

Degree programme	Type	Course
Psychopedagogy	OP	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

There are not special requirements to attend this course once you have accessed the Master.

Objectives

The Psychopedagogy in Organizations Course has some basic characteristics that define its design:

1. Is an optional course.
2. It focuses on the internal or institutional perspective of educational and labour organizations, thus it is essential to have an elementary knowledge of the structure, objectives, dynamics and relationships established in educational institutions and organizations; since these subjects will be developed around organizational elements of the content and strategies.

The main objectives are:

- To develop competences to describe, implement and innovate programs, educational psychology units and services in educational institutions and organizations.
- To acquire skills in managing people, projects and psychological care resources.

Learning outcomes

- CA17 (Implement and evaluate diagnostic, assessment, guidance and counselling programmes to optimise the teaching-learning processes.) Implement and evaluate diagnostic, assessment, guidance and counselling programmes to optimise the teaching-learning processes.
- CA18 (Design actions that allow for the dynamisation of socio-educational teams in educational and work institutions, attending to the different individual and group educational needs identified through

psycho-pedagogical assessment and diagnosis.) Design actions that allow for the dynamisation of socio-educational teams in educational and work institutions, attending to the different individual and group educational needs identified through psycho-pedagogical assessment and diagnosis.

- CA19 (Establish guidelines in the management and development of the work of the teaching teams of the socio-educational and work centres of infant and primary education in order to provide a coordinated and effective response from a psychopedagogical point of view.) Establish guidelines in the management and development of the work of the teaching teams of the socio-educational and work centres of infant and primary education in order to provide a coordinated and effective response from a psychopedagogical point of view.
- KA14 (Describe the conceptual basis of the structure, aims, dynamics and relationships that are established in educational institutions and organisations.) Describe the conceptual basis of the structure, aims, dynamics and relationships that are established in educational institutions and organisations.
- KA15 (Critically interpret the principles, values and procedures that govern the practice of psychopedagogy in organisations.) Critically interpret the principles, values and procedures that govern the practice of psychopedagogy in organisations.
- SA25 (Analyse the organisational development of socio-educational and work centres, evaluating their structure, aims, dynamics and relationships.) Analyse the organisational development of socio-educational and work centres, evaluating their structure, aims, dynamics and relationships.
- SA26 (Plan guidance and psychopedagogical counselling programmes/services that allow for an optimisation of the teaching-learning processes.) Plan guidance and psychopedagogical counselling programmes/services that allow for an optimisation of the teaching-learning processes.
- SA27 (Design proposals that encourage collaborative work between professionals in socio-educational and employment centres.) Design proposals that encourage collaborative work between professionals in socio-educational and employment centres.

Contents

The contents are intended to provide a holistic perspective of the subject. For this reason, the table of contents is organized following a spiral sequence instead of a linear sequence.

The course's topics are as follows:

1. Organizations linked to innovation and quality.
2. Stages of organizational development.
3. Design and development of programs and services oriented to change in organizations. Education commissions and training departments.
4. Design and develop programs and services for individuals. Tutorial action plans.
5. Networks and cooperative organizations.
6. The role of the Psychopedagogical professional in organizations
7. Organizations and human resources nowadays
8. Departments of human resources and psychology: organization and management.
9. Human resources policies and the role of the Psychopedagogical professional in organizations: management by competencies, selection, reception and professional evaluation.
10. Human resources policies and professional development: dual and continuous training, human resources development and career planning.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Discussion of texts and audiovisual materials	20	0.8	KA15, SA25
Case study and good practices solving	60	2.4	CA18, CA19, KA14, KA15, SA25, SA26, SA27

Literature review and written assignments	20	0.8	KA14, KA15, SA25
Case study and good practices presentation	30	1.2	CA19, SA26, SA27
Literature review	20	0.8	KA15, SA25
Case solving	100	4	CA18, CA19, KA14, KA15, SA25, SA27

'Psychopedagogy in organizations' course combines several methodological strategies. On one hand, lecture sessions are planned and students are expected to participate in and lead class discussions.

On the other hand, required and recommended readings for each course topic will be provided. Several case studies will be analysed as a part of course assessment, either with a real case on human resources policy or with a case study focused on Psychopedagogical professional in organizations.

