

| Degree                 | Type | Year |
|------------------------|------|------|
| 4313754 Psychopedagogy | OT   | 0    |

## Contact

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## Teachers

Maria Antònia Castell Escuer

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites for this module.

## Objectives and Contextualisation

Psycho-pedagogical intervention in pre-school and primary education is based on the conception that the regulatory principles of the teaching-learning process need to be adapted to the specific characteristics and needs of pupils. These principles must be understood in terms of all educational activities at these levels as being preventive. For this reason, they must incorporate mechanisms that strengthen basic skills and promote social inclusion for pupils. At this early level of education, emphasis must be given to the processes of early detection of problems associated with learning and development so that secondary prevention can be effective.

Specific objectives:

- See and value education as a systemic process.
- Be familiar with the resources and measures for an inclusive school.
- Understand and analyze the psycho-pedagogical processes required to intervene.
- Value the principles and models necessary for psycho-pedagogical intervention with students, their families and the school curriculum.
- Learn about universal learning design and its application to provide more personalized attention.
- Prepare plans and programs for psycho-pedagogical intervention orientated towards improving the teaching-learning process.
- Become aware of the role of psycho-pedagogical intervention in pre and primary school education.
- Acquire new professional skills to deal with diversity in education.

- Know and value strategies, programs and protocols to promote cultural, sexual, ethnic, religious, linguistic or any other type of diversity.

## Learning Outcomes

1. CA05 (Competence) Design teaching-organisational planning proposals to improve prevention and educational care in early childhood and primary education centres.
2. CA06 (Competence) Promote the production and processes of curriculum development and institutional plans in pre-primary and primary schools, especially the tutorial action plan.
3. CA07 (Competence) Propose projects, plans and actions for intervention and psychopedagogical counselling based on the institutional analysis of the centre that ensure coeducation, inclusion and the well-being of students and families with sexual and gender diversity in order to avoid any type of discrimination.
4. KA07 (Knowledge) Identify the educational needs of pupils in the infant and primary education stage, especially those who require specific support, as well as early stimulation programmes.
5. SA07 (Skill) Compile and analyse all the data and results of the psycho-pedagogical assessment of both individual pupils and groups in pre-primary and primary education.
6. SA08 (Skill) Generate actions and programmes that encourage the effective participation and collaboration of families in the educational processes of their children in the centres, as well as collaborative work between teachers to apply educational guidance in infant and primary education.
7. SA09 (Skill) Produce diagnostic reports and schooling opinions for all infant and primary school pupils with specific educational support needs.

## Content

- Psycho-pedagogical intervention in pre and primary school education with a systemic process: schools, classrooms, school curriculum, pupils, families, and socio-community context.
  - Importance of attending to all students in conditions of equity.
- Psycho-pedagogical orientation and intervention focused on the school curriculum
  - Accessibility of the curriculum in pre and primary school education: The Universal Learning Design (DUA) Curricular globalization and competence learning.
  - The use of digital technologies as an instrument of communication and learning in an ethical and safe way.
  - Diagnosis of teaching-learning situations.
  - Innovative and inclusive curricular proposals to meet the educational needs in Early Childhood and Primary Education.
  - Curricular adaptations for psychopedagogical intervention in Early Childhood and Primary Education.
  - Curricular evaluation as part of the teaching-learning process.
- Psycho-pedagogical orientation and intervention focused on pupils
  - Processes of prevention in pre and primary school education; early detection.
  - Evolutionary characteristics, diagnostic criteria and psychopedagogical needs of the students.
  - The psychopedagogical evaluation of the student.
  - Psychopedagogical reports in Early Childhood and Primary Education students.
  - Strategies and resources of psychopedagogical intervention in early childhood and primary education.
  - Individualized work plans for primary school students.

