

Degree	Type	Year
4313754 Psychopedagogy	OT	0

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Teaching groups languages

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Prerequisites

No prerequisites are needed to complete this module.

Objectives and Contextualisation

The Master's participants have taken the subjects of 'Diversity and Curriculum' and 'Assessment and diagnosis of educational needs', so they have an approach to the current principles and problems that occur in the field of educational psychology. Subsequently and in parallel to the current subject, subjects related to intervention in different educational stages or with different groups of users have been started. Therefore, they are familiar with the spaces and users of the intervention.

This subject analyzes and deepens the models and practices that accompany the organization, management and development of territorial support services, which channel demands and provides support to educational centres and other institutions that require it. Its focus is, therefore, on the knowledge and analysis of the organizational, management and leadership systems of psycho-pedagogical institutions and services. Its knowledge is essential for the educational psychologist, as it is a space for professional activity and as a reference for diagnoses and treatments at the school level.

The objectives of the subject are:

1. Understand the organization and functioning of educational psycho-pedagogical support services.
2. Analyze the models of organization and functioning of educational psycho-pedagogical support services.
3. Delimitate strategies for work with the psycho-pedagogical support services.
4. Design and develop proposals for intervention which consider the nature and the functions of educational psycho-pedagogical services.

Learning Outcomes

1. CA15 (Competence) Design activities that allow for the active involvement of socio-educational teams in educational institutions, attending to the different individual and group educational needs identified through psychopedagogical assessment and diagnosis.

2. CA16 (Competence) Draw up protocols for referral to external services through intra-professional and inter-professional coordination mechanisms for the different psychopedagogical, social and health services attending the population.
3. KA13 (Knowledge) Propose protocols for referral to external services based on efficiency and sustainability criteria.
4. SA21 (Skill) Examine proposals for teaching-organisational planning aimed at improving the educational response in training centres in the processes of guidance and psychopedagogical intervention.
5. SA22 (Skill) Analyse the functionality of the different psychopedagogical services, internal and external to the educational centres, in relation to an adequate attention to the educational needs of pupils and groups.
6. SA23 (Skill) Design mechanisms for intra-professional and inter-professional coordination of the different psychopedagogical, social and health services to improve educational performance.
7. SA24 (Skill) Establish guidelines in the management and work of the teaching teams at the centres in order to provide a coordinated and effective response from a psychopedagogical point of view.

Content

When specifying the contents, it is necessary to consider the following descriptors:

1. Educational centres and the school-social system: relations and complementarity.
2. The role of public administrations (local, regional and state) in the psycho-pedagogical task. Regulatory and operational framework.
3. Four-dimensional model of psycho-pedagogical support services. Typology and development of the different services.
4. Public programs of psycho-pedagogical support.
5. Offices, programs and private initiatives for psycho-pedagogical support.
6. Networks and collaborative work between institutions.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presencial large group (lecture and workshops application)	60	2.4	CA15, CA16, KA13, SA21, SA22, SA23, SA24, CA15
Type: Supervised			
Work in cooperative groups	20	0.8	CA15, KA13, SA22, SA23, SA24, CA15
group analysis of documents	35	1.4	SA21, SA22, SA21
specialized tutoring monitoring	10	0.4	SA21, SA22, SA21
Type: Autonomous			
Individual analysis of documents	40	1.6	SA21, SA22, SA21
Consultation and reading the recommended bibliography	40	1.6	SA21, SA22, SA21
Organization documentation	25	1	CA16, SA21, SA22, SA24, CA16

The development of the subject will focus the intervention on the needs and possibilities of the training user. It is understood that the student is active and autonomous during the learning process and that he/she has the support of the teacher. In this sense, the teaching staff will support the students at all times, providing them with the necessary information and resources so that learning can be generated (master classes, selection of readings, bibliographic orientations, etc.) and will accompany them in their autonomous learning, proposing activities as diversified as possible (individual, group, reflection, Internet search, analysis of practical cases, etc.).

