

Methods and Approaches in Educational Guidance

Code: 44323
ECTS Credits: 15

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	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: José María Sanahuja Gavalda

Email: Josep.Sanahuja@uab.cat

Use of Languages

Principal working language: catalan (cat)

Teachers

Àngels Matarín Mariano

Andy Morodo Horrillo

Joana Ferrer Miquel

Carne Martínez Roca

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. 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.
2. 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

MODULE 1: Psycho-pedagogical evaluation

Individual and group evaluation.

Role of the psychoeducational evaluation: Prevention / Support / Rehabilitation

Observation / Interviews / Reports / Evaluation records

Assessment and resources for intervention in the classroom and in schools

MODULE 2: Tutorial action

Types of tutoring: individual, group, co-tutoring, ...

Organization of tutoring: teams, spaces and times

Tutorial programs.

The Tutorial Action Plan. Techniques, instruments and resources for the tutorial action

The role of tutorial action in prevention (Sexuality and diversity, gender, additions, bullying, ...)

The role of the tutorial action in the educational transitions and the reception in the educational centre.

MODULE 3: Communication and coexistence in the educational centre.

Communication and participation as a school culture.

Preventive culture and school climate.

Strategies and resources for school mediation

Coexistence project

Protocols for the improvement of coexistence

MODULE 4: Environment and networking

Models of guidance and counselling in networks: functions of the centre and area counsellor.

Planning and management of psychopedagogical services and resources

Teamwork: The teaching teams - the tutors - the educational advisor - the EAPs

The role of the counselor with families

Resources and external psycho-pedagogical teams: collaboration

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.

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

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			
Lecture. Practice. Illustrations and case study	97.5	3.9	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	75	3	2, 27, 24, 4, 5, 17, 21, 22, 25
Type: Autonomous			
Personal Study. References and text analysis. Practice activities and didactic proposal in group	202.5	8.1	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 evaluation is carried out in a formative and summative way. Formative evaluation allows for the monitoring of the evolution in the teaching-learning process and, summative evaluation, allows for the verification of the learnings and skills developed through theoretical-practical evaluation activities with a transversal approach.

Each module will have two evaluation evidences:

- Classroom practices, with a value of 50% in the weight of the final module grade. It will include the participation / involvement of the student in the sessions, both individual and group.

- Module work, with a value of 50% in the weight of the final note of the module

The final grade of the course will consist of the sum of the classroom practices and the module work done in all the modules that make up the course.

The module work will consist of a case analysis with a reflection / theoretical contribution related to the case. It will be individual and will have a maximum of 10 pages, including the bibliography. Deadlines for submission are: module 1 (14 January), 2 (25 March), 3 (4 March) and 4 (15 May)

As for the classroom practices, there will be individual or group practice.

In order to pass the module, the student must obtain a grade of 5 or more in each evaluation evidence.

To pass the module, it is necessary that the student obtains a grade equal to or higher than 5 in each module.

In case the student does not pass any of the evidences, he/she will have one week to recover this evidence once the grades have been published. In this case, the maximum grade that can be obtained will be a 6.

Individual situations that do not fit the described approach must be communicated in writing to the teachers involved who will assess whether it is possible to enable some adaptation, without losing sight of the philosophy of evaluation of the module.

The delivery of work will be carried out primarily via the virtual campus. Other delivery channels may be enabled, by prior agreement with the teaching staff, informed by the class and/or by the virtual campus. Papers delivered by means not agreed with the professor will not be accepted, nor will papers delivered with incorrect formats, which do not include the name of the authors or which are delivered after the deadline.

In accordance with UAB regulations, plagiarism or copying of any work will be penalised with a 0 as a mark for this work, losing the possibility of recovering it, whether it is an individual or group work (in this case, all group members will have a 0). If, while doing individual work in class, the teacher considers that a student is trying to copy or discovers some type of document or device not authorized by the teacher, the work will be graded with a 0, with no option for recovery.

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered "no assessment".

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group and/or individual practice into the classroom	50%	0	0	2, 27, 24, 4, 23, 5, 6, 9, 10, 15, 14, 16, 17, 18, 20
Module work	50%	0	0	1, 3, 24, 4, 13, 8, 5, 6, 11, 12, 10, 7, 14, 26, 16, 17, 19, 18, 21, 22, 25

Bibliography

Berrio G, N., Redondo C. y Mejía Toro, W. (2019). Evaluación psicopedagógica: Revisión sistemática. *Pensando Psicología*, 15 (26), 1-27.

Bonals, J. y Sánchez-Cano, M. (Coords.) (2007). *La evaluación psicopedagógica*. Barcelona: Graó.

Boqué, M.C. (2018). La mediación va a la escuela. Hacia un buen plan de convivencia en el centro. Ed. Narcea

Castiñeira, A.; Lozano, JM. (2014) *El poliedro del liderazgo*. Barcelona. Libros de cabecera.

Departament d'Educació (2019). Protocol de prevenció, detecció i intervenció davant conductes d'odi i discriminació.

Departament d'Ensenyament (2018). *Competències bàsiques de l'àmbit personal i social*. Direcció General d'Educació Secundària Obligatòria i Batxillerat.

Echeita, G. y Calderón, I, (2014). Obstáculos a la inclusión: cuestionando concepciones y prácticas sobre la evaluación psicopedagógica. *Àmbits de Psicopedagogia i Orientació*, 41, 67-98.

Grup de Recerca de superdotació i altes capacitats del COPC i; Grup de Recerca de superdotació i altes capacitats del COPEC. (2018). Guia per a la detecció i intervenció educativa en els alumnes amb altes capacitats intel·lectuals. Guia actualitzada. Accessible a: https://www.pedagogs.cat/doc/guia_superdotacio.pdf

Institut Infància i Adolescència de Barcelona (2019). *Informe de Dades clau de la infància i l'adolescència a Barcelona 2019*. IIAB-IERMB i Ajuntament de Barcelona.

Institut per a la Convivència i l'Èxit Escolar. Govern Illes Balear. (s.d.). Millorem la convivència amb les pràctiques restauratives. <https://www.caib.es/sites/convivexit/f/228561>

Meirieu, Philippe; (2007). *Frankenstein Educador*. Barcelona. Laertes.

OECD (2018). *Manual per a entorns d'aprenentatge innovadors*. Barcelona: Editorial UOC

Ritacco, J. y Amores, F.J. (2011). Buenas prácticas educativas ante el fracaso escolar en programas de apoyo y refuerzo en contextos de exclusión social. *Revista de currículum y formación del profesorado*, Vol 15, n 3, pp 117-137.

Van Manen, Max.(1998). *El tacto en la enseñanza*. Barcelona. Paidós.

Fonts documentals:

L'orientació educativa i l'acció tutorial al llarg i en cada una de les etapes educatives i ensenyaments. Aprenentatge i formació continuats. Departament d'Ensenyament, web xtec, secció orientació educativa.

De l'escola inclusiva al sistema inclusiu, Materials per a l'atenció a la diversitat. Departament d'Ensenyament, web xtec.

Ara és demà, Debat sobre el futur de l'Educació a Catalunya (2017), Document 1/2017 Consell Escolar de Catalunya

Reptes de l'Educació a Catalunya. Anuari 2018, Director Jordi Riera, n.86, Fundació Jaume Bofill.

Habilidades y competencias del siglo XXI para los aprendices del nuevo milenio en los países de la OCDE (2010), OCDE y Instituto de Tecnologías Educativas

Software

Do not use