- Performance and role of teachers in their functions as teacher and tutor. Multidisciplinary network work.
  - The climate in the classrooms and in the center for a good coexistence. Importance of spaces and the organization of time. Conflict resolution. Action protocols.
  - Accompany the students for the transition between stages: pre-primary and especially primary-secondary.
- Psycho-pedagogical orientation and intervention centred on families
    - Modalities of support and accompaniment to the diversity of families and the community.
    - Opportunities for families to become involved and engaged in the life of the center.
    - Models of family participation in the educational processes of their children and collaboration with Early Childhood and Primary Education teachers.
    - Advice to families in the changes of their children's stage
  - Psycho-pedagogical orientation and intervention from an intercultural, community perspective
    - Fundamental pedagogical strategies for the promotion of the intercultural dimension
    - Actions and specific plans at the center that include the prevention of absenteeism and school drop-outs and the promotion of expectations to guarantee the progress of all students.
    - Reception plan and linguistic plan fully integrated in the center that contemplate, both for students and for their respective families, clear objectives, specific activities and an evaluation system that promote the continuous improvement of students with a different linguistic profile.
    - Approach to a center that can ensure coeducation and guarantee the inclusion and well-being of students and families with diversity and sexual orientation, gender and the expression of sexual identity to avoid any type of discrimination.

## Activities and Methodology

| Title  | Hours | ECTS | Learning Outcomes                              |
|--|-------|------|--|
| Type: Directed   |       |      |  |
| Exhibitions by teachers for content and key issues   | 60    | 2.4  | CA06, KA07, SA08, CA06                         |
| Type: Supervised   |       |      |  |
| Individual and / or groups supervised by teachers using document analysis, problem-solving or other activities in-depth content and themes studied | 65    | 2.6  | CA05, CA06, CA07, KA07, SA07, SA08, SA09, CA05 |
| Type: Autonomous   |       |      |  |
| Group work is oriented towards the achievement of competences to each block  | 125   | 5    | CA05, SA07, SA08, SA09, CA05                   |

The subject is based on the following methodology:

- Recommended reading of bibliography
- Masterclasses and multimedia presentations
- Document analysis
- Practical classes using case studies and professional simulations
- Working in cooperative groups
- Tutorials
- Review of classroom work and exercises
- Discussion with experts

Care will be taken to follow the recommendations included in the documents on gender perspective and inclusion.

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            |
|--------------------------|-----------|-------|------|------------------------------|
| Case analysis developed  | 40%       | 0     | 0    | CA05, KA07, SA07, SA09       |
| Class participaton       | 10%       | 0     | 0    | CA05, CA06, SA08             |
| Self-evaluation          | 10%       | 0     | 0    | SA07, SA09                   |
| Working module. Portfoli | 40%       | 0     | 0    | CA05, CA06, CA07, SA07, SA08 |

The results of the evaluation of each of the evidences must be published in the virtual campus within a maximum period of one month after its completion. The realization of the evidence (case analysis) will be individual and the delivery dates correspond to the class period of the module and will be done through the Virtual Campus.

The working of the module will consist of the individual elaboration of a portfolio from the working sessions.

The self-evaluation will be done individually and will be delivered on the last day of class.

To overcome the module, the work of different case analyzes and group work must have been approved. In case the module is suspended, the student must enroll again in the module in the next edition of the master. In this case, no note of the evidence will be kept.

Throughout the evaluation process, the student will be guided on the evidences to present, if it falls.

Single assessment: The single assessment consists of preparing a learning portfolio (50%), a practical test of the resolution of a case (35%) and an oral defense of this case in front of the teaching staff (15%). These three activities must be delivered and completed in the last week of April. The same recovery system as for continuous assessment will be applied: activities will be handed in and/or reassessed during the month of May.

According to the UAB regulations, the plagiarism or copy of a written work or test will be penalized with a 0 as a note of the evidence losing the possibility of recovering it, whether it is an individual work or in a group (in this case, all the members of the group will have a 0).

Attendance at face-to-face sessions is mandatory, the student must attend a minimum of 80%. Otherwise, the evaluation will correspond to an NP.

## Bibliography

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Carbonell, E. (2017). *Escoles inclusives, escoles de futur*. Col·lecció Referents, 12.

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Huguet, T., Liesa, E., Serra-Capallera, J. (coords) (2022). *El asesoramiento psicopedagógico a debate* (Vol. 347). Graó.

Includ-ED (2011). *Actuaciones de éxito en las escuelas europeas*. Colección Estudios CREADE n.9.

Mérida, R., Ramírez, A., Corpas, C., & González, M.E. (2012). *La orientación en educación infantil*. Pirámide.

Mir, V., Gómez, M. T., Carreras, L., Valentí, M. & Nadal, A. (2011). *Evaluación y postevaluación en educación infantil. Cómo evaluar y qué hacer después*. Narcea.

Santiuste, V., & González, J. (2011). *Dificultades de aprendizaje e intervención psicopedagógica*. CCS.

## Software

Not required.

## Language list

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