

**Psychopedagogic Orientation and Intervention in
Secondary Education**

Code: 42978

ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

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Use of Languages

Principal working language: catalan (cat)

Teachers

Joana Ferrer Miquel

Prerequisites

None.

Objectives and Contextualisation

The objectives of this module are:

1. Understand guidance as a holistic and strengths-based process that mentors the students' personal, academic, professional/vocational and citizenship development.
2. Plan and carry out individual and group guidance interventions that facilitate the establishment of relationships of trust, strengths and needs assessment for the development of the students' educational, professional, social and life projects, and the establishment of mentoring and support actions aimed at the implementation of such projects.
3. Design and develop plans, programs, projects and actions of personal, academic and professional guidance.
4. Identify, plan and agree on counselling and guidance actions in coherence with the culture and identify the centre through networking between teaching teams, external agents in the centre and guidance and mentoring families.
5. Understand the evaluation as an opportunity for learning: from the psycho-pedagogical 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

1. Educational guidance with secondary education students: Theoretical framework, aims and model for XXI century career guidance.
2. Needs and strengths of students in relation to personal, social, academic and professional development: self-concept and self-esteem; living together, participation, climate and conflicts; curricular competencies; techniques and study habits; motivation; knowledge of the environment; vocational maturity and life project.
3. One-on-one and group interaction with secondary education students: Instruments, techniques and group dynamics.
4. Educational project and tutorial and guidance action: Identity and Culture of the centre. Shared horizon From the secondary school teachers team to the educational personal and professional team. Strategic centre documents: PEC and Coexistence plan. Organization and leadership.
5. Orientation is 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 is 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 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 find 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, and 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 pieces of evidence.

Our teaching approach and assessment procedures may be altered if public health authorities impose restrictions on public gatherings due to 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			
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 pieces of learning evidence. 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 upon with the lecturer.
- Evaluation pieces of evidence must be handed in on the deadlines and format that will be specified. Feedback on each piece of evidence will be offered to students, so areas of improvement are identified.
- If a piece of evaluation evidence is not handed in on time, it will be considered non-assessable evidence. In this case, the student must contact the lecturer to establish a new deadline to hand it in. The new deadline can not exceed two weeks from the original deadline and it will be considered as re-evaluation; as such, the maximum mark obtained will be 5.
- 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 of 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-Assessable 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.
- Initiative and an attitude compatible with education-related professions are a must: respectful dialogue, constructive criticism, the use of arguments more than opinions, active participation, being rigorous in the autonomous work, offering a solution focused on assertive feedback and the appropriate use of electronic devices is required in all learning sessions.
- A good communicative competence is required in order to pass the subject, both in its oral and written form. Also, it is necessary to have a good command of the languages included in this guide. It is essential that in all activities (group and individual) formal aspects, writing and language are correct and appropriate. Students must be able to communicate fluently and show a high degree of mastery in understanding academic documents. A piece of evidence may not be assessed or may be failed if the lecturer considers that the criteria specified are not met.
- Students must commit and comply with the code of ethics of the profession.

The evaluation pieces of evidence are:

Evidence 1: Simulation of an individual guidance session with a student (35%). Individual assignment.
Approximate delivery date: 2 weeks after finishing the related content.

Assessment criteria:

- Appropriately justifying the theoretical foundation of the methodologies applied.
- Carry out holistic methodologies based on strengths, sense-making and coherence with the student's initial situation.
- Including gender perspectives and, in general, learners' diversity

Evidence 2: Design of a career guidance workshop. Group work evidence (15%). Approximate delivery date: two weeks after finishing the related content.

Assessment criteria:

- Holistic and knowledge construction perspective
- Updated contents
- Use of appropriate criteria methodologies
- Systematization and precision.
- Viability of use in the educational setting for which it has been created.

Evidence 3: Career guidance proposal as an instrument of measurement and universal support to facilitate the students' learning process. The proposal will be based on a study case. Individual evidence (35%)
Approximate delivery date: Two weeks after the end of the module.

Assessment criteria:

- Knowledge of the meaning and scope of career guidance as measurement and universal support processes.
- Planning the proposal takes into account the logical relation between objectives, activities and evaluation.
- Short, medium and long impact evaluation.

Evidence 4: The role of career guidance as a support for the educational community. Group evidence (15%)
Approximate delivery date: Two weeks after the end of the module.

Assessment criteria:

- Knowledge of the leadership role of the counsellor in order to promote career guidance.
- Exemplifying career guidance proposals in the educational centre and its community.
- Career guidance evaluation as a role and as a networking service.

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

Bibliography

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Software

A camera like the one that can be found in mobile phones is required to be able to register one assessment evidence.