



## Teaching Guide

| Identifying Data         |   |        |                          | 2023/24 |
|--------------------------|---|--------|--------------------------|---------|
| Subject (*)              | Career guidance   | Code   | 652511217                |         |
| Study programme          | Mestrado Universitario en Psicopedagogía  |        |                          |         |
| Descriptors              |   |        |                          |         |
| Cycle                    | Period  | Year   | Type                     | Credits |
| Official Master's Degree | 2nd four-month period   | First  | Optional                 | 4.5     |
| Language                 | Spanish   |        |                          |         |
| Teaching method          | Face-to-face  |        |                          |         |
| Prerequisites            |   |        |                          |         |
| Department               | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación  |        |                          |         |
| Coordinador              | Ríos de Deus, María Paula   | E-mail | paula.rios.dedeus@udc.es |         |
| Lecturers                | Ríos de Deus, María Paula   | E-mail | paula.rios.dedeus@udc.es |         |
| Web                      |   |        |                          |         |
| General description      | The professional orientation has important implications for school and socio-labor intervention. Its institutional development will be characterized, interventions applicable to different contexts and target persons will be planned and evaluated, taking into account a critical and transformative attitude towards different approaches (gender, ICTs, ...). |        |                          |         |

## Study programme competences

| Code | Study programme competences  |
|------|--|
| A1   | Planificar programas, proxectos e servizos de intervención para a mellora dos membros da comunidade educativa, aplicables a diferentes contextos e grupo destinatario.   |
| A4   | Capacidade para coordinar, facilitar e impulsar a utilización de medios e recursos didácticos e multimedia favorecedores de atención á diversidade   |
| A6   | Dominar o marco lexislativo que regula o funcionamento das diversas institucións e adoptar un marco teórico de referencia que ampare os criterios de selección dos diferentes instrumentos e estratexias de diagnóstico, intervención e avaliación.  |
| A7   | Potenciar a xustiza curricular mediante o uso de estratexias didácticas respectuosas coa diversidade social, cultural e ambiental, analizando criticamente a experiencia histórica de exclusión educativa, e elaborando as adaptacións do currículo que garantan unha perspectiva inclusiva da educación |
| A12  | Comprender a necesidade de incorporar o enfoque de xénero e deseñar propostas de orientación profesional que integren esta dimensión   |
| B3   | Capacidade de resolución de problemas  |
| B4   | Capacidade de aplicar coñecementos na práctica psicopedagóxica   |
| B6   | Traballar de forma autónoma e con iniciativa   |
| B8   | Comportarse con ética e responsabilidade social como cidadán e como profesional  |
| B10  | Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.   |
| B11  | Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.             |
| B13  | Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.   |
| 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  |
| C6   | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse   |

## Learning outcomes



| Learning outcomes   | Study programme competences |   |            |
|---|-----------------------------|---|------------|
| Understand the theoretical, conceptual and legal bases of professional guidance and assess its implications for intervention.   | AJ6                         |   |            |
| Characterize the institutional development of career guidance and analyze its current situation.  | AJ6                         | BC3<br>BC4<br>BC6<br>BC10<br>BC11<br>BC13 | CC4        |
| Analyze the sociopolitical functions of professional guidance and reflect on the possibilities and characteristics of a professional orientation for change that affects a non-discriminatory practice. | AJ7<br>AJ12                 |   |            |
| Plan and evaluate interventions applicable to different contexts and recipients.  | AJ1<br>AJ4<br>AJ12          | BC4                                       |            |
| Know the different areas of application of ICT in professional guidance and know how to use them.   |                             | BC10<br>BC11                              | CC3<br>CC6 |
| Understand the need to incorporate the gender approach and design professional guidance proposals that integrate the gender dimension.  | AJ7<br>AJ12                 | BC3<br>BC6<br>BC8                         |            |
| Acquire a critical and transformative attitude before the problems of professional orientation.   | AJ7                         |   | CC4<br>CC6 |

| Contents  |   |
|---|---|
| Topic   | Sub-topic   |
| Topic 1. Conceptual delimitation and theoretical bases of professional orientation.                 | 1.1. Background and conceptual delimitation of orientation<br>1.2. Contexts of intervention in professional orientation<br>1.3. Psychopedagogical principles of intervention. |
| Topic 2. The orientation for the transition from the educational world to the working world.        | 2.1 Models of intervention in professional orientation<br>2.2. The processes of transition to employment  |
| Topic 3. Professional orientation with unemployed people.   | 3.1. Employment/unemployment: evolution and current situation<br>3.2 Groups with special difficulties for their insertion in the labor market.                                |
| Topic 4. The personalized insertion itineraries as intervention methodology.                        | 4.1. Orientation as the guiding axis of insertion itineraries.  |
| Topic 5. ICT and professional orientation: areas of use.  | 5.1. Repercussion of the TIC in the guiding processes.  |
| Topic 6. Professional orientation with a gender focus: purposes and guidelines for its integration. | 6.1. Gender in the construction of professional identity  |