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	Weight	Hours	ECTS	Learning outcomes
Case study on a human resources policy	50%	0	0	CA17, CA18, CA19, SA25, SA27
Portfolio	25%	0	0	CA19, KA14, KA15, SA25, SA26, SA27
Development of an intervention project	25%	0	0	CA17, CA19, KA15, SA25, SA26, SA27

Continuous assessment:

- Elaboration of a learning portfolio (25%). This is a self-assessment report that includes a summary and assessment of the different classroom sessions, the readings carried out, the participation in the tasks and activities scheduled, the use and content of the individual and group tutorials, etc. It is necessary to demonstrate the skills achieved, the learning carried out and an assessment of the usefulness and professionalization of the module. Report of the class sessions (individual work: 6 pages). Presentation on February 23.
- Preparation and oral defense in a small group of an intervention project (25%). Defense on February 23.
- Individual test of resolution of a case (50%) on April 21.
- The student will receive the grade of Not Assessable when he has not presented assessment activities that represent at least 30% of the final grade of the module.
- The recovery of the continuous assessment will be on May 12. Students who have been previously assessed in activities that represent at least two-thirds of the final grade for the module may apply for retake. To access retake, students must have obtained a minimum grade of 3.5 in the average grade for the module.

Single assessment: this consists of compiling a learning portfolio (25%), preparing and individually defending an intervention project (25%), and taking an individual written and oral theoretical-practical exam (50%). These three activities will take place on April 21. The same retake system as for continuous assessment will apply. Students meeting the requirements established by academic regulations may sit the retake, and the retakeable activities will be those already specified. The retake will take place on May 12.

Aspects to consider:

- The returns, returns or grades of the evidence will be made in a period not exceeding 20 working days.
- Respect for the ethical principles of the profession, responsible participation in teaching activities and respectful behavior towards colleagues and teachers are requirements linked to the learning outcomes of the module.
- In this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as text correction, translations, idea generation, initial content organization or prior conceptual exploration. These tasks cannot replace, in any case, the systematization or usual treatment of data or the main responsibilities of the student as the author of the work, such as original writing, management and treatment of own data, critical analysis or discussion of results.
- The student must clearly identify which parts of the work have been generated with AI technologies, specify which tool has been used (with specific version and function) and include a critical reflection on how the use of AI has influenced the process and the final result of the work. This reflection can be part of the appendix or the methodological chapter, as appropriate.
- The lack of transparency in the use of generative AI tools will be considered a lack of academic honesty and may lead to a partial or total penalty in the subject grade, as well as greater sanctions in serious cases, in accordance with the regulations of the institution.
- In addition, the student must demonstrate that the AI tools used comply with appropriate criteria of confidentiality, data security, copyright protection and reliability of the content, as established by good editorial and ethical research practices.
- To pass this subject, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

Bibliography

Alles, M. (2022). *Dirección estratégica de recursos humanos: Gestión por competencias*. Granica.

Díez, J. (2023). *La organización de los centros educativos: Una perspectiva crítica y transformadora*. Octaedro

Gairín, J. (2024). *Dirección y liderazgo de los centros educativos: Naturaleza, desarrollo y práctica profesional*. Narcea

Gairín, J. i Castro, D. (2020). *El contexto organizativo como espacio de intervención*. Síntesis Editorial.

Gómez-Mejía, L., Balkin, D. i Cardy, R. (2020). *Gestión de recursos humanos*. Pearson.

Pineda, P i Ciraso, A. (2021) *El impacto de la formación continua en las organizaciones: Nuevos modelos de evaluación*. Educar, 57 (2), (pp.341-358).

Tejada, J. i Ruiz, C. (2022). *Competencias profesionales en la formación continua: El reto de la transferibilidad*. Revista de Educación, 396, (pp. 89-114).

ENLLAÇOS WEB:

- <https://www.fundae.es/>
- <http://www.cedefop.europa.eu/>
- <http://www20.gencat.cat/portal/site/empresaocupacio/>
- <http://www.conforcat.cat/principal.asp>
- http://ec.europa.eu/education/llp/doc1943_en.htm
- <http://www.trainersineurope.org/>
- https://xtec.gencat.cat/ca/innovacio/projectes_innovacio_pedagogica/

Software

No software is required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEmRD) Teoria (màster RD)	1	Catalan/Spanish	annual	afternoon