UAB
Universitat Autònoma de Barcelona

Tutorial Action and Networking

Code: 45586
ECTS Credits: 15

Degree	Type	Year
Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	OP	1

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There no prerequisites

Objectives and Contextualisation

Educational guidance is a pedagogical practice at the service of the personal, social, academic and professional development of each of the young people during their formative process throughout secondary education. The educational guidance professional, in the centre and with the educational community, must be equipped with global and specific skills that allow them to develop teamwork within the institution and, in turn, direct attention to students at the service of their educational projection and success.

In this way, the objectives of the subject that the teaching team proposes for students are the following:

To know the main models of guidance action in secondary school and, in turn, the possibilities and limitations, as well as the different agents that are part of the guidance process, in the school and from a vision of networking and tutorial action.

To develop the capacity for detection, services and resources in order to respond to the needs of guidance within the framework of the educational project of the centre and in the same educational environment.

Learning Outcomes

1. CA60 (Competence) Build educational and training assessment into programming as a tool to check and regulate learning related to guidance and psycho-pedagogical processes.
2. CA61 (Competence) Apply guidance and tutorial processes to support and promote the comprehensive development of students.
3. CA62 (Competence) Demonstrate digital teaching competence in the guiding process to live and coexist in a digital world.
4. CA63 (Competence) Adopt a perspective that is sensitive to the multilingual reality of classrooms in the psycho-pedagogical intervention while promoting the use of Catalan as the lingua franca.
5. CA64 (Competence) Cooperate as a team and as part of a network to co-create educational proposals, designs and actions.
6. CA65 (Competence) Apply family counselling techniques that promote coexistence in the centre.
7. KA42 (Knowledge) Define one's own socio-emotional competencies and strengths and weaknesses with a focus on emotional self-management and managing the work environment.
8. KA43 (Knowledge) Define situations with potential for improvement in the guidance role through self-observation and co-observation.
9. KA44 (Knowledge) Identify measures to address the diversity of students, taking into account their social and family context.
10. KA45 (Knowledge) Identify psycho-pedagogical services and collaboration processes between community entities.
11. SA53 (Skill) Develop guidance and tutorial strategies to manage conflict situations and critical incidents that arise in the educational context.
12. SA54 (Skill) Base teaching and guidance actions on evidence to improve the teaching and learning processes and results of teachers' professional development.
13. SA55 (Skill) Use data from the context of the classroom or centre to reflect on psycho-pedagogical processes and the role of teachers and guidance counsellors.
14. SA56 (Skill) Critically reason to support decision-making in the guidance process, considering its implications and consequences.
15. SA57 (Skill) Analyse the networking of the educational centre in its socio-community context.

Content

MODULE 1: Psychopedagogical evaluation

Individual and group evaluation.

Role of Psychopedagogical Assessment: Prevention/Support/Restoration

Observation / Interviews / Reports / Evaluation Records

Evaluation and resources for intervention in the classroom and in educational centers

MODULE 2: Professional guidance from the tutorial action.

Purpose, objectives and contents of professional guidance in the twenty-first 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 curriculum

The VET law: implications for career guidance

Examples of good practices in career guidance

MODULE 3: Communication and coexistence in the educational center.

Communication and participation as a culture of the centre.

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 psychopedagogical counselling in the network: functions of the school and area counsellor.

Planning and management of psycho-pedagogical services and resources

Teamwork: The teaching teams - the tutors - the educational counselor - the EAP

The role of the counselor with families

External Psychopedagogical Resources and Teams: Collaboration

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Masterful/expository. Internship. Exemplification and Case Studies	97.5	3.9	CA60, CA61, CA62, CA63, CA64, KA42, KA43, KA44, SA53, SA54, SA57, CA60
Type: Supervised			
Specialized face-to-face tutorials: group or individual	75	3	CA61, CA64, CA65, SA53, SA55, SA57, CA61
Type: Autonomous			
Personal study: Readings and comments on text. Carrying out practical activities and educational proposals in groups	202.5	8.1	CA60, CA61, CA62, CA63, CA65, KA42, KA43, SA54, SA55, SA56, CA60

The master's degree develops a methodology focused on the student and in which the learning process is meaningful, functional and contextualized. To do this, different methodological strategies are combined, such as classroom practices, case studies, role-plays or debates, among others. These strategies combine theoretical foundations with practical application and are developed by teachers who mostly combine the teaching function at the university with guidance practice in educational centers. In this subject, activities are proposed to develop the CDD of the students.

Note: 15 minutes of a class will be reserved within the calendar established by the centre or by the degree for students to fill in the surveys for the evaluation of the teaching staff's performance and the evaluation of the subject or module.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual or group classroom practices	50%	0	0	CA60, CA61, CA62, CA64, CA65, KA44, KA45, SA57
Module work	50%	0	0	CA62, CA63, KA42, KA43, KA44, KA45, SA53, SA54, SA55, SA56

Assessment is carried out in both formative and summative ways. Formative assessment allows for monitoring progress throughout the teaching-learning process, while summative assessment serves to verify the knowledge acquired and the skills developed through theoretical-practical evaluation activities with a cross-disciplinary approach.

Continuous assessment:
Each module will include two assessment components:

- Classroom activities, which account for 50% of the final grade for the module. These may be done individually or in groups.
- Module project, which also accounts for 50% of the final grade for the module. The module project will consist of a case analysis accompanied by a theoretical reflection/contribution related to the case. It must be an individual paper with a maximum length of 10 pages, including the bibliography.

