

## Educational Orientation

Code: 44340  
ECTS Credits: 10

**2024/2025**

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

## Contact

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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.

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

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

Digital tools for inclusive education

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture. Practice. Illustrations and case study	90	3.6	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	25	1	2, 4, 5, 17, 21, 22, 24, 25, 27
Type: Autonomous			
Personal Study. References and text analysis. Practice activities and didactic proposal in group	135	5.4	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 be on the sum of the classroom practice and the module work. The final mark for the course corresponds to 52% of the mark for module 1 and 48% of the mark for module 2.

The due dates are: 22 January (module 1) and 11 december (module 2).

The results of the evaluation will be announced within 20 working days of its delivery.

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 on February 26th 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 January 22th. 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 on February 26th.

## Bibliography

Agencia Europea para las Necesidades Educativas Especiales y la Educación Inclusiva, 2014. Cinco Mensajes Clave para la Educación Inclusiva. De la Teoría a la Práctica. Odense, Dinamarca: Agencia Europea para las Necesidades Educativas Especiales y la Educación Inclusiva

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.EI>

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>

Departament d'Educació (2023). Mesures i suports universals en el centre educatiu.

<https://educacio.gencat.cat/web/.content/home/departament/publicacions/colleccions/inclusio/mesures-suports-u>

## **Software**

Do not use

## **Language list**

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