

**Psychopedagogic Orientation and Intervention in
Secondary Education**

Code: 42978
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

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Use of Languages

Principal working language: catalan (cat)

Teachers

Joana Ferrer Miquel

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 experience from the practice all incorporation of contents. We will apply the Universal Design Learning Process as a session development structure:

- Priority will be given to the reception and creation of links through dynamics that will allow us to found learning in students' previous knowledge. Learning strategies will combine, among others, presentations, visualization and analysis of videos, study cases and readings.
- Theoretical content will be applied through participatory actions such as cooperative work and projects. This will develop critical thinking, autonomy and will promote collective and social learning.
- Learning will be continuously evaluated through the regulation of processes, self-evaluation and co-assessment, in addition to the evaluation obtained through evidences.

Our teaching approach and assessment procedures may be altered if public health authorities impose restrictions on public gatherings due to COVID-19.

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			
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

Assessment

- The evaluation of the learning process will be done through four learning evidences. Two of them will be individual and two will be carried out in work groups.
- The mark to be obtained to pass any given evaluation evidence is a 5.
- The evaluation evidence that is marked with less than a 5 can be repeated. The new evidence produced will receive a 5 as the maximum grade. The deadline to deliver the new evidence will be agreed with the lecturer.
- Evaluation evidences must be handed in on the deadlines and format that will be specified. Feedback on each evidence will be offered to students, so areas of improvement are identified.
- According to UAB regulations, plagiarism or copying of any evidence, work or written essay will be penalized with a zero as a mark, and the possibility to repeat it will no longer be available.
- Attendance to face-to-face learning sessions is compulsory. Students must attend a minimum of 80% of the sessions. Failure to comply with this regulation will result in having Non Attendance as the final mark for the subject.
- Doubts, suggestions or students' specific situations must be presented to the lecturers during the first week of the module.

The evaluation evidences are:

Nº	Assignment activity
1	Analysis of learners' needs and strengths for the development of the personal / academic / professional project Individual evidence (30%) Approximate delivery date: two weeks after finishing the related content (January 2021)
2	Design of instruments to conduct an individual interview with students or families. Group work evidence (20%) Approximate delivery date: two weeks after finishing the related content (February 2021)
3	

Career guidance proposal as an instrument of measurement and universal support to facilitate the students' learning
The proposal will be based on a study case.

Individual evidence (30%)

Approximate delivery date: Two weeks after the end of the module (May 2021)

4

The role of career guidance as a support for the educational community.

Group evidence (20%)

Approximate delivery date: Two weeks after the end of the module (May 2021)

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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