



## Teaching Guide

Identifying Data					2022/23
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	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Rodicio Garcia, Maria Luisa	E-mail	m.rodicio@udc.es		
Lecturers	Rodicio Garcia, Maria Luisa	E-mail	m.rodicio@udc.es		
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.				

## Study programme competences

Code	Study programme competences
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		
Distinguir e aplicar os diferentes recursos e estratexias para a acción tutorial	AJ12	BJ5	CJ1
	AJ16	BJ7	CJ3
	AJ20	BJ9	CJ4
		BJ12	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 titor 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	Ordinary class hours	Student?s personal work hours	Total hours
Student portfolio	A12 B5 B10 B7 B9 C3 C1 C4 C7	5	3	8
Guest lecture / keynote speech	A16 A20 B5 B10 B7 B9 C4	3	0	3
Collaborative learning	B7 C3 C1 C4	5	8	13
Simulation	A12 B12 C3 C1 C4 C7	3	11	14
Objective test	C7	2	0	2
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.



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.
Simulation	Intervención inherente aos procesos de ensino-aprendizaxe.  Exponse ao alumnado ante condicións hipotéticas nas que se pon a proba o seu comportamento ante situacións concretas, os seus coñecementos, a súa capacidade de analizar alternativas e as súas consecuencias. Baséase polo tanto, na configuración de situacións similares ás que se producen nun contexto real, coa finalidade de utilizalas como experiencias de aprendizaxe ou como procedemento para a avaliación.
Objective test	Proba escrita utilizada para a avaliación da aprendizaxe, cuxo trazo distintivo é a posibilidade de determinar se as respostas dadas son ou non correctas. Constitúe un instrumento de medida, elaborado rigorosamente, que permite avaliar coñecementos, capacidades, destrezas, rendemento, aptitudes, actitudes, intelixencia, etc. É de aplicación tanto para a avaliación diagnóstica, formativa como sumativa.  A Proba obxectiva pode combinar distintos tipos de preguntas: preguntas de resposta múltiple, de ordenación, de resposta breve, de discriminación, de completar e/ou de asociación. Tamén se pode construír con un só tipo dalgunha destas preguntas.
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.
Simulation	Likewise, work will be done directly with the small groups that are formed to develop the proposed works

### Assessment

Methodologies	Competencies	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.	50
Simulation	A12 B12 C3 C1 C4 C7	Consistirá na representación do traballo realizado na aula.	20
Objective test	C7	Será unha proba tipo test a realizar só polo alumnado que asiste ás aulas de xeito regular e que, polo tanto, presenta o portafolios de competencias adquiridas ao longo das diferentes sesións. Será unha proba de resposta múltiple onde só unha opción será a verdadeira.	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

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Anaya Nieto, D. y Suárez Riveiro, J.M. (2010). Evaluación de la satisfacción del profesorado.. REOP, 21 (2), 283-294</li> <li>- Blanchard Giménez, M. (1997). Plan de acción tutorial en la E.S.O. Narcea</li> <li>- Comellas, M.J (2002). Las competencias del profesorado para la acción tutorial. Praxis</li> <li>- González-Benito, A. y Vélaz-de-Medrano, C. (Ed.) (2014). La acción tutorial en el sistema escolar.. UNED</li> <li>- Martín,E. y Mauri, T. (2011). Orientación Educativa. Atención a la diversidad y educación I. . Graó</li> <li>- Grañeras, M. y Parras, A. (2008). Orientación Educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas. CIDE</li> <li>- Martín, E. y Onrubia, J.(Coords.) (2011). Orientación educativa: procesos de innovación y mejora de la enseñanza. Graó</li> <li>- Martín, E. y Solé, I. (Coords.) (2011). Orientación Educativa. Modelos y estrategias de intervención. Graó</li> <li>- Monge Crespo, C. (2009). Tutoría y orientación educativa. Wolters Kluwer</li> <li>- 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.</li> <li>- Rodicio García, M.L. (2009). La función tutorial y la formación profesional en las instituciones laborales. Biblioteca Nueva</li> <li>- Rodicio García, M.L. (2012). Diseño y evaluación de programas de orientación educativa. Biblioteca Nueva</li> <li>- Sobrado, L., Fernández, E. y Rodicio, M.L. (2012). Orientación Educativa. Nuevas perspectivas. Biblioteca Nueva</li> <li>- Uruñuela, P.M. (2016). Trabajar la convivencia en los centros educativos. Una mirada al bosque de la convivencia.. Madrid. Narcea</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>

### 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

&lt;p&gt;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.&lt;/p&gt;&lt;p&gt;It must make a sustainable use of resources and the prevention of negative impacts on the natural environment.&lt;/p&gt;&lt;p&gt;The importance of ethical principles related to the values ??of sustainability in personal and professional behavior must be taken into account&lt;/p&gt;

(\*)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.