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Academic works: group presentation and portfolio	45%	0	0	CA15, CA16, KA13, SA21, SA22, SA23, SA24
Attendance	10%	0	0	CA15, CA16, KA13, SA21, SA22, SA23, SA24
Self-evaluation	5%	0	0	SA22
Theoretical and practical test	40%	0	0	CA15, CA16, KA13, SA21, SA22, SA23

a) What will be evaluated?

The degree of assimilation of the contents studied (section 7 of this guide) and of the learning outcomes (section 6 of this guide).

b) When will we evaluate?

We consider that there are three key moments in the evaluation of the subject: initial evaluation, continuous evaluation and final evaluation.

- The initial evaluation should allow knowing the entry-level of the students in terms of knowledge about the subject and experiences they have in group work, autonomous work, etc., in order to be able to adapt the program to their characteristics.
- Continuous evaluation will allow us to verify the level of achievement of learning in order to attend to the diversity and particularity of the students while making decisions about the pace of development of the program.
- The final evaluation should allow us to verify the level of learning achieved, taking into account the objectives and skills of the program, without disregarding the adaptations that may have been introduced.

c) How will we evaluate?

The evaluation instruments are specified as follows:

- Attendance (10%), linked, when necessary, to the delivery of practices in the classroom.
- Theoretical-practical tests (40%): an individual theoretical-practical test related to the contents and professional skills studied. The test will be done during the penultimate class session.
- Module work (45%): a) a presentation (in a group), on the objectives, composition and operation of a privately owned Psychopedagogical Service (20%). b) portfolio (individual) (30/05/25) understood as a synthesis that integrates the notes, the reflections, the contributions of the readings, and the documents and practices worked on in the classroom (25%). The deadline for the delivery of the portfolio and the self-assessment will be approximately oneweek after classes have finished.
- Self-assessment (5%)
- The results of the evaluation of each of the pieces of evidence will have to be published on the virtual campus within a maximum period of one month from its completion, and a review date will have to be offered within 10 days of its publication. In the event that the module is suspended, that it is not passed, the recovery activities (of the exam or of the suspended works) would be carried out on June 25, 2025.

The single assessment consists of the preparation of a learning portfolio (35%), a theoretical-practical test of the resolution of a case (50%) and a paper on the objectives, composition and operation of a privately owned psychopedagogical service (20%). These three activities would be carried out and delivered on penultimate class session.

penultimate class session

The same recovery system will apply as for the continuous assessment: the assignments will be redone and handed in and the theoretical-practical test will be repeated on June 25, 2025.

The results of the evaluation of each of the pieces of evidence will have to be published on the virtual campus within a maximum period of one month from its completion, and a review date will have to be offered within 10 days of its publication.

In accordance with UAB regulations, plagiarism or copying of any piece of work or written test will be penalized with a 0 as the grade of the evidence and the possibility of recovering it will be lost, whether the work is individual or group (in this last case, all the members of the group will have a 0 as grade).

Attendance at face-to-face sessions is mandatory, the student must attend a minimum of 80%. Otherwise, it will be recorded as "NOT PRESENTED" (NP).

Particular cases, doubts, suggestions, etc., will have to be raised with the professor of the corresponding module.

Students must be able to express themselves fluently and correctly and 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.

The proposed teaching methodology and evaluation may undergo some modification depending on the restrictions on attendance imposed by the health authorities.

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Links to websites:

- AGÈNCIA PÈR LA QUALITAT DEL SISTEMA UNIVERSITARI DE CATALUNYA, que té referències a l'avaluació de les institucions (<http://www.aqu.cat/universitats/index.html>) i dels professorat (<http://www.aqu.cat/professorat/index.html>)
- AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN: <http://www.aneca.es/>
- Confederación de Organizaciones de Psicopedagogía y Orientación: <http://www.copoe.org/>
- Serveis Educatius Andalusia: <http://www.juntadeandalucia.es/educacion/agaave/web/agaave/servicios-educativos-evaluacion>
- Serveis Educatius Generalitat de Catalunya: <http://www20.gencat.cat/portal/site/ensenyament/>
- Serveis Educatius de Extremadura: http://recursos.educarex.es/pdf/guiaservicios/guiaservicios_201112.pdf

Software

No software is required.

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.