To pass the module, students must obtain a grade equal to or higher than 5 in each of the two assessment components. To pass the course, students must obtain a grade equal to or higher than 5 in each module. The final module grade will be the sum of the classroom activities and the module project.
The final course grade will be composed as follows: 21% from Module 1, 29% from Module 2, 26% from Module 3, and 24% from Module 4.
Submission deadlines are: February 13 (Module 1), March 6 (Module 2), February 6 (Module 3), and March 4 (Module 4).

Resit (Recovery):
Students who do not pass the course may take a resit exam. To be eligible, students must have been previously assessed in a set of activities that account for at least two-thirds of the total course grade. In order to participate in the resit process, the student must have obtained a minimum average grade of 3.5 in the course. The resit will take place on May 7 and will consist of a practical case related to all the topics covered in the course (50%) and a written exam (50%). In this case, the maximum grade that can be obtained is 5.

Single assessment:
Students who choose the single assessment at the beginning of the academic year, following the procedures provided by the faculty and informing the teaching staff, will be assessed on March 6. The single assessment will consist of a written exam (50%) and an interview related to the content of the entire course (50%). To pass the course, both parts must be passed with a minimum grade of 5 in order to calculate the average. The resit process follows the same procedure as for continuous assessment.

Aspects to take into account:

• Feedback, returns, or grading of the assessment components will be provided within a maximum period of 20 working days.
• Since the language of instruction for the Master's program and for secondary education is Catalan, oral and written tasks related to this module must be submitted in that language. For written activities (individual or group), linguistic accuracy, writing quality, and formal presentation will be taken into account. Likewise, oral expression must be fluent and correct, and a high level of comprehension of academic texts is expected. An activity may be ungraded, returned, or failed if the teaching staff considers that it does not meet the aforementioned requirements.
• Assignments must be submitted primarily via the virtual campus. Other submission methods may be enabled, upon prior agreement with the teaching staff, and will be communicated either in class or through the virtual campus. Assignments submitted through channels not previously agreed upon, in incorrect formats, without the authors' names, or after the deadline will not be accepted. It is the student's responsibility to ensure that the file format is compatible with the Moodle submission platform. Failure to submit assessment components by the deadline set in the course guide will result in a "Not Assessed" mark.
• From the second enrollment onwards, students may optfor a synthesis test consisting of a portfolio (50%) and a theoretical-practical test (50%). In this case, the course grade will be the grade obtained in the synthesis test.
• For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for bibliographic or information searches, text correction, translations, or other specific situations deemed appropriate. The student must clearly indicate which parts were generated with AI, specify the tools used, and include a critical reflection on how these tools influenced the process and the final result. Lack of transparency in the use of AI in this graded activity will be considered academic dishonesty and the grade for the component will be 0, with no option for resit.
• According to UAB regulations, plagiarism or copying of any assignment will be penalized with a grade of 0, without the possibility of resubmission, whether the assignment is individual or group-based (in the latter case, all group members will receive a 0). If, during an individual in-class assignment, a student is found attempting to copy or using unauthorized materials or devices, the work will be graded 0 with no opportunity for resit.
• This course requires the inclusion of gender and inclusion perspectives 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.
• Students must demonstrate attitudes compatible with the teaching profession, suchas commitment and responsibility toward assignments, respect, participation, active listening, cooperation, empathy, kindness, punctuality, non-judgment, reasoned argumentation, etc. Proper use of electronic devices (mobile phones, laptops, tablets, etc.) in the classroom is also essential. These devices may only be used for activities related to the course.
• It is recommended to carefully review that sources, notes, direct quotations, and bibliographic references are correctly written in accordance with APA guidelines.

Bibliography

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Pensando Psicología, 15 (26), 1-27.

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Narcea

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discriminació.

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Grup de Recerca de superdotació i altes capacitats del COPC i; Grup de Recerca de superdotació i altes capacitats del COPEC. (2018). Guia per a la detecció i intervención educativa en els alumnes amb altes capacitats intel·lectuals. Guia actualitzada. Accessible a: https://www.pedagogs.cat/doc/guia_superdotacio.pdf

Institut Infància i Adolescència de Barcelona (2019). Informe de Dades clau de la infància i l'adolescència a Barcelona 2019. IIAB-IERMB i Ajuntament de Barcelona.

Institut per a la Convivència i l'Èxit Escolar. Govern Illes Balear. (s.d.). Millorem la convivència amb les pràctiques restauratives. https://www.caib.es/sites/convivexit/f/228561

Meirieu, Philippe; (2007). Frankenstein Educador.Barcelona. Laertes.

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Ritacco, J. y Amores, F.J. (2011). Buenas prácticas educativas ante el fracaso escolar en programas de apoyo y refuerzo en contextos de exclusión social. Revista de currículum y formación del profesorado, Vol 15, n 3, pp 117-137.

Van Manen, Max.(1998). El tacto en la enseñanza. Barcelona. Paidós.

Fonts documentals:

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

Aprenentatge i formació continuats. Departament d'Enseyament, web xtec, secció orientació educativa.

De l'escola inclusiva al sistema inclusiu, Materials per a l'atenció a la diversitat. Departament d'Ensenyament, web xtec.

Ara és demà, Debat sobre el futur de l'Educació a Catalunya (2017), Document 1/2017 Consell Escolar de Catalunya

Reptes de l'Educació a Catalunya.Anuari 2018, Director Jordi Riera, n.86, Fundació Jaume Bofill.

Habilidades y competencias del siglo XXI para los aprendices del nuevo milenio en los paises de la OCDE (2010), OCDE y Instituto de Tecnologías Educativas

Software

Do not use

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.