



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Función tutorial e orientación académica		Code	652604002
Study programme	10 Mestrado Universitario en Profesorado de Educación Secundaria: Ciencias Sociais (Geografía e Historia)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	2
Language	Spanish			
Teaching method	Hybrid			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	Rebollo Quintela, Nuria	E-mail	nuria.rebollo@udc.es	
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Web				
General description	This subject addresses the origin and principles of guidance and mentoring, as well as the functions and tutorial activities to be performed, together with the specific situations of tutoring. It also offers mechanisms and strategies for the planning of the tutorial action.			
Contingency plan	1. Modificacións nos contidos Non procede 2. Metodoloxías *Metodoloxías docentes que se manteñen Todas, coa única modificación de que se pasa a unha docencia online, a través das plataformas da UDC. *Metodoloxías docentes que se modifican Ningunha 3. Mecanismos de atención personalizada ao alumnado Preferentemente a través de correo electrónico, Moodle e plataforma de teleformación. Realizarase a petición do alumnado alomenos unha vez á semana. 4. Modificacións na avaliación Ningunha *Observacións de avaliación: Se realizará de xeito online, si é preciso 5. Modificacións da bibliografía ou webgrafía Ningunha			

Study programme competences / results

Code	Study programme competences / results
A12	(CE-E12) Analizar críticamente o desempeño da docencia, das boas prácticas e da orientación empregando indicadores de calidade.
A16	(CE-E16) Coñecer os procesos e recursos para a prevención de problemas de aprendizaxe e convivencia (OE).
A20	(CE-P3) Dominar as destrezas e as habilidades sociais necesarias para fomentar un clima que facilite a aprendizaxe e a convivencia.
A23	(CE-P6) Exercitarse na avaliación psicopedagóxica, o asesoramento a outros profesionais da educación, aos estudantes e ás familias (OE).
B5	(CE-G5) Coñecer os procesos de interacción e comunicación na aula e no centro, abordar e resolver posíbeis problemas.
B7	(CE-G7) Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional.



B9	(CE-G9) Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia.
B10	(CE-G10) Relacionar a educación co medio e comprender a función educadora da familia e a comunidade, tanto na adquisición de competencias e aprendizaxe como na educación no respecto dos dereitos e liberdades, na igualdade de dereitos e oportunidades entre homes e mulleres e na igualdade de trato e non discriminación das persoas con discapacidade.
B12	(CE-G12) Adquirir habilidades sociais na relación e orientación familiar.
C1	N.1. Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma.
C3	N.3. Utilizar las herramientas básicas de las tecnologías de la información y las comunicaciones (TIC) necesarias para el ejercicio de su profesión y para el aprendizaje a lo largo de su vida.
C4	N.4. Desarrollarse para el ejercicio de una ciudadanía abierta, culta, crítica, comprometida, democrática y solidaria, capaz de analizar la realidad, diagnosticar problemas, formular e implantar soluciones basadas en el conocimiento y orientadas al bien común.
C7	N.7. Asumir como profesional y ciudadano la importancia del aprendizaje a lo largo de la vida.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Distinguir e aplicar os diferentes recursos e estratexias para a acción tutorial	AJ12 AJ16 AJ20	BJ5 BJ7 BJ9 BJ12	CJ1 CJ3 CJ4 CJ7
Tranferir o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse, aplicando os principios éticos á práctica profesional e persoal	AJ12 AJ20		CJ1 CJ3 CJ4 CJ7
Participar no deseño, implantación, seguemento e avaliación do plan de acción tutorial (PAT) do centro, poñendo en práctica as competencias sociais para traballar en equipo e salvaguardar os obstáculos que vaian xurdindo	AJ20	BJ7 BJ9	CJ1 CJ3 CJ4 CJ7
Enumerar as funcións do tutor en relación ao alumnado, familias e resto do profesorado e analizar o que isto conleva.	AJ23	BJ5 BJ10	CJ1 CJ4 CJ7
Definir a orientación e a tutoría e as súas relacións, así como describir e identificar o modelo institucional galego de orientación.	AJ23	BJ5 BJ9 BJ10	CJ1 CJ3 CJ7

Contents	
Topic	Sub-topic
Tutorial action and guidance	Conceptual approach and relationships
Galician institutional model of guidance	Organizational and functional aspects of guidance services
Functions and activities of the tutor	* With students * With families * With partners
Planning the tutorial action	The Tutoring Action Plan (PAT)
Tutoring in specific situations	* In the training module in work centers. * In the initial professional qualification programs. * In curricular diversification programs

