?

We consider that there are three key moments in the evaluation of the course: the initial evaluation, continuous evaluation and final evaluation.

- The initial evaluation will help us to determine the initial level of student of the knowledge about the subject and the experiences to work in group, autonomous, etc.... in order to adapt the program to their needs.
- The continuous evaluation will allow us to verify the level of achievement of knowledge to deal with the diversity and particularities of students while making decisions about the rhythm of development of the program.
- The final evaluation is the one that should allow us to check the level of learning achieved, taking into account the objectives and competences of the program, without ignoring the adaptations that have been introduced.

c) How will we evaluate?

The evaluation instruments (evidence) are specified as follows:

SourceURL:file:///localhost/Volumes/TREBALL%20JJ/UAB/M%C3%A0ster%20Psicopedagogia/Curs%202017-20

Attendance (10%) linked, if applicable, to the free practice of classrooms.

- Theoretical-practical tests (40%): a theoretical-practical test (case) individual (28/04/21) in relation to the contents worked. The final class session will be held in the test.

-Presentation of the module (45%): a) a presentation (in group) about the objective: (07/05/21) understood as an integrated synthesis of notes, reflections, contributions of readings, documents and classroom

- Self-evaluation (5%)

In case a student does not pass the module, the recovery activities (examination or delivery of suspended works) will be carried out on

June 16, 2021

The results of the evaluation of each evidence will have to be published in the virtual campus within a maximum period of or

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Academic works: group presentation and portfolio	45%	0	0	4, 2, 6, 8, 12, 10
Attendance	10%	0	0	2, 6, 7, 11, 9
Self-evaluation	5%	0	0	4
Theoretical and practical test	40%	0	0	1, 2, 5, 6, 7, 8, 11, 12, 10, 13, 3, 14

Bibliography

AA.DD. (2007): *Manual de asesoramiento psicopedagógico*. Barcelona: Graó.

AA.DD. (2020): "Covid-19: repensar a educación". Número especial de la *Revista galega de educación*. Publicación de Nova escola Galega. Xuño 2020

AA.DD. (2020): *Conclusiones del Consejo sobre la lucha contra la crisis de la COVID-19 en el ámbito de la educación y la formación*. DOUE 26-6-2020. C 212. p-9-14.

ÁLVAREZ PÉREZ, L. (2000). *La diversidad en la práctica educativa: modelos de orientación y tutoría*. Madrid: CCS.

BADIA GARGANTÉ, A. (2006): *La práctica psicopedagógica en educación no formal*. Barcelona: UOC

BAUMAN, Z. (2007): *Els reptes de l'educació en la modernitat líquida*. Barcelona: Arcàdia

BENAVENT, J.A. (2000). *La orientación psicopedagógica en España*. Valencia: Promolibro.

BISQUERRA, R. (1998). *Modelos de orientación e intervenció Psicopedagógica*. Barcelona: Praxis.

BLASCO CALVO P. i PÉREZ BOULLOSA, A. (2001). *Orientación e Inserción profesional. Competencias y entrenamiento para su práctica*. Valencia: NAU Llibres.

BONALS, J. i SÁCNEHZ-CANO, M (2007). *Manual de asesoramiento psicopedagógico*. Barcelona: Graó.

BORREGO, M. i DÍAZ, J. (2000). *Orientación vocacional y profesional: materiales de asesoramiento para ESO y Bachillerato*. Madrid: CCS.

CANO, E. (2005): *Cómo mejorar las competencias de los docentes. Guía para la autoevaluación y el desarrollo de las competencias del profesorado*. Barcelona: Graó (Col. Desarrollo profesional del profesorado, 4)

FULLAN, M. (2002). *Los nuevos significados del cambio en educación*. Barcelona: Octaedro.

GAIRÍN, J. (2005). *La descentralización educativa: ¿una solución o un problema?*. Barcelona: Cisspraxis.

GAIRÍN, J. (2012). *Gestión del conocimiento y desarrollo organizativo. Formación y formación corporativa*. Madrid: Wolters Kluwer.

GAIRÍN, J. (Ed) (2011). *El trabajo colaborativo en red. Actores y procesos en la la creación y gestión del conocimiento colectivo*. Madrid: Wolters Kluwer.

GARCÍA MEDIAVILLA, L. i MARTÍNEZ GONZÁLEZ, M.C (2003). *Orientación educativa en la familia y en la escuela: casos resueltos*. Madrid: Dykinson.

GARCÍA, J. i GONZÁLEZ, D. (1998). *Evaluación e informe Psicopedagógico*. 3ª ed. Madrid: E.O.S.

HERVÁS AVILÉS, R.M. (2006). *Orientación e Intervención Psicopedagógica y procesos de cambio*. Granada: Grupo Editorial Universitario.

MARÍ-KLOSE, M. i GÓMEZ-GRANELL, C. (Coord.) (2010): *Acompanyament a l'escolaritat. Pautes per a un model local de referència*. Barcelona: Diputació de Barcelona (Col. Estudis, sèrie Educació 2).

MONEREO, C. i POZO, J.I. (Coord) (2005): *La práctica del asesoramiento educativo a examen*. Barcelona: Graó.

MONEREO, C. i SOLÉ, I. (2001). *El asesoramiento psicopedagógico: una perspectiva profesional y constructivista*. Madrid: Alianza.

MURILLO, P. (2008) *La autoevaluación institucional: un camino importante para la mejora de los centros educativos*, *Revista del Forum Europeo de Administradores de la Educación*, 16,1, 13-17.

NIETO, J.M. y BOTÍAS, F. (2000). *Los equipos de orientación educativa y psicopedagógica*. Barcelona:Ariel.

PEDRÓ, F. (2009): *Descentralització i municipalització de l'educació als països de l'OCDE*. Barcelona: Diputació de Barcelona (Col. Estudis, sèrie Educació 1).

PLANAS, J.A. (2010). Los servicios de orientación en las comunidades autónomas. Documento policopiado . *Máster de Intervención y asesoramiento psicopedagógico*. Dpt. de Pedagogía Aplicada. UAB.

PRATS, J. i RAVENTÓS, F. (Dir.) (2005): *Els sistemes educatius europeus ¿Crisi o transformació?*

Barcelona: Obra social Fundació "La Caixa". (Col. Estudis Socials, 18).

SANZ ORO, R. (2001). *Orientación psicopedagógica y calidad educativa*. Madrid: Pirámide.

SENILLE, A. (2005): *Calidad en los servicios educativos*. Madrid: Díaz de Santos.

Enllaços web:

AGÈNCIA PER LA QUALITAT DEL SISTEMA UNIVERSITARI DE CATALUNYA, que té referències a l'avaluació de les institucions (<http://www.aqu.cat/universitats/index.html>) i dels professorat (<http://www.aqu.cat/professorat/index.html>)

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN: <http://www.aneca.es/>

Confederación de Organizaciones de Psicopedagogía y Orientación: <http://www.copoe.org/>

Serveis Educatius Andalusia:

<http://www.juntadeandalucia.es/educacion/agaeve/web/agaeve/servicios-educativos-evaluacion>

Serveis Educatius Generalitat de Catalunya: <http://www20.gencat.cat/portal/site/ensenyament/>

Serveis Educatius de Extremadura: http://recursos.educarex.es/pdf/guiaservicios/guiaservicios_201112.pdf