

School Guidance

Code: 103525
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	1

Contact

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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

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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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize one's 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 people's development needs and possibilities to support the development of educational and training activities.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.

- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Displaying an attitude of respect for the ethical principles of guidance and mediation.
7. Identify situations in which a change or improvement is needed.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Identifying educational and guidance requirements based on pre-designed strategies.
11. Identifying strengths and weaknesses in order to tackle guidance and mediation processes.
12. Identifying the ethical principles existing in the processes of mediation and guidance.
13. Programming the tutoring of a course based on pre-established parameters (level, context, etc.).
14. Propose new methods or well-founded alternative solutions.
15. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
16. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
17. Propose projects and actions that incorporate the gender perspective.
18. Proposing improvements on the potentials and minimising weaknesses for guidance and mediation.
19. Proposing strategies and initiatives for guidance and mediation based on real or simulated situations.
20. Relating training and guidance requirements with guidance strategies.
21. Simulating multi-professional or inter-professional work in relation to guidance or mediation processes.
22. Successfully develop targeting, consultation and mediation strategies, according to pre-established professional standards.
23. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
24. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

PART 1

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

PART 2

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

Methodology

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

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.

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

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	6, 13, 19, 18
Debates	30	1.2	
Group work	15	0.6	22, 12, 6, 13, 19, 20, 21
Type: Supervised			
Assignments	30	1.2	
Type: Autonomous			
Student work	75	3	22, 11, 6, 13, 19

Assessment

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

A first evaluation will be performed once block A (25th October 2022) is completed, a second evaluation when block B (10th January 2023) is completed, the re-evaluation a few days after the end of the second block (31th January 2023). The parts refer to the contents of the subject (see section 5).

Practices, cases, problems and exercises will be distributed along all the subjet, with requirements concerning scheduling and delivering. Feed back and following up of activities will be done within the current month of delivery.

Students with a successfull follow-up of the subject and with some pending assignment will be allowed to pass the subject though 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 speciffied in section 5. Marks will be considered when doing the mean only if they reach a 5 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.

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

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. 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	25%	0	0	5, 22, 12, 11, 9, 10, 7, 6, 15, 21, 23
Fourth assignment	25%	0	0	2, 1, 3, 22, 12, 11, 8, 10, 6, 24, 14, 16, 17, 20, 21, 4
Second assignment	25%	0	0	12, 6, 13, 19, 18, 20, 21
Third assignment	25%	0	0	12, 6, 13, 19, 18, 20, 21

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Software

None