

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

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## Teachers

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## Teaching groups languages

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

## 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.

The educational guidance professional, at the center and with the educational community, needs to have global and specific competences that make possible, at the same time, teamwork in the institution and direct attention to the students in order to ensure its projection and educational success.

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

1. Know the main models of orientative action in the secondary school and its possibilities and limitations, as well as the different agents that take part in the guidance process, in the center and from a network perspective.
2. Develop the detection capacity of services and resources to respond to the needs of guidance in the framework of the educational project of the center and in the educational environment

## 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: Psycho-pedagogical evaluation**

Individual and group evaluation.

Role of the psychoeducational evaluation: Prevention / Support / Rehabilitation

Observation / Interviews / Reports / Evaluation records

Assessment and resources for intervention in the classroom and in schools

### **MODULE 2: Vocational guidance through tutorial action**

Aim, objectives and contents of vocational guidance in the 21st century in educational centres.

Methodological criteria and resources for the development of the students' professional project.

Strategies for the integration of career guidance into tutorial action and the curriculum

The new VET law: implications for career guidance

Examples of good practice in career guidance

### **MODULE 3: Communication and coexistence in the educational centre.**

Communication and participation as a school culture.

Preventive culture and school climate.

Strategies and resources for school mediation

Coexistence project

Protocols for the improvement of coexistence

MODULE 4: Environment and networking

Models of guidance and counselling in networks: functions of the centre and area counsellor.

Planning and management of psychopedagogical services and resources

Teamwork: The teaching teams - the tutors - the educational advisor - the EAPs

The role of the counselor with families

Resources and external psycho-pedagogical teams: collaboration

## Activities and Methodology

| Title  | Hours | ECTS | Learning Outcomes  |
|--|-------|------|--|
| Type: Directed   |       |      |  |
| Lecture. Practice. Illustrations and case study  | 97.5  | 3.9  | 1, 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19, 24, 25, 26                       |
| Type: Supervised   |       |      |  |
| Face to face tutoring: individual or group   | 75    | 3    | 2, 4, 5, 17, 21, 22, 24, 25, 27  |
| Type: Autonomous   |       |      |  |
| Personal Study. References and text analysis. Practice activities and didactic proposal in group | 202.5 | 8.1  | 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 27 |

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.

## Assessment

### Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-------|-----------|-------|------|-------------------|
|-------|-----------|-------|------|-------------------|

|   |     |   |   |   |
|---|-----|---|---|---|
| Group and/or individual practice into the classroom | 50% | 0 | 0 | 2, 4, 5, 6, 9, 10, 14, 15, 16, 17, 18, 20, 23, 24, 27                       |
| Module work   | 50% | 0 | 0 | 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 24, 25, 26 |

Assessment is both formative and summative. Formative assessment makes it possible to monitor the evolution of the teaching-learning process and summative assessment makes it possible to verify what has been learnt and the skills developed through theoretical and practical assessment activities with a cross-cutting approach.

Given that the vehicular language of the Master's degree and of secondary education is Catalan, the oral and written tasks related to this module must be presented in this language. In written activities (individual or group), linguistic correctness, writing and formal aspects of presentation will be taken into account. In addition, oral expression must be fluent and correct, and a high level of comprehension of academic texts must be shown. An activity may be non-assessed, returned or failed if the teacher considers that it does not meet the above-mentioned requirements.

Each module will have two evaluation evidences:

- Classroom practicals, with a value of 50% in the weight of the final grade of the module. Classroom practicals may be individual or group.
- Module work, worth 50% of the weight of the final module mark. The module work will consist of a case analysis with a theoretical reflection/contribution related to the case. It will be individual and will have a maximum of 10 pages, including bibliography.

In order to pass the module, the student must obtain a mark equal to or higher than 5 in each evaluation evidence. In order to pass the subject, the student must obtain a mark equal to or higher than 5 in each module.

The final mark for the module will consist of the sum of the classroom practicals and the module work. The final mark for the course corresponds to 21% of the mark for module 1, 29% of the mark for module 2, 26% of the mark for module 3 and 24% of the mark for module 4.

The due dates are: 14 February (module 1), 7 March (module 2), 7 February (module 3) and 28 February (module 4).

The results of the assessment will be announced within one month of submission.

Students who do not pass the course may sit the make-up exam. In order to take part in the retake, the student must have been previously assessed in a set of activities whose weight is equivalent to at least two thirds of the total grade for the subject. In order to participate in the recovery process it is necessary that the student obtains a minimum grade of 3.5 in the average of the subject. The recovery date will be May 16th and will consist of the resolution of a practical case study related to all the topics covered in the course (50%) and a written test (50%). In this case, the maximum mark that can be obtained will be a 5.

Individual situations that do not fit in with the approach described above must be communicated in writing to the lecturers involved, who will assess whether it is possible to make any adaptation, without losing sight of the assessment philosophy of the subject.

The delivery of assignments will be carried out primarily via the virtual campus. Other methods of submission may be used, subject to prior agreement with the teaching staff, informed in class and/or via the virtual campus. Papers will not be accepted if they are handed in by any means not agreed with the lecturer, nor will papers handed in with incorrect formats, without the authors' names or handed in after the deadline. Students are responsible for ensuring that the format of the files is compatible with the delivery to the Moodle classroom. Failure to submit the evaluation evidence within the deadline set in the course guide is considered Non-assessable

According to 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 members of the group will have a 0). If during individual work in class, the teacher considers that a student is trying to copy or is found to be using any type of document or device not authorised by the teacher, the student will be graded with a 0, without the option to make it up.

If a student does not attend a minimum of 80% of the sessions (applicable to each module), he/she will fail the module and will have to take the retake exam.

This subject should include the gender and inclusion perspective through (self-)critical reflection on one's own subjectivity and how it affects teaching. Ethical commitment to the deontological principles of the profession will also be taken into account. It will be necessary to show an attitude compatible with the teaching profession, such as: commitment and responsibility with the work, respect, participation, active listening, cooperation, empathy, kindness, punctuality, non-judgment, argument, etc. It is also essential to make proper use of electronic devices (mobile, computer, touch tablet, etc.) in the classroom. These devices can only be used to carry out activities related to the subject.

#### Single assessment

Students who, at the beginning of the academic year, choose to take the single assessment through the procedures provided by the faculty and inform the teaching staff, will be assessed on 7th March. The single assessment will consist of a written test (50%) and an interview related to the contents of the whole course (50%). In order to pass the course, both tests must be passed with a minimum of 5 in order to obtain the average mark.

The recovery process follows the same procedure as for the continuous assessment. The recovery date will be the 16th May.

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## **Software**

Do not use

## **Language list**

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