Planning



Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Student portfolio	A12 B5 B10 B7 B9 C3 C1 C4 C7	1	11	12
Mixed objective/subjective test	A16 A20 A23 B5 B10 B7 B9	1	5	6
Oral presentation	A12 B7 B12 C3 C1 C4 C7	2	5	7
Guest lecture / keynote speech	A16 A20 B5 B10 B7 B9 C4	3	0	3
Collaborative learning	B7 C3 C1 C4	5	7	12
Document analysis	A16 A23 B5	1	8	9
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Student portfolio	It is a folder or filing cabinet ordered by sections, duly identified or labeled, that contains the records or materials resulting from the learning activities carried out by the student over a period of time, with the comments and grades assigned by the teacher, which makes it possible to visualize the student's progress. The portfolio includes everything the student does, such as: notes or class notes, research papers, work guides and their development, comments on notes, summaries, written tests, self-assessments, tasks developed, comments on student progress performed by the teacher, etc.
Mixed objective/subjective test	Test that integrates questions type of test and questions type of objective tests. As for essay questions, it gathers open questions of development. In addition, as objective questions, you can combine multiple-choice, ordering, brief response, discrimination, completion, and / or association questions.
Oral presentation	Intervention inherent to teaching-learning processes based on verbal exposure through which students and teachers interact in an orderly manner, exposing issues, making clarifications and exposing issues, works, concepts, facts or principles dynamically.
Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and oral introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The master class is also known as lecture, "expository method" or "master class". This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience.
Collaborative learning	Set of teaching-learning procedures guided in person and / or supported by information and communication technologies, which are based on the organization of the class into small groups in which students work together to solve tasks assigned by teachers to optimize their own learning and that of the other members of the group.
Document analysis	Methodological technique that involves the use of audiovisual and / or bibliographic documents (fragments of documentary reports or films, current news, graphic panels, photographs, biographies, articles, legislative texts, etc.) relevant to the subject matter with activities specifically designed for the analysis of them. It can be used as a general introduction to a topic, as an instrument for the application of case studies, for the explanation of processes that can not be observed directly, for the presentation of complex situations or as a synthesis of contents of a theoretical or practical nature.

Personalized attention	
Methodologies	Description
Student portfolio	It will require a personal tracking of the work done in the portfolio, which will be a key item in the final evaluation. Likewise, work will be done directly with the small groups that are formed to develop the proposed works

Assessment



Methodologies	Competencies / Results	Description	Qualification
Student portfolio	A12 B5 B10 B7 B9 C3 C1 C4 C7	In the portfolio will be collected the activity carried out in the interactive sessions, its evaluation; as well as the reflections generated in the group.	30
Mixed objective/subjective test	A16 A20 A23 B5 B10 B7 B9	Itl will consist of multiple choice questions (50% of the score) and short answer questions (50% of the score)	40
Oral presentation	A12 B7 B12 C3 C1 C4 C7	It will consist in the presentation of the suggested work.	30

Assessment comments

In order for the students to be evaluated according to the previous planning, they must have an attendance to the classes of 80%.

To pass the subject they must pass the mixed test and the group portfolio. In the portfolio the evaluation can be different for each member of the group, subject to the degree of involvement shown by each person. In the oral presentation, all the members of the group must participate in order to be evaluated. In case of not approving one of them, the final grade of the subject will be a maximum of 4 points (corresponding to a 10 in the portfolio).

THE STUDENT WHO ATTENDS LESS THAN 80% OF THE CLASSES, must take a theoretical-practical examination that will be 100% of the final grade.

Sources of information

Basic	- Anaya Nieto, D. y Suárez Riveiro, J.M. (2010). Evaluación de la satisfacción del profesorado.. REOP, 21 (2), 283-294 - Blanchard Giménez, M. (1997). Plan de acción tutorial en la E.S.O. Madrid. Narcea - Comellas, M.J (2002). Las competencias del profesorado para la acción tutorial. Barcelona: Praxis - González-Benito, A. y Vélaz-de-Medrano, C. (Ed.) (2014). La acción tutorial en el sistema escolar.. Madrid: UNED - Martín,E. y Mauri, T. (2011). Orientación Educativa. Atención a la diversidad y educación I. . Barcelona: Graó - Grañeras, M. y Parras, A. (2008). Orientación Educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas. Madrid: CIDE - Martín, E. y Onrubia, J.(Coords.) (2011). Orientación educativa: procesos de innovación y mejora de la enseñanza. Barcelona: Graó - Martín, E. y Solé, I. (Coords.) (2011). Orientación Educativa. Modelos y estrategias de intervención. Barcelona: Graó - Monge Crespo, C. (2009). Tutoría y orientación educativa. Madrid:Wolters Kluwer - Repetto Talavera, E. (2001). Tu futuro Profesional.(Una planificación de la Tutoría para cada etapa educativa de 10-18 años.).. Ed CEPE. Libro del Profesor y Libro de alumno. - Rodicio García, M.L. (2009). La función tutorial y la formación profesional en las instituciones laborales. Madrid: Biblioteca Nueva - Rodicio García, M.L. (2012). Diseño y evaluación de programas de orientación educativa. Madrid: Biblioteca Nueva - Sobrado, L., Fernández, E. y Rodicio, M.L. (2012). Orientación Educativa. Nuevas perspectivas. Madrid: Biblioteca Nueva - Uruñuela, P.M. (2016). Trabajar la convivencia en los centros educativos. Una mirada al bosque de la convivencia.. Madrid. Narcea
Complementary	- Santana, L. E. e Feliciano, L. A. (2006). La construcción de la acción tutorial desde las coordenadas de la investigación colaborativa. Revista de Educación, 340, 943-971.

Recommendations

Subjects that it is recommended to have taken before



Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments
<p>It is recommended to send the works telematically and if not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts.</p><p>It must make a sustainable use of resources and the prevention of negative impacts on the natural environment.</p><p>The importance of ethical principles related to the values of sustainability in personal and professional behavior must be taken into account</p>

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.