



Teaching Guide

| Identifying Data | | | | | 2023/24 |
|--------------------------|--|--------|------------------------|-----------|---------|
| Subject (*) | Tutoring and Careers Guidance | | Code | 652603002 | |
| Study programme | 3 Mestrado Universitario en Profesorado de Educación Secundaria: Educación Física | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 1st four-month period | First | Obligatory | 2 | |
| Language | SpanishGalician | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación | | | | |
| Coordinador | Pérez Crego, María Cristina | E-mail | cristina.pcrego@udc.es | | |
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| Web | https://guiadocente.udc.es/docencia/professor/ | | | | |
| 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 | (CE-G5)Coñecer os procesos de interacción e comunicación no aula e no centro, abordar e resolver posibles problemas |
| A7 | (CE-G7)Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional |
| A9 | (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 | (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-E16) Coñecer os procesos e recursos para a prevención de problemas de aprendizaxe e convivencia (OE). |
| A34 | (CE-P3) Dominar as destrezas e as habilidades sociais necesarias para fomentar un clima que facilite a aprendizaxe e a convivencia. |
| A37 | (CE-P6) Exercitarse na avaliación psicopedagóxica, o asesoramento a outros profesionais da educación, aos estudantes e ás familias (OE) |
| 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 AJ7 AJ9 AJ12 AJ26 AJ30 AJ34 | CC1 CC3 CC4 CC7 |
| 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 AJ34 | 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 AJ34 | 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 AJ37 | CC1 CC4 CC7 |
| Define guidance and tutorial action and their relationships. Describe and identify the Galician institutional model of guidance | AJ5 AJ9 AJ10 AJ37 | 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 A37 | 1 | 8 | 9 |
| Student portfolio | A5 A7 A9 A10 A26 C1 C3 C4 C7 | 5 | 3 | 8 |
| Simulation | A7 A12 A34 A37 C1 C3 C4 C7 | 3 | 11 | 14 |
| Guest lecture / keynote speech | A5 A7 A9 A10 A30 A34 C4 | 3 | 0 | 3 |
| Collaborative learning | A7 C1 C3 C4 | 5 | 8 | 13 |
| Mixed objective/subjective test | A7 A10 A30 C7 | 2 | 0 | 2 |
| 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 | 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"; 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. |
| Guest lecture / keynote speech | The master class is also known as lecture, "expository method"; 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. |
| Mixed objective/subjective test | Proba que integra preguntas tipo de probas de ensaio e preguntas tipo de probas obxectivas. En canto a preguntas de ensaio, recolle preguntas abertas de desenvolvemento. Ademais, en canto a preguntas obxectivas, pode combinar preguntas de resposta múltiple, de ordenación, de resposta breve, de discriminación, de completar e/ou de asociación. |

| Personalized attention | |
|---------------------------------|---|
| Methodologies | Description |
| Simulation 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 |
| Simulation | A7 A12 A34 A37 C1 C3 C4 C7 | It will consist in the presentation of the suggested work. | 20 |
| 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 |
| Mixed objective/subjective test | A7 A10 A30 C7 | Proba que integra preguntas tipo de probas de ensaio e preguntas tipo de probas obxectivas. En canto a preguntas de ensaio, recolle preguntas abertas de desenvolvemento. Ademais, en canto a preguntas obxectivas, pode combinar preguntas de resposta múltiple, de ordenación, de resposta breve, de discriminación, de completar e/ou de asociación. | 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, pass the mixed test and the group portfolios. In the portfolios, the evaluation can be different for each member of the group, subject to the degree of involvement by each person. In the oral presentation, all the members of the group will participate in order to be evaluated. In the 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 exam that will be 100% of the final grade

Sources of information

| | |
|-----------------------------|--|
| <p>Basic</p> | <ul style="list-style-type: none"> - 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.. Narcea - Comellas, M.J (2002). Las competencias del profesorado para la acción tutorial. Praxis - González-Benito, A. y Vélaz-de-Medrano, C. (Ed.) (2006). La acción tutorial en el sistema escolar. UNED - Grañeras, M. e Parras, A. (2008). Orientación Educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas.. CIDE - Martín,E. y Mauri, T. (Coords.) (2011). Orientación Educativa. Atención a la diversidad y educación I. . Graó - Martín, E. y Onrubia, J.(coords.) (2011). Orientación educativa: procesos de innovación y mejora de la enseñanza. Graó - Martín, E. y Solé, I. (Coords) (2011). (2011). Orientación Educativa. Modelos y estrategias de intervención.. Graó - Monge Crespo, C. (2009). Tutoría y orientación educativa. 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 dek alumno. - Rodicio García, M.L. (2009). La función tutorial y la formación profesional en las instituciones laborales.. Biblioteca Nueva - Rodicio García, M.L. (2012). Diseño y evaluación de programas de orientación educativa.. Biblioteca Nueva - Sobrado, L., Fernández, E. y Rodicio, M.L. (2012). Orientación Educativa. Nuevas perspectivas.. Biblioteca Nueva - Uruñuela, P.M. (2016). Trabajar la convivencia en los centros educativos. Una mirada al bosque de la convivencia. Narcea |
| <p>Complementary</p> | <ul style="list-style-type: none"> - 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. 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. |

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.