



Teaching Guide

Teaching Guide				
Identifying Data				2024/25
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	Pérez Crego, María Cristina	E-mail	cristina.pcrego@udc.es	
Lecturers	Pérez Crego, María Cristina	E-mail	cristina.pcrego@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 / results

Code	Study programme competences / results
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 / results		
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 BC4 BC6 BC10 BC11 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 AJ12		
Plan and evaluate interventions applicable to different contexts and recipients.	AJ1 AJ4 AJ12	BC4	
Know the different areas of application of ICT in professional guidance and know how to use them.		BC10 BC11	CC3 CC6
Understand the need to incorporate the gender approach and design professional guidance proposals that integrate the gender dimension.	AJ7 AJ12	BC3 BC6 BC8	
Acquire a critical and transformative attitude before the problems of professional orientation.	AJ7		CC4 CC6

Contents	
Topic	Sub-topic
Topic 1. Conceptual delimitation and theoretical bases of professional orientation.	1.1. Background and conceptual delimitation of orientation 1.2. Contexts of intervention in professional orientation 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 2.2. The processes of transition to employment
Topic 3. Professional orientation with unemployed people.	3.1. Employment/unemployment: evolution and current situation 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 / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Supervised projects	A1 A6 A7 A12 B3 B4 B6 B10 B13 C6	5	22	27
Document analysis	A12 B6 B11 B13 C6 C4	3	15	18
Guest lecture / keynote speech	A6 B11 B13 C3 C4 C6	10.5	21	31.5



Case study	A1 A4 A6 A7 A12 B3 B4 B6 B8 B10 B11 B13 C3 C4 C6	7	13	20
Collaborative learning	A1 A6 A7 A12 B3 B4 B6 B10 B13 C6	6	9	15
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
Supervised projects	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. 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. 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.
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 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.
Guest lecture / keynote speech	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. 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.
Case study	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.
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
Supervised projects Case study	The mentioned methodologies are complemented with sessions of tutorials (personalized attention) to consult doubts and help in the resolution of the proposed works.

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Supervised projects	A1 A6 A7 A12 B3 B4 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
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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

Basic	- Álvarez González, M. (2013). Bases teórico-prácticas de la orientación profesional. UNED - Carrillo González, F. (2021). Efectividad de un programa para la mejora del proyecto profesional y la marca personal. Revista Española de Orientación y Psicopedagogía, 32 (2), - Cifre Gallego, E. (2022). Desarrollando en el aula competencias de orientación profesional con perspectiva de género. http://dx.doi.org/10.6035/InnovacioEducativa.27 - Cobos Cedillo, A. (2012). La orientación profesional y la búsqueda de empleo. Experiencias innovadoras y técnicas de intervención que facilitan la inserción laboral. Editorial Grao - Echeverría Samanés, B. (2008). Orientación profesional. Editorial UOC - Izquierdo Rus, T. (2010). Los nuevos retos del mercado laboral: una perspectiva desde la orientación profesional. Editorial Amarantos - Manzanares, A. y Sanz C. (2012). Situación actual y desafíos de la orientación: repensando la orientación en el ámbito educativo. Walters Kluwer Educacion - Manzanares Moya, A. y Sanz López, C. (2016). Orientación profesional. Fundamentos y estrategias. Wolters Kluwer - Martínez Clares, P. (2002). La orientación psicopedagógica: modelos y estrategias de intervención. EOS - Martínez Serrano. M.E., Pérez Herrero, M.H. y Burguera Condon, J. L. (2022). Orientación para el desarrollo de la carrera en educación secundaria: Una revisión sistemática. Revista de Investigación Educativa, 40 (1), 107?126 - Moreu, A.C. y Bisquerra, R. (2002). Los orígenes de la psicopedagogía: el concepto y el término. Revista Española de Orientación y Psicopedagogía, 13 (1), - Piqueras Gómez, R., Carrasco Hernández, A., Rodríguez-Arias Palomo, J. L., & Altuna Urcelay, A. (2021). Evaluación de conductas y actitudes de búsqueda de empleo. Revisión y validación de tres escalas para la orientación profesional. Revista Española de Orientación y Psicopedagogía, 32 (2) - Rodríguez-Esteban, A. y Padín García, A. (2022). Diferencias según el género en los intereses académico-profesionales ¿persisten los estereotipos?. Revista Española de Orientación y Psicopedagogía, 33 (1), - Rodríguez Moreno, M.L. (2011). Orientación profesional no sexista: teoría y práctica. Editorial Académica Española - Sánchez García, M.F. (2013). Orientación profesional y personal (libro electrónico). UNED - Sánchez García, M. F. (2004). Orientación laboral para la diversidad y el cambio. Sanz y Torres - Santana Vega, L.E. (2013). Orientación profesional. Síntesis - Sebastián Ramos, A. (2000). El mercado de trabajo y el acceso al mundo laboral una perspectiva desde la orientación profesional. Estel - Sobrado Fernández, L.M. y Cortés Pascual, A. (2009). Orientación profesional: nuevos escenarios y perspectivas. Biblioteca Nueva Para cada tema proporcionarse bibliografía e webgrafía específica.
Complementary	

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
The sending of works will be done through virtual platforms. A sustainable use of resources and the prevention of negative impacts on the natural environment must be made. The importance of ethical principles related to sustainability values ??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.