

### Educational Orientation

Code: 44340  
ECTS Credits: 10

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

### Contact

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### Use of Languages

Principal working language: catalan (cat)

### Teachers

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### 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.

For this reason, the objectives carried out through this subject that the teaching team presents to their students are:

- 1- Know the bases of the orientation of the Secondary School, individually and in groups, in the education fields of personal and social orientation, academic and professional guidance and accept diversity through inclusive schools methods.
- 2- Identify the key competencies for the guiding role and evaluate them basing the analysis on their own abilities.

### 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: Fundamentals of educational guidance:

The secondary school as an educational guidance centre.

The guiding teaching function

Functions of the counselor: center, zone and management team. Action plan according to the PEC and PD.

Personal, social and digital competence. Emotional education.

Models and dimensions of educational guidance. Types of actions.

Academic orientation

Career counseling

Community orientation

Personal guidance

MODULE 2: Inclusion and attention to diversity

Integral concept of person: educational need.

Measures of attention to diversity: universal, additional and intensive from a practical perspective: role of the counsellor

Curricular flexibility: Individualized plans

Support organization: co-teaching

Methodological strategies for students with educational needs: resources and networking

CAD (Commission for Attention to Diversity) and PAD (Plan for Attention to Diversity): role of the teaching and guidance teams

ICT-ICT-TEP for attention to diversity and inclusion

## **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.

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	90	3.6	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	25	1	2, 27, 24, 4, 5, 17, 21, 22, 25
Type: Autonomous			
Personal Study. References and text analysis. Practice activities and didactic proposal in group	135	5.4	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 (January 25) and module 2 (November 11)

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

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Arnaiz, P. (2012). Escuelas eficaces e inclusivas: cómo favorecer su desarrollo. *Educatio Siglo XXI*, 30 (1), 25-44.

Colmenero, M.J., Pantoja, A., & Pegalajar, M.C. (2015). Percepciones del alumnado sobre atención a la diversidad en la formación inicial del profesorado de Educación Secundaria. *Revista Complutense de Educación*, 26(1), 101-120.

Echeita, G., Simon, C., Sandoval, M. & Monarca, H. (2013). *Cómo fomentar las redes naturales de apoyo en el marco de una escuela inclusiva: propuestas prácticas*. Madrid: Ed. MAD

Florian, I. & Spratt, J. (2013). Enacting Inclusion: A Framework for Interrogating Inclusive Practice. *European Journal of Special Needs Education*, 28 (2), 119-135

Mulholland, M. & O'Connor, U. (2016): Collaborative classroom practice for inclusion: perspectives of classroom teachers and learning support/resource teachers, *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2016.1145266

Sanahuja, JM; Olmos, P y Miquel, E. (2017). An evaluation of the process of inclusion through the index for inclusion. *SYLWAN.*, 161(10)

Sanahuja, JM., Mas, O. & Olmos, P. (2018). El rol del profesorado de apoyo en el aula regular de un instituto de educación secundaria. *Revista complutense de educación*, 29(4), 1041-1057

Normativa i webgrafia

*DECRET 187/2015, de 25 d'agost, d'ordenació dels ensenyaments de l'educació secundària obligatòria.*

[https://dogc.gencat.cat/ca/pdogc\\_canals\\_interns/pdogc\\_resultats\\_fitxa/?action=fitxa&mode=single&documentId=](https://dogc.gencat.cat/ca/pdogc_canals_interns/pdogc_resultats_fitxa/?action=fitxa&mode=single&documentId=)

*DECRET 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu.*

[http://www.aeesdincat.cat/wp-content/uploads/2017/12/Decret\\_150\\_2017\\_-Sistema\\_Educatiu\\_Inclusiu.pdf](http://www.aeesdincat.cat/wp-content/uploads/2017/12/Decret_150_2017_-Sistema_Educatiu_Inclusiu.pdf)

ORDRE ENS/108/2018, de 4 de juliol, per la qual es determinen el procediment, els documents i els requisits formals del procés d'avaluació a l'educació secundària obligatòria.

<http://portaldogc.gencat.cat/utillsEADOP/PDF/7659/1685428.pdf>

Departament d'Educació, *Competències bàsiques àmbit personal i social (digital)*

<http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques>

*L'orientació educativa i l'acció tutorial al llarg i en cada una de les etapes educatives i ensenyaments*

<http://xtec.gencat.cat/web/.content/curriculum/orientacioeducativa/Documents/20180925-transversal-GENCAT.E>

Fèlix Pardo Vallejo, 2 articles

*La docència tutorial amb mirada de mentoria*

<https://edu21.cat/la-docencia-tutorial-amb-mirada-de-mentoratge-1/>

*La interdisciplinarietat*

<https://edu21.cat/tres-maneres-dentendre-les-disciplines-en-el-curriculum-pluridisciplinarietat-interdisciplinarietat>

Joana Ferrer i Miquel, 3 articles

*De l'acció orientadora a la resposta competencial (I i II)*

<https://edu21.cat/de-laccio-orientadora-a-la-resposta-competencial-riscos-i-encerts-del-proces-dimplementacio-d>

*És temps de re-visió*

<https://edu21.cat/els-matisos-en-educacio-matis-4-es-temps-de-re-visio/>

*Quan el context s'imposa, ens queda l'essencialitat*

<https://edu21.cat/els-matisos-en-educacio-matis-5/>

Els reptes de l'educació a Catalunya, Anuari 2018 Fundació Jaume Bofill

<https://www.fbofill.cat/publicacions/reptes-de-leducacio-catalunya-anuari-2018>

## Software

Do not use