| Planning                       |  |                      |                               |             |
|--------------------------------|--|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies   | Ordinary class hours | Student?s personal work hours | Total hours |
| Supervised projects            | A1 A6 A7 A12 B3 B4<br>B6 B10 B13 C6                    | 15                   | 20                            | 35          |
| Document analysis              | A12 B6 B11 B13 C4<br>C6                                | 3                    | 6                             | 9           |
| Guest lecture / keynote speech | A6 B11 B13 C3 C4<br>C6                                 | 16.5                 | 7                             | 23.5        |
| Case study                     | A1 A4 A6 A7 A12 B3<br>B4 B6 B8 B10 B11<br>B13 C3 C4 C6 | 7                    | 0                             | 7           |



|   |                                     |    |   |    |
|---|-------------------------------------|----|---|----|
| Collaborative learning  | A1 A6 A7 A12 B3 B4<br>B6 B10 B13 C6 | 25 | 8 | 33 |
| Personalized attention  |                                     | 5  | 0 | 5  |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |                                     |    |   |    |

| Methodologies                  |   |
|--------------------------------|---|
| Methodologies                  | Description   |
| Supervised projects            | <p>Methodology designed to promote the autonomous learning of the students, under the tutelage of the teaching staff and in varied scenarios (academic and professional). It is referred primarily to the learning of "how to do things." It constitutes an option based on the assumption by the students of the responsibility for their own learning.</p> <p>This teaching system is based on two basic elements: the independent learning of the students and the monitoring of that learning by the teacher-tutor.</p> <p>The students will make a proposal for learning-service (ApS): educational proposal that combines learning processes and service to the community in a single project, in which the participants are trained by working on real needs of the contour in order to improve it. In the context of the curricula of the UDC, the ApS proposal will be made, if possible, within the framework of the different subjects of the degree, coordinating with the teaching staff responsible for them.</p> |
| Document analysis              | <p>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 specific activities designed for the analysis of them. It can be used as a general introduction to a topic, as an application tool for case studies, for the explanation of processes that can not be observed directly, for the presentation of complex situations or as a synthesis of theoretical or practical contents.</p>  |
| Guest lecture / keynote speech | <p>Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to the students, in order to transmit knowledge and facilitate learning.</p> <p>The master class is also known as "lecture", "expository method" or "master lesson". This last modality is usually reserved for 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.</p>   |
| Case study                     | <p>Methodology where the subject faces the description of a specific situation that poses a problem that has to be understood, valued and solved by a group of people, through a process of discussion. The students are faced with a specific problem (case), which describes a real situation of professional life, and must be able to analyze a series of facts, referring to a particular field of knowledge or action, to reach a reasoned decision through a process of discussion in small work groups.</p>   |
| Collaborative learning         | <p>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.</p>   |

| Personalized attention            |   |
|-----------------------------------|---|
| Methodologies                     | Description   |
| Supervised projects<br>Case study | <p>The mentioned methodologies are complemented with sessions of tutorials (personalized attention) to consult doubts and help in the resolution of the proposed works.</p> |

| Assessment    |              |             |               |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | Description | Qualification |



|                     |                                     |  |     |
|---------------------|-------------------------------------|--|-----|
| Supervised projects | A1 A6 A7 A12 B3 B4<br>B6 B10 B13 C6 | The students will make a proposal for learning-service (ApS): educational proposal that combines learning processes and service to the community in a single project, in which the participants are trained by working on real needs of the contour in order to improve it. In the context of the curricula of the UDC, the ApS proposal will be made, if possible, within the framework of the different subjects of the degree, coordinating with the teaching staff responsible for them. | 100 |
|---------------------|-------------------------------------|--|-----|

#### Assessment comments

In accordance with the Norms of Evaluation, review and claim of the qualifications of the University Degree and Master's studies, the subject is committed to continuous evaluation and active learning methodologies. To pass the subject, students must obtain a 5 in the overall rating of the same and have passed each of the evaluable methodologies.

For students who cannot attend for justified reasons, the same evaluation system will be maintained, so they must be aware of the proposed activities and their delivery dates.

Therefore, on the day marked on the official calendar, no exam will be held, since the continuous assessment will have ended at the end of the teaching of the subject. It is mandatory that the students under this modality, communicate it in the first two sessions of the semester through a tutorial with the teacher. The July call will be aimed at students who either did not pass the subject or did not show up. In the first case (students who did not pass the subject in the June session), they will carry out the continuous assessment activities that they did not pass again. In the second case (students not presented), they will carry out all the continuous assessment activities. In both cases, it is necessary to deliver the activities with a deadline one week before the date marked as an exam in the official calendar, carrying out the objective test that represents 40% of the total grade, on the official date.

It is understood that university students have assumed the linguistic abilities in relation to oral expression and writing. Therefore, spelling (spelling, accentuation and punctuation), grammatical and lexical correction is essential and mandatory in the work and exams carried out as an essential condition to pass the subject. Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will adjust to what is established in article 14. In the realization of works, plagiarism and the use of non-original material, including that obtained through the Internet, without express indication of its origin and, if applicable, the permission of its author, may be considered cause of qualification of suspense in the activity. All this without prejudice to the disciplinary responsibilities that could take place after the corresponding procedure".

#### Sources of information





(\*)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.