

School Guidance

Code: 103525
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	1

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.

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Patricia Olmos Rueda

External teachers

Concurs

Prerequisites

None

Objectives and Contextualisation

This subject, compulsory in the third course of Pedagogy aims to train guidance practitioners working at schools in collaboration with teachers, families and other professionals linked with the school and the territory. Foundations of guidance will be considered in all educational compulsory stages and also resources, tools and collaboration strategies, from an inclusive and non-discriminatory vision. Students at the end of the subject will have a general overview of how to conduct guidance actions in this context. This subject, together with "Vocational Guidance" constitute the foundation of the metion on the 4th. grade entitled "Educational Guidance" .

Competences

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.

- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Displaying an attitude of respect for the ethical principles of guidance and mediation.
2. Identifying educational and guidance requirements based on pre-designed strategies.
3. Identifying strengths and weaknesses in order to tackle guidance and mediation processes.
4. Identifying the ethical principles existing in the processes of mediation and guidance.
5. Programming the tutoring of a course based on pre-established parameters (level, context, etc.).
6. Proposing improvements on the potentials and minimising weaknesses for guidance and mediation.
7. Proposing strategies and initiatives for guidance and mediation based on real or simulated situations.
8. Relating training and guidance requirements with guidance strategies.
9. Simulating multi-professional or inter-professional work in relation to guidance or mediation processes.
10. Successfully develop targeting, consultation and mediation strategies, according to pre-established professional standards.

Content

PART 1

1. Principles and foundations of educational guidance.
2. Educational guidance and gender perspective.
3. Models and approaches in educational guidance.
4. Tècniques, resources, programmes and tools in educational guidance.

PART 2

5. Mentoring and tutoring.
6. Family guidance, mediation and conflict.
7. Guidance and tutoring at the inclusive school.

Methodology

The student will lead the learning process and under this premise the methodology was planned as shown above.

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

15 minutes will be allocated so that Students can answer the evaluation surveys of the teaching performance and the evaluation of the subject.

The methodology used, which is evident in the diversity of programmed activities, aims to serve the entire student body, facilitating opportunities for participation. Different languages are used in the presentations and resources used, a diversity of work materials and a cooperative methodology in the classroom sessions to facilitate the participation of all the students. The teaching materials are accessible to all the students, since all the compulsory readings are digital documents, easy to consult and available to them.

During the teaching-learning process, the students have individual and group support and tutoring.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class activities	0	0	1, 5, 7, 6
Debates	30	1.2	
Group work	15	0.6	10, 4, 1, 5, 7, 8, 9
Type: Supervised			
Assignments	30	1.2	
Type: Autonomous			
Student work	75	3	10, 3, 1, 5, 7

Assessment

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Evaluation will be developed during the subject and along the academic course through the activities shown in the table below:

A first evaluation will be performed once block A (11/02/2021) is completed, a second evaluation when block B (01/18/2022) is completed, the re-evaluation a few days after the end of the second block (week from January 24 to 28, 2021). The parts refer to the contents of the subject (see section 5).

Practices, cases, problems and exercises will be distributed along all the subject, with requirements concerning scheduling and delivering. Feed back and following up of activities will be done within the current month of delivery. 09/14/2021 Introductory practice 1. Individual. Personal academic itinerary. 09/21/2021 Reading and discussing an article. 10/26/2021 Practice 2. Integration of school guidance program into a subject. 11/23/2021 Practice 3. Tutorial action analysis. 12/21/2021 Practice 4. Tutorial action plan.

Students with a successful follow-up of the subject and with some pending assignment will be allowed to pass the subject through the redesign or improvement of those failed assignments.

Copy of any part of an assignment, essays or examinations will lead to "failed" as a final result. Consult http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html.

The mark will be the mean of qualifications of both parts of the subject as specified in section 5. Marks will be considered when doing the mean only if they reach a 4 out of 10. Pass will require a minimum of 5.

Class attendance is compulsory with a minimum of 80% of attendance, less attendance will lead to a "not presented" as a final mark.

To pass this subject, an attitude compatible with the educational profession must be demonstrated. Therefore, it will be valued that the student shows good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide. Likewise, they must show attitudes of active listening, participation, empathy and respect throughout the course.

In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

For this reason, before submitting a learning evidence, check that the sources, notes, citations and

bibliographic references have been correctly written following the APA regulations. and according to the documentation that is summarized in UAB sources:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html

Other skills such as: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, proper use of mobile phones and computers will be taken into account.

All those aspects not covered will be decided under the faculty regulations:

(<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>) and university regulations <http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.htm>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First assignment	20%	0	0	10, 4, 3, 2, 1, 9
Fourth assignment	30%	0	0	10, 4, 3, 2, 1, 9
Second assignment	20%	0	0	4, 1, 5, 7, 6, 8, 9
Third assignment	30%	0	0	4, 1, 5, 7, 6, 8, 9

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Software

No one