



## Teaching Guide

Identifying Data					2022/23
Subject (*)	Tutoring and Careers Guidance		Code	652606002	
Study programme	5 Mestrado Universitario en Profesorado de Educación Secundaria: Formación e Orientación Laboral				
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		E-mail			
Lecturers	Rodicio Garcia, Maria Luisa	E-mail	m.rodicio@udc.es		
Web	<a href="https://guiadocente.udc.es/docencia/professor/">https://guiadocente.udc.es/docencia/professor/</a>				
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 / results

Code	Study programme competences / results
A5	5. (CE-G5)Coñecer os procesos de interacción e comunicación no aula e no centro, abordar e resolver posibles problemas
A7	7. (CE-G7)Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional
A9	9. (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
A10	10. (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.
A12	CE-G12)Adquirir habilidades sociais na relación e orientación familiar.
A26	(CE-E12)Analizar críticamente o desempeño da docencia, das boas prácticas e da orientación utilizando indicadores de calidade.
A30	CE-P1) Adquirir experiencia na planificación, na docencia e na avaliación das materias correspondentes á especialización..
A32	(CE-P3) Dominar as destrezas e as habilidades sociais necesarias para fomentar un clima que facilite a aprendizaxe e a convivencia
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

## Learning outcomes

Learning outcomes	Study programme competences / results	
Distinguish and apply the different resources and strategies for the tutorial action.	AJ5	CC1
	AJ7	CC3
	AJ9	CC4
	AJ12	CC7
	AJ26	
	AJ30	
	AJ32	



Transfer the knowledge, technology and information available to solve the problems they have to face, apply the ethical principles to the professional and personal practice	AJ26 AJ32		CC1 CC3 CC4 CC7
Participate in the design, implementation, monitoring and evaluation of the tutorial action plan (PAT) of the center, put into practice the social competences to work in teams and overcome the difficulties.	AJ7 AJ9 AJ32		CC1 CC3 CC4 CC7
List the functions of the tutor in relation to the students, families and the rest of the teaching staff and analyze what this involve.	AJ5 AJ10		CC1 CC4 CC7
Define guidance and tutorial action and their relationships. Describe and identify the Galician institutional model of guidance.	AJ5 AJ9 AJ10		CC1 CC3 CC7

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
Document analysis	A5 A30	1	8	9
Student portfolio	A5 A7 A9 A10 A26 C1 C3 C4 C7	5	3	8
Simulation	A7 A12 A32 C1 C3 C4 C7	3	11	14
Guest lecture / keynote speech	A5 A7 A9 A10 A30 A32 C4	3	0	3
Objective test	A7 A10 A30 C7	2	0	2
Collaborative learning	A7 C1 C3 C4	5	8	13
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
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.



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.
Simulation	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.
Objective test	<p>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.</p> <p>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.</p>
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.

### 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.
Simulation	

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Student portfolio	A5 A7 A9 A10 A26 C1 C3 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
Objective test	A7 A10 A30 C7	Será unha proba tipo test a realizar só polo alumnado que asiste ás aulas de xeito regular e que, polo tanto, prese3nta o portafolios de competencias adquiridas ao longo das diferentes sesións. Será unha proba de resposta múltiple onde só unha opción será a verdadeira.	30
Simulation	A7 A12 A32 C1 C3 C4 C7	It will consist in the presentation of the suggested work.	20

### 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.
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## 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. raxis</li> <li>- González-Benito, A. y Vélaz-de-Medrano, C. (Ed.) (2006). La acción tutorial en el sistema escolar. UNED</li> <li>- Grañeras, M. e Parras, A. (2008). Orientación Educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas.. CIDE</li> <li>- Martín,E. y Mauri, T. (Coords.) (2011). Orientación Educativa. Atención a la diversidad y educación I. . Graó</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). (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 dek 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>- ( ). .</li> <li>Santana, L. E. y 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

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

(\*)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.